2014

Education

Abstracts

Sixteenth Annual International Conference on Education
19-22 May 2014,
Athens, Greece

Edited by Gregory T. Papanikos

16th Annual International Conference Education

19-22 May 2014, Athens, Greece

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(In Alphabetical Order by Author's Family name)

Preface

This abstract book includes all the abstracts of the papers presented at the *16th Annual International Conference on Education, 19-22 May 2014,* organized by the Athens Institute for Education and Research. In total there were 154 papers and 173 presenters, coming from 50 different countries (Australia, Austria, Bahrain, Brazil, Brunei, Canada, China, Colombia, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Hong Kong, Iraq, Israel, Japan, Jordan, Lithuanian Republic, Malaysia, Mexico, New Zealand, Nigeria, Norway, Oman, Pakistan, Philippines, Poland, Portugal, Qatar, Saudi Arabia, Serbia, Slovakia, Slovenia, South Africa, South Korea, Spain, Sri Lanka, Sweden, Switzerland, Taiwan, Turkey, UAE, Uganda, United Kingdom and USA). The conference was organized into 29 sessions that included areas such as Foundations of Education: History and Culture of Education, Art Education/Music Education, Higher Education – Cultural Diversity/Multiculturalism/Challenges, Language Learning/Children's Literature/ TESL, Elementary Education, Technology/Computers/Software/ Mobile/Media Devices e.t.c. As it is the publication policy of the Institute, the papers presented in this conference will be considered for publication in one of the books of ATINER.

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

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

Gregory T. Papanikos
President

FINAL CONFERENCE PROGRAM
16th Annual International Conference on
Education
19-22 May 2014, Athens, Greece
PROGRAM
Conference Venue: **Titania Hotel (52 Panepistimiou Avenue)**

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C O N F E R E N C E   P R O G R A M
(The time for each session includes at least 10 minutes coffee break)

<u>Monday 19 May 2014</u>
07:30-08:30 Registration
08:30-09:00 Welcome and Opening Remarks
- Dr. George Poulos, Vice-President of Research, ATINER & Emeritus Professor, University of South Africa, South Africa.
- Dr. Gregory T. Papanikos, President, ATINER.
- Dr. Alexander Makedon, Head, Education Research Unit, ATINER & Professor of Philosophy of Education, Arellano University in Manila, Philippines.

09:00-11:00 Session I (Room A): Research Methodologies **Chair:** Dr. Srecko Devjak, Professor, Ljubljana University, Slovenia.	**09:00-11:00 Session II (Room B): Foundations of Education: History and Culture of Education** **Chair:** *Andrew Idzikowski, Lecturer, Thompson Rivers University, Canada.
1. *Steve J Hothersall, Head of Social Work Education, Edge Hill University, UK. Knowledge Production and Public Accountability in Social Work. 2. Christine Del Notaro, Professor, University of Geneva, Switzerland. Reinvestment in the Class of a Theory Used in the Research: A Question of Didactic Transposition. 3. Nize Maria Pellanda, Professor, University of Santa Cruz of Sul, Brazil. Self-Narratives as a Complex Instrument of Construction Cognition/Subjectivity. 4. Linda Van Laren, Lecturer, University of KwaZulu-Natal, South Africa. Self-Study Methodology: Opportunity for Teacher Educators to Work in the in Teaching-Research Intersection.	1. Karmen Kolnik, Full Professor, University of Maribor, Slovenia. The Cross-Curricular Role of School Geography in Education for Sustainable Future. 2. Charlotte Boling, Associate Professor, University of West Florida, USA & Chelsea Boling, Coordinator, University of West Florida, USA. Fostering Culturally Competent Communications. 3. <u>Adam Usher</u>, Lecturer, Victoria University, Australia & <u>Marie Sandvad,</u> Project Manager, Global High School, Denmark. Developing Teachers' Glocal Teaching and Learning Identities: Early Findings from the Danish Glocal Educators Project.
09:00-11:00 Session III (Room C): Art Education/Music Education **Chair:** Yaacov J. Katz, Professor, Bar-Ilan University, Israel.	**09:00-11:00 Session IV (Room D): Higher Education – Cultural Diversity/ Multiculturalism/Challenges** **Chair:** Alexander Makedon, Head, Education Research Unit, ATINER & Professor of Philosophy of Education, Arellano University in Manila, Philippines.
1. Zuzana Pechova, Professor Assistant, Technical University of Liberec, Czech Republic. The Real Life Experience of Visual Art in Czech Extracurricular and Cocurricular Education. 2. Kristin Harney, Assistant Professor, Montana State University, USA. Portraits of Pre-Service Classroom Teachers: Exploring Intentions to Integrate Music. 3. Ada Holcar Brunauer, Senior Consultant, National Education Institute Slovenia, Slovenia, Urban Kordes, Associate Professor, University of	1. Maureen Andrade, Associate Vice President – Academic Programs, Utah Valley University, USA. Higher Education Access and Success through Distance English Language Learning. 2. <u>Susan Peet</u>, Senior Lecturer, Bowling Green State University, USA, <u>Michael Sturm</u>, Instructor, Bowling Green State University, USA & Deborah Wooldridge, Professor & Director, Bowling Green State University, USA. Engaging Students in Learning: Lessons from Short-Term Study Abroad Experiences in Italy. 3. Sylvie Andree Didou Aupetit, Researcher,

Ljubljana, Slovenia & Barbara Sicherl Kafol, Associate Professor, University of Ljubljana, Slovenia. A Model of Learning, Teaching and Assessment in Music Education.

Center for Research and Advanced Studies, Mexico. Equity, Diversity and Internationalization in Indigenous Higher Education in Latin America.

11:00-12:30 Session V (Room A): Language Learning/Children's Literature/ TESL
Chair: Dr. George Poulos, Vice-President of Research, ATINER & Emeritus Professor, University of South Africa, South Africa.

1. Hye Pae, Assistant Professor, University of Cincinnati, USA. Word and Nonword Recognition by Native English Speakers and Korean Learners of English as a Foreign Language.
2. Dalal Bahanshal, Language Instructor, King AbdulAziz University, Saudi Arabia. The Effect of Large Classes on English Teaching and Learning in Saudi Secondary Schools.
3. Fatima Susana Amante, Professor, Polytechnic of Viseu, Portugal. Walking a Mile in Someone Else's Moccasins: Conflicts, Challenges and Connections in Portuguese Children's Literature.
4. Sunyu Hon, Assistant Lecturer, Chinese University of Hong Kong, China. The Challenges Presented by Motivational Strategies to Different Background Learners of Chinese as a Second Language.
5. Saeed Al Mashrafi, Educational Supervisor, Ministry of Education, Sultanate of Oman. Effect of Collaborative Reading on Improving Omani EFL Students' Reading.

11:00-12:30 Session VI (Room B): English Education
Chair: Susan Peet, Senior Lecturer, Bowling Green State University, USA.

1. Gulbahar Beckett, Professor, University of Cincinnati, USA. Learning in English: Gains, Losses, and Possibilities.
2. Reyes Quezada, Professor, University of San Diego, USA. Transforming into a Multilingual Nation: A Qualitative Analysis of Mexico's Initiative to Develop Language Teachers.
3. Hungchang Lee, Associate Professor, Taiwan Shoufu University, Taiwan & Mei-Ju Chou, Assistant Professor, Taiwan Shoufu University, Taiwan. How Would Parents in Taiwan Think about Their Young Children's Learning English at an Early Age.
4. Nkemjika Ofodile, Student, Howard University, USA. The Dispelling of Cognitive Dissonance: A Correlational Analysis of Teacher Characteristics that Foster Culturally Relevant Instruction to Low-Achieving Students in English Language Arts Classrooms.

11:00-12:30 Session VII (Room C): Foundations of Education: Social Issues/ Sociology of Education
Chair: *Steve J Hothersall, Head of Social Work Education, Edge Hill University, UK.

1. Elieti Biques Fernandes, Professor, Centro University Unilasalle, Brazil & Alexandra Jochims Kruel, Professor, Centro University Unilasalle, Brazil. Practical Application of Social and

11:00-12:30 Session VIII (Room D): Higher Education-Achievement/Accreditation/ Student Subculture I
Chair: Maureen Andrade, Associate Vice President – Academic Programs, Utah Valley University, USA.

1. Shaheen Shariff, Associate Professor, McGill University, Canada. Legal Implications and Ramifications of Cyber Bullying, Sexting and Online Abuse at the University Level.

Environmental Marketing Assisting Local Needed Community.

2. Karolina Parding, Associate Professor, Lulea University of Technology, Sweden. Documentation, Documentation, Documentation: Changed Governance of Public Sector Professionals – The Case of Teachers' Work.

3. Michael Tzanakis, PhD Student, University of London, UK. Is Change in Adolescent Educational Expectations for University Study between Ages 14-16 in UK White, Indian, Pakistani, Bangladeshi and Black Caribbean Pupils Moderated Differently by Time or Ethnicity?

4. Barzan Hama Karim, Coordinator of English Department, University of Halabja, Iraq. The Impact of Class Size on the Academic Achievements of Students.

5. Torla Hassan, Professor, International Islamic University Malaysia, Malaysia. Integration of Sciences and Islamic Faith: Syllabus and Educational Experiments in the International Islamic University Malaysia (IIUM).

2. Christos Kelepouris, Lecturer, Australian College of Kuwait, Kuwait. U.S. Law and the Transition of Students into Higher Education.

3. Jana Goriup, University Teacher, University of Maribor, Slovenia. Is Education for Health Care Conditioned by Gender?

4. Maria Pamela Magpily, Coordinator, College of the Holy Spirit Manila, Philippines & Joseph Mercado, Vice President for Branches and Campuses in Polytechnic University of the Philippines, Philippines. Non-Cognitive Factors Affecting the Academic Performance of Fourth Year College Students of College of the Holy Spirit Manila.

5. Jose Jr Barlis, Group Leader – Math And Sciences Courses, Maritime Academy of Asia and the Pacific, Philippines, Carol Dacwag, Professor, Maritime Academy of Asia and the Pacific, Philippines, Josefin Iii Fajardo, Professor, Maritime Academy of Asia and the Pacific, Philippines & Erdy Aganus, Head, Maritime Academy of Asia and the Pacific, Philippines. Faculty and Students' Perception Towards Outcome Based Education in Teaching Engineering Courses.

12:30-14:00 Session IX (Room A): Elementary Education
Chair: Hye Pae, Assistant Professor, University of Cincinnati, USA.

12:30-14:00 Session X (Room B): Technology/Computers/Software/Mobile Devices I
Chair: Reyes Quezada, Professor, University of San Diego, USA.

1. Roger Hill, Professor, University of Georgia, USA. STEM Content for Elementary Education: Research and Recommendations.

2. Luda Kriger, Director of the Municipal Kindergarten Amalia Lavi, Yoqne'Am, Israel. Kindergarten Study-Unit: 'Development and Nurturing Awareness of the Existence of the Arab 'Other' and the Existence of the Jewish 'Other', By Means of the Arts at the Preschool Level'.

3. Yaser Natour, Associate Professor, United Arab Emirates University, United Arab Emirates. Reading Error Patterns Prevailing in Emirati First Graders.

4. Nir Madjar, Assistant Professor, Bar-Ilan University, Israel, Nitzan Shklar, Graduate Student, Bar-Ilan University, Israel & Limor Moshe, Graduate

1. Yaacov J. Katz, Professor, Bar-Ilan University, Israel. Cognitive and Affective Aspects of SMS-Based Learning at the University Level.

2. Portia Diaz, Associate Professor, Indiana University, USA. Information Literacy in the First-Year Experience Program: Measuring Its Effect on the Academic Success of Students in Transition.

3. Maria Elizabeth Bianconcini de Almeida, Researcher, Pontificia University Catolica of Sao Paulo, Brazil. Laptop in Use at the School: Perceived Relations in Student Development as Seen by Teachers.

4. Michaela Buchtova, PhD Candidate, Charles University in Prague, Czech Republic & Zdenka Simkova, Environmental Interpretation Specialist, M77 – NGO for Digital Creation & Training, Czech Republic. Location-Based Games Enhancing Education: Design and

Student, Bar-Ilan University, Israel. Motivation for Doing Homework: Associations between Parents and Students Motivational Orientations.

5. *Thomas Rajotte, PhD Student, University of Quebec, Canada, Dominic Voyer, Professor, University of Quebec, Canada & Jacinthe Giroux, Professor, University of Quebec, Canada. The Interpretation of Mathematical Difficulties in Primary School, Which Perspective to Choice?

6. Ana Pesikan, Associate Professor, University of Belgrade, Serbia & Slobodanka Antic, Associate Professor, University of Belgrade, Serbia. Illustrations' Role in History Textbooks for Elementary School.

Implementation Lessons Learnt.

5. Lucila Maria Costi Santarosa, Professor, University of Rio Grande of Sul, Brazil, Debora Conforto, Researcher, University of Rio Grande of Sul, Brazil & Fernanda Chagas Schneider, PhD Student, University of Rio Grande of Sul, Brazil. Mobile Technology: Brazilian Case Study from the Perspective of Educational and Socio-Digital Inclusion.

12:30-14:00 Session XI (Room C): Psychology of Education/Religious Education/Peace & Justice Education
Chair: Karolina Parding, Associate Professor, Lulea University of Technology, Sweden.

1. *Chuing Prudence Chou, Professor, National Chengchi University, Taiwan. Cross-Staightization between China and Taiwan: How Educational Exchange Works for Peace?

2. Maria de Fatima Goulao, Assistant Professor, Aberta University, Portugal. The Relationship between Self-Efficacy and Academic Achievement in Adult Learners.

3. Constantinos Michael, Public Primary School Head Teacher, University of Cyprus, Cyprus & Mary Koutselini, Professor, University of Cyprus, Cyprus. Taking Action for Social Justice at School: Co-Developing Leaders and Teachers through a Process of Action Research.

4. Shira Iluz, Lecturer, Bar-Ilan University, Israel. Teachers' Attitudes towards Curriculum Change: The Bible Studies Curriculum in Israel's State Religious Schools. (Monday 19 of May).

5. Fernanda Veneu, PhD Student, Oswaldo Cruz Foundation, Brazil & Marco Costa, PhD Student, Oswaldo Cruz Foundation, Brazil. A Multiple Approach to Human Life Issues Enriching Science Lessons.

12:30-14:00 Session XII (Room D): Higher Education-Administration & Finance
Chair: Christos Kelepouris, Lecturer, Australian College of Kuwait, Kuwait.

1. Helio Cruz, Professor, University of Sao Paulo ,Brazil, Carlos Antonio Luque, Professor, University of Sao Paulo, Brazil & Alberto Teixeira Protti, Financial Assistant, University of Sao Paulo, Brazil. Financing the Higher Education System in the State of Sao Paulo: Main Challenges.

2. Louise Van Scheers, Professor, University of South Africa, South Africa. Creating a Marketing Strategy for Private Higher Education Colleges in South Africa. (Monday 19 May 2014).

3. *Suhas Pednekar, Professor, Ramnarain Ruia College, India. Public Private Partnership in Higher Education.

4. *Padma Yatapana, Lecturer, University of Moratuwa, Sri Lanka & M.R. Sooriyarachchi, Professor, University of Colombo, Sri Lanka. Comparison of Applicability of Two Ranking Methods for University Admission, the Common Currency Index Method and the Zscore Method over Several Years.

14:00-15:00 Lunch (details during registration)

15:00-17:00 Session XIII (Room A): Primary and Secondary Education and Specialised Teaching
Chair: Chuing Prudence Chou, Professor, National Chengchi University, Taiwan.

1. Lina Miliuniene, Professor, Siauliai University, Lithuania. Applied Physical Activities, Self-Realization and Leisure Time of Persons with Disabilities.
2. Nancy Stockall, Associate Professor, Sam Houston State University, USA. Pivotal Response Training and Technology: Engaging Young Children with Autism in Conversations.
3. Nesrin Isikoglu Erdogan, Associate Professor, Pamukkale University, Turkey. A Critical Role of the Student Teaching on Instructional Beliefs: An Example of Early Childhood Student and Cooperating Teachers.
4. Effie Efthymiou, Assistant Professor, United Arab Emirates University, United Arab Emirates. The Discursive Positioning of Students with Special Educational Needs in Four UK Primary Classrooms.
5. Monica Glina, Post-Doctoral Fellow, University of Oslo, Norway. Reengineering the Rules of Analysis to Reconceptualize the Role of the Facilitator.

15:00-17:00 Session XIV (Room B): Higher Education – Teacher Methodologies I/Educational Programs
Chair: Leslie Stuart Woodcock, Academic Member, ATINER & formerly University of Leeds, U.K.

1. Sergio Albaladejo Ortega, Professor, Catholique University of Murcia, Spain, Josefina Sanchez Martinez, Professor, Catholique University of Murcia, Spain & Angel Pablo Cano Gomez, Professor, Catholique University of Murcia, Spain. Transmedia Storytelling as a Tool for Teaching Innovation in Higher Education.
2. Sue Holt, Senior Lecturer, Edge Hill University, UK. An Exploration of the Role of Collaborative Working Groups in Developing Confidence and Professional Judgment.
3. Jan Novotny, Masaryk University, Czech Republic, J. Svobodova, Masaryk University, Czech Republic & J. Jurmanova, Masaryk University, Czech Republic. A New Approach to Teaching Cosmology.
4. Susan Unruh, Assistant Professor, Wichita State University, USA. Struggling International Students in the United States: Do University Faculty Know How to Help?
5. JR Ratliff, Assistant Professor, Zayed University, UAE. The Future of Higher Education Institutions (HEI) in a Globalized World.
6. Xiaohui Li, Vice Director, Anhui University, China, Weibin Zhou, Section Chief, Anhui University, China, Mi Fang, Section Member, Anhui University, China & Qi Gong, Section Member, Anhui University, China . On the Practical Education System in Comprehensive Universities: Construction and Practice.

17:00-19:00 Session XV (Room A): Teacher Education/Educational Research Programs
Chair: *Padma Yatapana, Lecturer, University of Moratuwa, Sri Lanka.

1. Jose Roberto Serra Martins, Professor, Federal Institute of Sao Paulo, Brazil & Celso Dal Re Carneiro, Associated Professor, University of Campinas, Brazil. Teaching and Learning in Geosciences for Citizenry: From the Margins of Knowledge to the Central Tasks of Forming Teachers.
2. Dvora Katchevich, Post Doctoral Researcher, Weizmann Institute of Science, Israel, Malka Yayon, Teachers Training, Weizmann Institute of Science, Israel, Rachel Mamlok-Naaman, Senior Staff Scientist, Weizmann Institute of Science, Israel & Avi Hofstein, Professor Emeritus, Weizmann Institute of Science, Israel. Development of Teachers' Ownership Regarding the Project: The Outcome of A CPD Workshop.
3. Paivi Valli, Teacher, University Of Jyvaskyla, Finland & Paivi Perkkila, Lecturer, University Of Jyvaskyla, Finland. Adult Pre-Service Teachers Applying 21st Century Skills in the Practice.
4. Rema Reynolds, Assistant Professor, University of Illinois, USA. The Usefulness of a Preparatory Course that Engages Students in Readings and Discourse that Address the Marginalization and Oppression of Students Due to White Supremacy, Patriarchy, Capitalism, and Heteronormativity.
5. Vetta Vratulis, Assistant Professor, Saginaw Valley State University, USA. An Exploration of Digital Technologies in Teacher Education: TPCK Framework.

21:00–23:00 Greek Night (Details during registration)
Tuesday 20 May 2014

08:00-10:00 Session XVI (Room A): Technology/ Computers/Software/ Mobile/ Media Devices I Chair: *Suhas Pednekar, Professor, Ramnarain Ruia College, India.	08:00-10:00 Session XVII (Room B): Foundations of Education: History/ Religion/ Culture of Education Chair: Constantinos Michael, Public Primary School Head Teacher, University of Cyprus, Cyprus.	08:00-10:00 Session XVIII (Room C): Panel - Children and Things, Papers on The Material-Cultural Turn in Childhood Research Chair: *Christina Schachtner, Professor, University of Klagenfurt, Austria.
1. Maria Rafaela Junqueira Bruno Rodrigues, Professor, Centro Paula Souza, Brazil, Dilermando Piva Jr., Professor, Centro Paula Souza, Brazil, Angelo Luiz Cortelazzo, Professor, Virtual University of Estado of Sao Paulo, Brazil & Simone Telles Martins Ramos, Professor, Virtual University of Estado of Sao Paulo, Brazil. Copyright Issues on Multimedia Production in Distance Education. 2. Catarina Doutor, Research Fellow,	1. Suhar Daher-Nashif, Lecturer, Al-Qasimi College, Israel. The Arab Colleges for Education in Israel: Palestinian Female Students, between Patriarchy and the State Apparatuses. 2. Andreas Liarakos, PhD Research Student, The University of Melbourne & Secondary School Teacher at The Mac.Robertson Girls' High School, Melbourne, Australia. Nineteenth Century Greek Education at the Crossroads: From Classical Republicanism	1. Burkhard Fuhs, Professor, University of Erfurt, Germany. The Material Culture of Childhood in the Context of Object and Memory Research. 2. Jytte Bang, Associate Professor, University of Copenhagen, Denmark. The Meaning of Musical Instruments and Music Technologies in Children's Lives. 3. *Christina Schachtner, Professor, University of Klagenfurt, Austria. Children, Things and Culture.

University of Algarve, Portugal, Carlos Miguel Ribeiro, Professor, University of Algarve, Portugal & Antonio Fragoso, Professor, University of Algarve, Portugal. Technological Specialization Courses in Higher Education: Reflecting On Students' Motivations and Expectations. 3. *Margarita Elkina, Professor, HWR Berlin, Germany. Didactical Analysis of e-Learning Courses on the Base of a Learning Analytics Tool. 4. Mete Okan Erdogan, Lecturer, Pamukkale U., Turkey. The Effectiveness of Semantic Web Technologies in Search Terms Used in Education. (Morning session). 5. Hassan Tairab, Associate Professor, UAE University, United Arab Emirates. Profiling Grade 6 – 9 Science Textbooks in Relation to Representation of Scientific Knowledge and Readability Level.	to Enlightened Bureaucratic Absolutism. 3. Shawnee Hardware, PhD Student, York University, Canada. Multiliteracies Pedagogy: Unlocking the Potential of Jamaican Inner-City Students. 4. Ka-Ka Lam, Professional Consultant, The Chinese University of Hong Kong, Hong Kong. You, Yellow Running Dog! 5. Ines Barbosa de Oliveira, Professor, State University of Rio de Janeiro (UERJ), Brazil & Aldo Victorio Filho, Professor, State University of Rio de Janeiro (UERJ), Brazil. Curriculum of Visual Arts on Basic Education: Classrooms' Everyday Life and Teachers' Formation.	

10:00-11:30 Session XIX (Room A): School Reform,/Alternative Education Chair: *Margarita Elkina, Professor, HWR Berlin, Germany.	10:00-11:30 Session XX (Room B): Business Education/Vocational Education Chair: Suhar Daher-Nashif, Lecturer, Al-Qasimi College, Israel.
1. Julien Mercier, Professor, University of Quebec in Montreal, Canada. A Model for Examining 'Missed Opportunities for Learning' in Tutoring from an Educational Neuroscience Perspective. 2. Farid Nouri, Education Manager, RasGas Company Limited, Qatar. Parental Engagement as a Tool to Raise Academic Standard and Expectation: The Case of Al Khor International School (AKIS), Qatar.	1. Andrew Thomas, Head of School, Bahrain Polytechnic, Bahrain. Designing English Support Courses in Higher Education for Workplace and Academic Skills. A Case Study from Bahrain Polytechnic. 2. Joanna Kolodziejczyk, Lecturer, Jagiellonian University in Krakow, Poland. Marketing Communication as an Element of Public Communication at Schools.

10:00-11:30 Session XXI (Room C): Foundations of Education: Philosophy of Education
Chair: Monica Glina, Post-Doctoral Fellow, University of Oslo, Norway.

1. Araujo Batista Gustavo, Professor, University of Uberaba, Brazil. Socrates: Philosophy Applied to Education – Search for Virtue.
2. Bryan Warnick, Associate Professor, Ohio State University, USA. The Ethical Dimensions of Paying Students for Grades.
3. Michal Cerny, Lecturer, Masaryk University, Czech Republic. Ethics of Science as a Topic of Grammar School Education.
4. Baha Makhoul, Director of the Arabic Section in Literacy and Language Arts Department, CET- the Center for Education Technology, The Hebrew University, Israel. Arabic Reading Acquisition in the Shadow of Linguistic Risk and Diglossic Situation.
5. Ona Janse van Rensburg, Senior Lecturer, North West University Potchefstroom, South Africa. Back To Basics In Early Years Teaching and Learning in South Africa.

10:00-11:30 Session XXII (Room D): Higher Education – Teacher Methodologies II/Reform
Chair: Ms
Olga Gkounta, Researcher ATINER

1. Sheng Zhou, Vice Professor, Military Economics Academy, China & Yanhua Liu, Professor, Military Economics Academy, China. The Reform of Education for the Application-Oriented Graduate Students under the Concept of Supply Chain Management. (Tuesday, 20 of May).
2. *Andrew Idzikowski, Lecturer, Thompson Rivers University, Canada. Addressing the Educational Challenges of Experiential Learning in Teaching of Internet Marketing at Thompson Rivers University.
3. Karen Arm, Teaching and Learning Fellow, Southampton Solent University, UK. Building Pedagogy Inclusively: You can't Make Bricks without Straw.
4. Estelle Taylor, Lecturer, North-West University, South Africa & Martin Park, Professor, North-West University, South Africa. The Teaching and Learning of Computer Science-How Should It Be Done?
5. Alexandra Jochims Kruel, Professor, Centro Salle University– Unilasalle, Brazil & Elieti Biques Fernandes, Professor, Centro Salle University– Unilasalle, Brazil. Towards an Education for Citizenship: Case of a Learning Experience in a Management School.

11:30-13:00 Session XXIII (Room A): Early Childhood/Kindergarten Education
Chair: Bryan Warnick, Associate Professor, Ohio State University, USA.

1. Alvaro Galvis, Professor, University of Los Andes, Colombia. Initial Education in Colombia: Using Blended Learning Environments to Prepare On-The-Job Practitioners.
2. Tatjana Devjak, Associate Professor, University of Ljubljana, Slovenia. Children's Participation in the Process of Planning and Implementation of Education and Learning in Kindergarten.

11:30-13:00 Session XXIV (Room B): Teacher Education/Teacher Training
Chair: Thomas De La Garza, PhD Student, San Diego State University, USA.

1. Jane Lewis, Associate Professor, Cape Breton University, Canada & Melissa Lee-Ross, Manager, Cape Breton District Health Authority, Canada. Empowering Teachers as Change Agents in Improving Population Health Outcomes.
2. Burckin Dal, Assoc.Professor, Istanbul Technical University, Turkey & Aytekin Cokelez, Ondokuz Mayıs University, Turkey. An Analysis of the Pre-Service Teachers' Climate Change Awareness.

3. Frederic Charles, PhD Student, University of Lyon, France. Discovering the Worlds of Living Things, Objects and Substances in Nursery Schools:Teaching Practices and Training Proposition.
4. Monika Zareba, Assistant Professor, The Jan Kochanowski University in Kielce, Poland. Role of Preschool Education in Early Support of Prematurely Born Children.

3. Steven Sexton, Lecturer, University of Otago, New Zealand. Realistic Teacher Education in New Zealand: A Master of Teaching and Learning Degree's Influence on Teacher Efficacy.
4. Ercan Top, Associate Professor, Abant Izzet Baysal University, Turkey. Forcing to Reflect on Project Blog Entries Affects Factors of Pre-Service Teachers' Learning Perceptions.
5. Merab Alice Kagoda, Professor, Makerere University, Uganda & Betty Akullu Ezati, Senior Lecturer and Dean, Makerere University, Uganda. Duality in Teacher Preparation and Teacher Trainees Identity: Experience from Makerere University, Uganda.

11:30-13:00 Session XXV (Room C): Science Education-K-12 and College/ University
Chair: Carole Gordon, Lecturer, University of Aberdeen, Scotland.

11:30-13:00 Session XXVI (Room D): Higher Education-Achievement/Student Subculture II
Chair: Estelle Taylor, Lecturer, North-West University, South Africa.

1. Irv Epstein, Professor, Brandeis University, USA, Kim Godsoe, Associate Provost, Brandeis University, USA & Melissa Kosinski-Collins, Associate Professor, Brandeis University, USA. Brandeis Science Posse: Using the Group Model to Retain Students in the Sciences. (Tuesday 20 May 2014).
2. Ayberk Bostan Sarioglan, Research Assistant, Balikesir University, Turkey. The Effects of Instruction on 5th Grade Students' Conceptual Understandings about Light Concept.
3. Rachela Alfasi, PhD Student, Weizmann Institute for Science, Israel & David Fortus, Senior Scientist, Weizmann Institute for Science, Israel. Phenomenological Approach to Physics Instruction in Grades 6-9 in Waldorf Education in Israel.
4. Antonio Fernandez-Crispin, Professor, Benemerita Autonomy University of Puebla, Mexico, Maria EstelaRuiz Primo, Retired Professor, Benemerita Autonomy University of Puebla, Mexico, Ana CeciliaTapia Lobaton, Student, University of Guadalajara, Mexico, Jose Praxedis Amaro Olivera, Professor, Benemerita Autonomy University of Puebla, Mexico & Armando Noe Rodriguez Galvan, Student, Benemerita Autonomy University of Puebla, Mexico. Reflection in Action: A Key to Develop Science Teaching Competences.

1. Teresa Guzman, Professor, Autonomous University of Tamaulipas, Mexico & Josefina Guzman, Professor, Autonomous University of Tamaulipas, Mexico. Conditions of Intellectual Production among Researchers from the Autonomous University of Tamaulipas.
2. Miroslav Hrnciar, Associate Professor, University of Zilina, Slovakia & Peter Madzik, PhD Student, University of Zilina, Slovakia. Quality of Services with Respect to Their Unique Characteristics – The Field of Education.
3. Burcak Cagla Garipagaoglu, Assistant Professor, Bahcesehir University, Turkey & M. Yasar Ozden, Prof., Bahcesehir University, Turkey. Factors Affecting the Students' and Parents' Choice of University in Turkey.
4. Sirle Kivihall, Lecturer, Tallinn University, Estonia & Merilyn Meristo, Lecturer, Tallinn University, Estonia. Homework – Tallinn University Students' Intrinsic and Extrinsic Motivation to Complete Their Homework Tasks.
5. Sarah Louisa Birchley, Associate Professor, Toyo Gakuen University, Japan. Sensemaking and Accreditation in Japanese Higher Education.

13:00-14:00 Lunch (Details during registration)

14:00-15:30 Session XXVII (Room A): Educational Leadership & Management/ Evaluation and Assessment Procedures **Chair:** Jose Jr Barlis, Group Leader – Math And Sciences Courses, Maritime Academy of Asia and the Pacific, Philippines.	14:00-15:30 Session XXVIII (Room B): Adult Education – Geragogy/On-the Job Training/ Specialised Teaching Practices **Chair:** Ona Janse van Rensburg, Senior Lecturer, North West University Potchefstroom, South Africa.	14:00-15:30 Session XXIX (Room C): Panel - Pluralistic Evaluation Practices, Issues of North and South **Chair:** Julien Mercier, Professor, University of Quebec in Montreal, Canada.
1. Roman Dorczak, Adjunct Professor, Jagiellonian University, Poland. Core Values of Educational Leadership – How School Leaders Understand Concepts of Development and Learning. 2. Rida Blaik Hourani, Assistant Professor, Emirates College for Advanced Education, United Arab Emirates. School Administrators' Ideas, Views and Attitudes about the Implications and Implementation of School Self- Evaluation in the City of Abu Dhabi. 3. Eldridge Johannes Van Niekerk, Lecturer, University of South Africa, South Africa. Leadership Training for Teachers: Important Aspects. 4. Jakub Kolodziejczyk, Lecturer, Jagiellonian University in Krakow, Poland. Leadership and Management in the Definitions of School Heads. 5. Ioanna Theotokatou, PhD Student, Leeds Metropolitan University, UK. An Investigation of the Relationship between School Leadership and Ethos as it Derives from	1. Teresa Goncalves, Research Fellow, University of Algarve, Portugal, Helena Quintas, Professor, University of Algarve, Portugal & Antonio Fragoso, Professor, University of Algarve, Portugal. Academic Trajectories and Labour Market Transitions of Mature Graduates: A Case Study from the University of Algarve. 2. Claudia Gerdenitsch, Research Assistant, University of Graz, Austria. Learning from the Aged. Special Interest and General Knowledge in Education. 3. Thomas De La Garza, PhD Student, San Diego State University, USA. Radio Literacy in Afghanistan: Reaching and Teaching Underserved Populations.	1. *Maria Lourdes Lira Gonzales, Professor, University of Quebec en Abitibi-Temiscamingue, Canada. The Impact of a Teacher's Formative Assessment Perceptions in a University ESL Class: A Case Study. 2. *Micheline Joanne Durand, Researcher, University of Montreal, Canada & Marie-Eve Proulx, Research Professional, University of Montreal, Canada. Document the Professional Judgment of Teachers in 6th Grade Next to the Skills Assessment during and at the End of School Year and the Results Obtained By Their Students to Departmental Examinations. 3. Thahn Tu Nguyen, PhD Student, University of Montreal, Canada & Ramoo Lakshmee Devi, Master Student, University of Montreal, Canada. Documenting the Ways 6th Graders Teachers Carry out Evaluation in Reading and Writing during All the Stages of the Evaluation Procedure. 4. Nathalie Beaulac, PhD Student, University of Montreal, Canada. The

its Members' Interaction. 6. Maiza de Albuquerque Trigo, Master Student, University of Coimbra, Portugal & Antonio Gomes Ferreira, Associate Professor, University of Coimbra, Portugal. School Autonomy in Portugal: How Public Schools Actually Manage Themselves?		Teachers' Evaluation Practices by the End of the 6th Grade of Elementary School in the Context of the Mandatory Tests and a Results-Based Approach.
15:30-17:00 Session XXX (Room A): Technology/ Computers/ Software/ Mobile/Media Devices II Chair: Roger Hill, Professor, University of Georgia, USA.	**15:30-17:00 Session XXXI (Room B): Family Life and Education Chair:** Gulbahar Beckett, Professor, University of Cincinnati, USA.	**15:30-17:00 Session XXXII (Room C): Higher Education – Evaluation/ Assessment Chair:** JR Ratliff, Assistant Professor, Zayed University, UAE.
1. Kai-Ming Li, Assistant Professor, Hong Kong Institute of Education, Hong Kong. Exploring Teachers' Intention of Using a Mobile Marking System for Written Assignment and Test for Facilitating Assessment for Learning Strategy in Schools. 2. Chris W. H. Woo, Senior Lecturer, University Brunei Darussalam, Brunei Darussalam. The Nature of Gaming Addiction and its Pedagogical Potentialities. 3. Roseane Albuquerque Ribeiro, Master Teacher, Federal University of Paraiba, and Paraiba State University, Brazil. Curricula, Technologies and Innovations in Contemporary Technologies in Different Educational Contexts.	1. Gloysis Mayers, Associate Professor, Zayed University, United Arab Emirates, Chris Coughlin, Associate Professor, Qatar University, Qatar, Deborah Wooldridge, Professor & Director, School of Family and Consumer Sciences, Bowling Green State University, USA & Shahrokh Shafaie, Professor, Southeast Missouri State University, USA. Females' Perceptions of the Role of Fathers in Caring for Children. 2. Abdulraheem Almahasneh, Lecturer, Tafila Technical University, Jordan. The Phenomenon of Bullying: A Case Study of Jordanian Schools at Tafila.	1. Tanya Ovenden-Hope, Associate Professor, Plymouth University, UK & Rowena Passy, Research Fellow, Plymouth University, UK. The Challenge of Raising Student Attainment: A Comparative Study of 'Coastal Academies' in England. 2. *Saad Shawer, Associate Professor, King Saud University, Saudi Arabia. Evaluation of Intervention Program Evaluation: A Strategy for Quality Management and Institutional and Stakeholder Development. 3. *Takalani Samuel, Lecturer, University of Venda, South Africa & Cosmas Maphosa, Lecturer, University of Venda, South Africa. Facilitation of Learning in the University: What Really Makes an Effective University Teacher? 4. Hilda Patino Dominguez, Program Coordinator, Iberoamericana Ciudad

		University of Mexico, Mexico. Is Humanistic/ Liberal Education Worthwhile? Undergraduate Students Raise Their Opinions. 5. Daphne Vidanec, Professor, Applied College of Economic Sciences for Business and Management "Baltazar A. Krcelic", Croatia. Implementation of the Ethical Knowledge in the Higher Economics Education.

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

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

<u>Wednesday 21 May 2014</u>
Cruise: (Details during registration)

<u>Thursday 22 May 2014</u>
Delphi Visit: (Details during registration)

Rachela Alfasi
PhD Student, Weizmann Institute for Science, Israel
&
David Fortus
Senior Scientist, Weizmann Institute for Science, Israel

Phenomenological Approach to Physics Instruction in Grades 6-9 in Waldorf Education in Israel

Waldorf education is based on the work of the Austrian philosopher-educator Rudolf Steiner's approach to education (1861-1925) that belongs to the humanistic approach to education (Petrash, 2002). Steiner formed the first Waldorf school in Germany in 1919 focusing on the belief that children develop in three distinct stages: early childhood, middle childhood and adolescent (Barnes, 1991). This international educational approach has been around over a hundred years without much change in format but a significant increase in circulation. Waldorf education advocates meaningful and active learning, and yet there are very few empirical studies conducted in this area. The purpose of the study is to examine physics instruction, as an example of science education in grades 6-9 in Israeli Waldorf schools by the examining the teaching processes and knowledge construction by the whole class.

This study adopted a qualitative, ethnographic research approach. During the study, interviews with students and teachers and observation in physics lessons were conducted in grades 6-9 in different Waldorf schools in Israel.

Analysis was based on a categorical approach and a comparative structural analysis of the lessons.

The findings show that physics is taught in Israeli Waldorf schools in the experiential approach; the students are exposed to multiple phenomena and knowledge construction is driven by these experiences. The teacher encourages the students to collect observations of the phenomena that were experiences in class, keep a research diary, and actively construct new knowledge from these two. But the price of following such a thorough process is that of quantity; students understand few ideas deeply but lack general scientific literacy.

I offer interactive lecture will allow illustration of the principles mentioned.

Sergio Albaladejo Ortega
Professor, Catholique University of Murcia, Spain,
Josefina Sanchez Martinez
Professor, Catholique University of Murcia, Spain
&
Angel Pablo Cano Gomez
Professor, Catholique University of Murcia, Spain

Transmedia Storytelling as a Tool for Teaching Innovation in Higher Education

University students sometimes show lack of motivation with imposed tasks in certain areas, so it is necessary for teachers to develop creative strategies that promote the involvement of the student in acquiring the knowledge of the training curriculum. This paper presents transmedia storytelling as a tool for effective teaching innovation that allows overcoming the described context.

Transmedia storytelling generates a unique form of report on different extensions which expands in different formats along varied platforms, and / or heterogeneous media. The consumers of this type of narrative expansion turn into creators of contents because they take part actively in the process, by what they are raised in authentic "prosumers".

This work is build upon a project-based method, which, given its solid constructivist base, seeks the students to create their own piece to implement contents and skills acquired through dynamics that trigger significant learning. In this sense, the objectives are multiple: increasing individual creative work by giving all the attention to the student; generating multidisciplinary and cross-curricula content; and strengthening collaborative dynamics among teachers.

Given a narrative document –a book, a comic, a film, a TV series episode, etc.–, each student has to analyze it to elucidate its characteristics and potentials, trying to identify the gaps that are likely to be completed. Based on these questions, which are suggested by the original paper, the student designs his own proposal for a fictional piece. Finally, after being verified by the teacher, the above mentioned proposal takes form in those documents that allow to create a piece capable of offering a significant contribution that complements and extends the primary document.

The project is easily transferable to other disciplines and training levels, because it encourages competences related to the interpretation of texts and the active participation resulting from these capabilities. In short, it is an essential vital project that is increasingly necessary in

order that the student is developed in a society that demands a great implication and where the fiction transcends the playful and narrative fields becoming a core value in the Knowledge and Convergence Society.

Roseane Albuquerque Ribeiro
Master Teacher, Federal University of Paraiba, and Paraiba State
University, Brazil

Curricula, Technologies and Innovations in Contemporary

The research undertaken is a result of the actions of the Research Technology, Education, Media and Arts whose leader Professor Roseane Albuquerque Ribeiro and also coordinated the research that resulted in this scientific article. This research group is recognized by the National Council for Scientific and Technological Development in Brazil. That survey was conducted in Undergraduate Pedagogy at the State University of Paraiba, Campina Grande, Paraíba, Brazil. Aimed to understand the possibilities of using different contemporary technologies in different educational contexts. The grouped worked thematic content of theoretical and practical, always instigating the student/teacher action based on knowledge produced in research conducted in the discussions and actions every day. A key outcome was the development by the research participants, a scientific paper endorsed the themes and educational practices studied, discussed and experienced. The theoretical foundations that supported the research, as well as their subsequent discussions and practices, point out that the mode of incorporation of Information and Communication Technologies - ICT - curricula in various educational contexts, instigate different possible uses, providing new pedagogical practices contextualization and meanings. We demonstrated this process different possible conceptions and appropriation of ICT for pedagogical actions in different educational spaces we experience.

Abdulraheem Almahasneh
Lecturer, Tafila Technical University, Jordan

The Phenomenon of Bullying:
A Case Study of Jordanian Schools at Tafila

This study aimed at exploring the relationship between bullying behavior with assimilation of social values, feeling of inferiority and awakeness of conscience by a group of bulliers students at the higher primary stage in the schools of Tafila. That bullying has become a very heated subject; the researcher decided to survey this phenomenon in a very conservative city that takes religion as a top priority. The phenomenon of bullying is very noticeable in this city, yet taking different forms. In Tafila, it is found that the consequences of bullying could be fatal in that the bullyer is trying to conceal his academic failure by drawing people's attention on his victims, the bullied ones. Further, the negative role of the Ministry of education has proved to be very contradicting in presenting a set of ambivalent instructions. I come up with some of the suggestions that might alleviate and fight this spreading phenomenon. I hope this kind of topic will be a good contribution in the field of Special Education and will come up with promising consequences.

Fatima Susana Amante
Professor, Polytechnic of Viseu, Portugal

Walking a Mile in Someone Else's Moccasins: Conflicts, Challenges and Connections in Portuguese Children's Literature

When we first think about Aboriginal peoples, the idea that immediately comes to mind is that of the warrior wearing feathers and minimal clothing, carrying tomahawks, bows and arrows. He is, many believe, the heathen savage that mercilessly attacks defenceless people and spreads fear wherever he goes. This representation is perpetuated in the media in general, and continues to be the focus of the majority of books, especially children's. In Portugal, perhaps due to our glorious past, the Portuguese keep tied to preconceived ideas in regards to the image of the Indian, ideas that come from our thrust towards expansion and the conversion of indigenous peoples.

But if the world has evolved, why do we seem to be stuck to representations of the sixteenth century? Is literature for children, written in Portuguese, representative of the Other? As children, we learn from literature about human nature, ourselves and others, but how far can literature be trusted? It is with these questions in mind that I intend to reflect upon Portuguese literature, looking, in particular, at a new kind of Aboriginal warrior: one that is aware that war bonnets, bows and arrows are no longer needed, since s/he fights a battle where words replace lances and spears, a battle that aims at challenging, responding and retaliating against stereotypes and misrepresentations.

In this increasingly multicultural and interrelated world, we must do our utmost to understand and learn from one another and, thus, it is up to us, whether parents or other family members, teachers, writers or other adults, to ensure the promotion of tolerance and respect for human dignity.

Saeed Al Mashrafi
Educational Supervisor, Ministry of Education, Sultanate of Oman

Effect of Collaborative Reading on Improving Omani EFL Students' Reading

Intending to talk about an experimental study of a teaching technique that aims basically at improving the learners' reading skill. Directed Reading-Thinking Activity (DR-TA) is a teaching strategy that guides students in making predictions about a text and then reading to confirm or refute their predictions. The Directed Reading/Thinking Activity (DRTA) encourages readers to engage actively in a three-step comprehension cycle: sample the text, make predictions and sample the text to confirm or correct previous predictions. This strategy encourages students to be active and thoughtful readers, enhancing their comprehension. It also aims at improving the students' speaking skill.

The study population consisted of grade seven students studying the English language course in Omani basic education schools during the academic year 2013-2014. Two grade seven basic education classes of a total of forty two students from a male school represented the sample of the study. A class of twenty two students represented the experimental group, which was taught the reading texts using Directed Reading-Thinking Activity Strategy. The other class represented the control group, which received traditional classroom instruction. A reading comprehension test was used to explore the research question. A pre test was administered to ensure the equivalence of the control and the experimental groups in reading performance. At the end of the course, the post test was administered to both groups to measure students' reading performance following the completion of the course. The major results of the reading test revealed a statistically significant difference between the students' achievement of the experimental group and the students' achievement of the control group using t test that favored the experimental group that was taught using Directed Reading-Thinking Activity Strategy.

Maureen Andrade

Associate Vice President – Academic Programs, Utah Valley University,
USA

Higher Education Access and Success through Distance English Language Learning

Widened participation in post-secondary education is necessary for today's knowledge society. Individuals, families, communities, and nations benefit from a well-educated citizenry, which supports self-sufficiency, stronger economies, and the resolution of global challenges. The demand for higher education has outpaced traditional institutional capacity, however. Distance education addresses this by increasing access to allow more individuals to reach their potential and contribute to society. It supports movements to democratize higher education and offers scheduling flexibility to accommodate diverse, nontraditional learners.

As English is the medium for much educational content, academic English language proficiency is often a prerequisite for success in both distance and face-to-face higher education contexts. Innovative approaches are needed to help learners acquire English language skills in online environments and build a foundation to further educational opportunity. Learning a foreign language through distance education requires interaction, specifically input and output. Language learners need opportunities to read and listen to the target language and produce language, negotiate meaning, test rules, and get feedback (Krashen, 1985; Long, 1996; Swain, 1995). They need to study the rules, systems, and structure of the language, and practice listening, reading, writing, and speaking using the language they have acquired in order to develop fluency (Nation, 2001). To be successful in such courses, learners also need a degree of autonomy and self-direction (Andrade & Bunker, 2009; Moore, 2007; White, 2003).

This presentation shares the approaches of two higher education institutions to offer low cost, high quality distance English language coursework and degrees globally. Courses are designed to include the necessary components for language acquisition including face-to-face weekly meetings with students in their local areas and native-English speaking peer tutors to build linguistic competency. Both models are designed to develop learner autonomy. Details about course features and outcomes will be shared.

Karen Arm
Teaching and Learning Fellow, Southampton Solent University, UK

Building Pedagogy Inclusively:
You can't make Bricks without Straw

Equality, diversity, social justice and inclusion have for some time been considered the cornerstones of higher education pedagogy in the UK. However recent equality legislation (i.e. Equality Act, 2010) has shifted thinking on these issues in two important ways. Firstly there has been a move away from the overly simplistic view that inclusion is solely about supporting disabled students to instead focusing on wider diversity dimensions in the student population (for example, gender, age, ethnicity, social class, and so on). Secondly is the recognition that inclusion is no longer straightforwardly concerned with responding to individual need (through for example, making 'reasonable adjustments' to teaching and learning) but is instead about designing programmes of study from the outset which ensure that all students have the opportunity to participate on equal terms. As such a number of higher education institutions in the UK are in the process of reflecting upon their teaching, learning and assessment from an inclusivity perspective; considering what they currently do to support inclusive pedagogy and how they might improve this.

In this paper I outline the work we have undertaken at Southampton Solent University to ensure that we are building pedagogy inclusively, the challenges that have been faced and our intended ways of moving forward. In doing so, I will draw upon research in the sector as well as institutional practice to offer illustrative examples of inclusive curriculum design and delivery and demonstrate how such approaches construct pedagogy in ways that allow **all** students to achieve their potential.

Dalal Bahanshal
Language Instructor, King AbdulAziz University, Saudi Arabia

The Effect of Large Classes on English Teaching and Learning in Saudi Secondary Schools

The effect of class size on teaching and learning English as a foreign language (EFL) has been through a contentious debate among researchers for a long time. Before the 1950's the concern about the effect of class size and the learning outcomes of students in such classes waned for some time. Yet, researchers have reconsidered the case once again and up to now it is a field of investigation. Therefore, through reviewing the existing literature on this area and examples culled from the teachers' experience, the aim of the present study are twofold: (1) to ascertain the impact of large classes on the teaching and learning outcomes, and (2) to suggest appropriate strategies Saudi secondary teachers can utilize in their large classes to facilitate English teaching and learning. To reach the aim of this study, six Saudi English teachers from two public schools were interviewed to express their perceptions about teaching in large classes. Research results present that all participants find it daunting to teach large classes. Teachers also comment that despite their efforts to elevate the level of language learning in such context, the outcome of their students is considered to be unsatisfactory. They believe that this can be contributed to the fact that there are big numbers of students in one class and wish for the number to be reduced. The study findings shed the light on some useful and effective methods to be applied in large classes which may facilitate the language teaching and learning.

Jytte Bang
Associate Professor, University of Copenhagen, Denmark

The Meaning of Musical Instruments and Music Technologies in Children's Lives

Ines Barbosa de Oliveira
Professor, State University of Rio de Janeiro (UERJ), Brazil
&
Aldo Victorio Filho
Professor, State University of Rio de Janeiro (UERJ), Brazil

Curriculum of Visual Arts on Basic Education: Classrooms' Everyday Life and Teachers' Formation

We aim to problematize the curricular proposals that surround the participation of Visual Arts on the Basic Education teaching process. In order to accomplish this goal, we appeal to the discussion of some guidelines which are currently in force for Arts teaching at elementary school, as well as the aspects of their theoretical anchorage.

The purpose of Arts education on Basic School might be considered in line with a Project of Human Formation still guided by the hegemonic cultural pattern. Both the realization and knowledge of aesthetic productions would lead to world reading and representation.

However, we consider the 'exploitation of the imagistic universe' recommended by the Brazilian National Curricular Parameters will only have significant consequences beyond Party conductions of Education if the processes which are demanded are adequately contemplated and mediated on the concreteness of the classroom's everyday life, where each parameter designed as dominant wrecks.

Taking into consideration the notion of *difference*, this reflection about the curricular postulates of Arts tries to elucidate some aspects such as the desired 'development of attention, memorization and gesture capacities as well as other body abilities' seeking the conceptual enlargement of these capacities. We show our theoretical adventure that intends to contribute for a curricular accomplishment compatible with the present moment.

The research about the genealogy of intimate Education utopia, considering the World Images and Imagistic World to study curriculum, visual culture and teacher formation are the main discussions purposed in this paper. We understand that the participation of Arts teaching on a successful school formation in tune with present time depends on the acute conceptual limits imposed to the first one and to the recognition of overflows that its epistemic field and peculiar practices have imposed to curricular gates of the second one: the contemporary formal education.

Jose Jr Barlis
Group Leader – Math and Sciences Courses, Maritime Academy of Asia
and the Pacific, Philippines
Carol Dacwag
Professor, Maritime Academy of Asia and the Pacific, Philippines
Josefin Iii Fajardo
Professor, Maritime Academy of Asia and the Pacific, Philippines
&
Erdy Aganus
Head, Maritime Academy of Asia and the Pacific, Philippines

Faculty and Students' Perception towards Outcome Based Education in Teaching Engineering Courses

With the implementation of Outcome Based Education (OBE) in the field of Engineering as mandated by the Commission on Higher Education (CHED) of the Philippines, the Physics group of the Maritime Academy of Asia and the Pacific (MAAP) was one of the first to implement the OBE. A survey has been conducted to obtain feedback from the instructors and students and to determine which among the OBE areas need to be improved or give attention for the realization of the OBE.

A total of two hundred twenty two (222) or 54% students and five (5) instructors teaching engineering physics participated in the survey during Academic Year 2013 – 2014, first semester. Stratified and convenient sampling were used to determine the respondents.

It was found that the implementation of OBE learning methodology is accepted by students and instructors. Among the OBE areas, based on the perception of the students, time factor in such a way that students do not have enough time to finish all the requirements for the course needs to be given attention. Likewise, based on the perception of the instructors, the MAAP management should take a look at the resources like the availability of computers and access to internet for the utilization of the students.

Nathalie Beaulac
PhD Student, Université de Montreal, Canada

The Teachers' Evaluation Practices by the End of the 6th Grade of Elementary School in the Context of the Mandatory Tests and a Results-Based Approach

A new curriculum and a new learning evaluation policy have been implemented in Québec since the beginning of the 21st century. The new educational practices support a competencies-based approach which involves a change in the assessment practices. In addition, there is a results-based approach in management, requiring administrators to report on results of their institution (Dembélé et al, 2012).

In order to be able to administer situations of evaluation from these new approaches, teachers have to adjust and adapt their practices to adopt a type of evaluation for which they have not been trained (Deniger & Kamansi, 2004) and which is not traditional (Simon et al., 2007).

In this communication, I will present the data collected through questionnaires and interviews that have been administered to elementary school teachers. It will be possible (1) to draw up a portrait of the actions performed by teachers regarding to the instrumentation and the grading; (2) to examine how they make a judgment and (3) to establish links with the success of the students at national examinations.

Gulbahar Beckett
Professor, University of Cincinnati, USA

Learning in English:
Gains, Losses, and Possibilities

There has been a shift from learning English language formally from psycholinguistics perspectives to learning *in* English functionally from educational linguistics perspectives in search of more efficient and effective approaches to English language acquisition, viewed as crucial for progress. While much is known about the former due to decades of research, little is known about the latter, especially in EFL contexts, because little research is available. Nevertheless, some encourage this shift uncritically and enthusiastically hailing that learning *in* English is an efficient approach that promotes simultaneous learning of content knowledge and English language. However, others resist claiming that it is an expansion of western culture and ineffective because neither instructors nor students are equipped with sufficient linguistic proficiency to successfully implement this approach and that no correlation between progress and English language proficiency exists.

This study, which explored 43 undergraduate students' experience with learning geosciences *in* English at a central P.R.C university and their perceptions of learning *in* English approach, was conducted to bridge some of the gaps and concerns in the existing literature. Research questions guided the study were 1) What is undergraduate students' experience with learning content subjects *in* English? 2) What are undergraduate students' perceptions of learning content knowledge in English and why?

A grounded theory analysis of open-ended survey and interview data revealed that students' experience with and perceptions of learning *in* English are complex. They found that learning geosciences in English can be helpful for content knowledge and English language acquisition plus understanding both western and Chinese cultures. However, students also reported that content courses taught *in* English are restricting and detrimental to in-depth study of advanced knowledge they hoped to gain. Implications of these and other findings of the study for educational linguistics theories and practices as well as further research will be discussed.

Maria Elizabeth Bianconcini de Almeida
Researcher, Pontificia University Catolica of Sao Paulo, Brazil

Laptop in Use at the School: Perceived Relations in Student Development as Seen by Teachers

This work presents part of a study on the analysis of the use of laptop for educational purposes in Brazilian public Elementary schools, situated in different regions of the country, as participants of the project one Computer for Pupil - UCA, of the Ministry of Education – MEC. The schools received low-cost laptops, assigning one computer for each student, teacher, principal, pedagogical coordinator and other professionals. The package also included internet connection, Wi-Fi infrastructure, and continued education development focused on the pedagogical use of this technology and on the technological immersion aimed to create the digital culture at the school.

The present study is part of a broader research whose focus is on the integration between technology and curriculum, analyzing the process of development in action and the practices of laptop use in seven public schools of the Brazilian states of São Paulo, Goiás and Tocantins.

The focus of this work is on the school teachers' view as registered in the analysis of the answers given to an online questionnaire with objective questions. The analyzed questions refer to the improvements pointed out by the teachers regarding the development of their students who use laptop in curricular pedagogical activities. Data analysis is performed through two methodological approaches: conventional descriptive statistics and Implicative Statistical Analysis - ASI with the use of CHIC (Hierarchic, Implicative and Cohesive Classification) to identify the association between the answers provided by the teachers displayed in hierarchical trees of similarity, which highlight the most significant levels of inter-relations between the answers relative to the similarity.

Elieti Biques Fernandes
Professor, Centro University Unisalle, Brazil
&
Alexandra Jochims Kruel
Professor, Centro University Unisalle, Brazil

Practical Application of Social and Environmental Marketing Assisting Local Needed Community

This paper reports the intervention experience of students and teachers at one of University Center in the South of Brazil, through an action research developed during Social and Environmental Marketing course. The objective was to combine theory and practice using the course's knowledge and techniques in a real and practical context experienced by students. This research process favors verbal communication by encouraging the participation of individuals in pursuit of real world or practical knowledge in order to transform it, ideas that inserts in the proposal of liberating education of brazilian sociologist Paulo Freire.

This research meets the requirements of three institutions: a cooperative association (coop) that collects and sort outsolid waste of city, the academic center that provides support for students' education process and the Junior Company of the University Center, which developed the Strategic Planning of coop. One of the proposed objectives of this Project is to address the population awareness about the importance of recycling garbage.

The local community awareness seek the expansion of the quantity and quality of material received by the cooperative, whose direct consequence is the increased of capacity to generate jobs and improve income for the socially vulnerable individuals within the neighborhood.

At the end of the course the students developed and presented several marketing actions to representatives of the institutions involved. These actions, in addition to the awakening of social and environmental consciousness in the actors involved, built meaningful learning experiences. The teacher assumes the motivational role in the knowledge building process and the student leaves the passive and detached positioning to become key players within their own context.

Sarah Louisa Birchley
Associate Professor, Toyo Gakuen University, Japan

Sensemaking and Accreditation in Japanese Higher Education

This paper explores the implementation of quality assurance accreditation procedures conducted by the Japan University Accreditation Association (JUAA) in Japan. By utilizing Ericson's (2001) conceptual framework of four ideal types of meaning, and Weick's (2005) concept of sensemaking as a lens through which to examine change, the research explores how faculty members at a case institution make sense of change and accreditation procedures. It asks: how far does this particular instance correspond to, or otherwise illuminate, Ericson's (2001) conceptual framework for understanding change in higher education? Through participant observations, in-depth research interviews, and extensive document analysis over two years, the research examines what happened to faculty members in a university undergoing change.

Higher education institutions are rich in socially-constructed meaning, and so, during change, some faculty members share values, rules of behaviour, and norms that become stabilized in institutional structures. This is due to the establishment of a common understanding. Conversely, there can be differences between groups in the institution, such that shared understanding can be difficult to attain. The JUAA procedure continually asks, 'do the constituent members [of the institution] thoroughly share understanding?' This research shows that in this case, there was limited shared understanding and limited collective sensemaking.

The research highlights significant issues with the decision-making processes and managerial structures of an HE institution, highlighting the way in which that institution follows many private sector management practices. The case university was deemed not change-capable (Scott, Coates and Anderson, 2008). The faculty members saw accreditation as a duty and showed limited understanding of the purpose of quality assurance procedures. At times they were at odds with their professional identity; experienced erosions of trust; showed a lack of collegiality and a lack of informedness. This research acknowledges the importance of effective leadership in HE institutions undergoing quality assurance procedures.

Charlotte Boling
Associate Professor, University of West Florida, USA
&
Chelsea Boling
Coordinator, University of West Florida, USA

Fostering Culturally Competent Communications

Effective intercultural communications extends well beyond the spoken language. Presented in this study are the cultural experiences of three teachers illustrating the importance of understanding verbal and non-verbal communications. The experiences of these teachers shaped valuable intercultural knowledge which will, in turn, change the way each interacts with their K-12 students.

Eighty-three percent of the American education workforce is white, middle class, female teachers who are employed within 50 miles of the high school where they graduated. The lack of diversity in local education agencies becomes its own limited culture. To counter this lack of cultural diversity, teacher preparation programs include curricula and immersive learning activities that address intercultural concepts. These programs, such as the UWF Emerge Experience provide intercultural, immersive experiences where preservice teachers have intercultural opportunities (study abroad, etc.).

The study is based on Kolb's Experiential Learning Theory (1984) and draws upon the work of intercultural educators such as Cushner (2009), Crashen (1984), and Özturgut (2011). Specifically, the proposed study presents three cases where each teacher is faced with a cultural communication dilemma: ordering gelato in Venice, a craft market in Jamaica, and celebrating holidays. Each case presents the setting, the intercultural interactions, the communication dilemma, and the lessons learned. The experience hinges on the teacher's ability to appreciate the importance of being a culturally competent individual, recognize the communication disorder, and change his or her behavior.

While communication problems exist in verbal and non-verbal interactions, the underlying miscommunication comes from a broader understanding of the culture. Additionally, teachers are aware that effective communication skills include knowledge of socially accepted interactions, importance of local commerce, and religious values. Teachers learn that being culturally competent means understanding the culture – not just the language.

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The Effects of Instruction on 5th Grade Students' Conceptual Understandings about Light Concept

Students' preconceptions about the concept they will learn is very affective on the teaching. Students' ideas are not always compatible with scientific facts and such ideas are referred to as misconceptions in the literature. Teaching can be effective in changing students' ideas, even after teaching there are students who continue to pursue ideas that are incompatible with scientific facts.

The aim of this study is determined fifth grade students' ideas related to the concept of light before and after teaching. To uncover students' ideas about the concept of light, a concept test consisting of five questions has been prepared by the researcher. The test reliability study conducted with sixty-five students and cronbach's α coefficient was calculated to be .783. Questions consist of four options and that students are asked to explain their ideas about select from the options. This test on the light concept has been applied before and after instruction. Descriptive analysis of the data obtained from tests was performed.

Students' scientific idea about the concept of light encountered ratio is low and the majority of students' ideas are the nature of misconceptions. After instruction for students faced with scientific answers increased. Instruction caused an increase in the frequency of students' scientific response about the concept of light. In studies using different teaching techniques can be researched the changes in ideas of the students about the concept of light.

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A Model of Learning, Teaching and Assessment in Music Education

This research was undertaken to explore the students' perception of teaching, learning and holistic assessment in music. Qualitative research has provided insight into how students experience and perceive the learning process in music education. A model of learning, teaching and assessment has been researched and reconstructed together with students. New insights, which reflected the reality of the participants, have been implemented into the lessons and in this way ensured their modification and restructuring.

As a basic investigative approach the method of action research has been used. Two action cycles were planned and executed, with the intention to improve the teaching practice. Completion of each action cycle was followed by the analysis of results in the form of multiple case studies. At the beginning and after each action cycle a focus group was undertaken with the students.

The focus of the research was on the different methods and forms of assessment where students participated in the design of criteria and specifications for the assessment, planning various forms of presentation of lessons learned and were included in the process of self-examination and self-assessment. They became co-creators of the educational process and its results, which motivated them to work and to be equipped with skills and experience that they can take with them in life, and help to create a positive attitude to evaluation and assessment.

How teachers can encourage students to reflect and evaluate their own learning in music lessons and plan for their own personal development will be presented at the music plenary session presentation.

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Location-Based Games Enhancing Education: Design and Implementation Lessons Learnt

Location-based games supported by a mobile technology seem to be promising tool for facilitating situated learning and enhancing cognitive and sensory engagement. The objectives of this paper are to provide a deep insight into process of development and implementation of educational location-based game, and to bring recommendations for such games' designers and educators. We created "Veltrusy: Treasure Island" the game providing an adventure educational experience in the location of chateau park Veltrusy. The Android application is freely available for its visitors but primarily it is intended for young children and parents. The story leads them throughout 10 locations in the park and presents cultural and natural heritage through logic riddles and activities demanding users' interaction with the environment. The educational aim was to provide an understanding of the local specific biotops (protected by NATURA 2000). The paper presents remarks from the process of creation the educational location-based experience and brings the results from its implementation and critical evaluation with two groups of teachers; one group (N=7) of elementary school teachers and second group (N=10) of environmental educators. They tested the final version of the game individually or in pairs, the participant observers recorded all their activities and comments into structured forms. The findings from this study highlight number of practical reflections and recommendations important for successful educational design as well the interaction design. Besides other findings, motivation and situated learning can be enhanced by an interactive story supported by discovery of material cues in location. From the technical point of view, the design need to count with not only one but a group of players and provide them by engaging collaborative activities. Furthermore the on-screen and off-screen activities need to be batched in order to provide an efficient situated learning experience while the off-screen activities should outweigh the on-screen ones.

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An Analysis of the Pre-Service Teachers' Climate Change Awareness

This paper focuses on the pre-service teachers with the importance of teachers' knowledge and perceptions in teaching and learning practices in mind. Reported in this paper are the findings of a project conducted to examine the awareness and knowledge of the climate change, from a sample of 603 pre-service teachers. The instrument used for the data collection was Awareness to Climate Change Questionnaire (ACCQ), which was developed by Halady and Rao in 2010. The researchers were interested in developing a questionnaire survey, which is used to measure the awareness level on different aspects of climate change and to determine any statistical significance between awareness and behavioural change (Halady & Rao, 2010). The ACCQ was comprised of four sections: Reasons and impacts of climate change; awareness of individual initiative; awareness of what industry can do; and propensity for behavioural change. The reported factors under each section in the original study were tested by confirmatory factor analysis for validation in this research. The factorial validity of the sections was analysed by analyses of covariance structures within the framework of the confirmatory factor analytic (CFA) model. This analysis was conducted by Analysis of Moment Structures (AMOS). The reliability of the measurement was tested using Cronbach's Alpha, stratified, and composite alpha methods. The second purpose of this study was to test the validity of the conceptual model explaining the impact of awareness to climate change on behavior. Chi square (x^2), degrees of freedom (df), probability level (p-value), minimum discrepancy/ degrees of freedom (CMIN/df), Comparative Fit Index (CFI), the root mean square error of approximation (RMSEA), and standardized root mean square residual (SRMR) were reported for model testing. Finally, the third purpose to search was to test the conceptual framework model that claiming three specific pillars related to individual's awareness were considered to lead behavioral change. The model testing was founded on the conceptual framework of the original study and revealed that it explains the 33% of the variance on pro-climate change friendly behavior. Based on the results the following positive correlations was found between awareness on CC friendly initiatives and pro-climate

change friendly behavior as well between awareness of industry initiatives addressing CC and pro-climate change friendly behavior and awareness of reasons and impacts of CC and pro-climate change friendly behavior. This outcome first of all points out the importance of knowledge and understanding of climate change and related issues for the purpose of pro-climate change friendly behavior.

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Ethics of Science as a Topic of Grammar School Education

Ethics can be seen as a discipline of practical philosophy, which tries to answer the question: "how one should behave, to act correct." It can be divided into certain subgroups that certain common denominator - so we can talk about the ethics of scientific work, bioethics, medical ethics, journalistic ethics and many others. These sub-disciplines based on general ethical principles and knowledge that are further supplemented by specific area, according to the specifics of the topic.

The problem may be the very definition, according to which ethical principles or principles of action. There are four basic options. Normative ethics, which is based on the existence of rules that should always be followed. Another option is a utilitarian approach (coinciding with the teleological), which monitors the utility for the entire company, ie effects of negotiations. Third, today is a very progressive way of virtue ethics - scientist, student, and everyone should be especially good and virtuous. The behavior then follows from his character. The last option is situational ethics.

Ethics of science is the application part of ethics which heavily uses the normative rules of deontological ethics and tries to answer the question of how to work well in science. Most often, in this case, the issue of plagiarism but themes can be found much more: incomplete reporting of results, practical perform experiments, social responsibility or pseudoscience.

The paper will look for examples and opportunities to the topic of ethical behavior reflected in the teaching of science. The analysis of social responsibility for research that is now associated with the project such as Manhattan, should be an integral part of each student's thinking. It's not just about his training for ethical work as a scientist, but also on the ability of active participation in important social issues (such as nanotechnology, nuclear energy, global warming ...) and the ability to logically and ethically support by valid arguments.

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Mobile Technology:
Brazilian Case Study from the Perspective of
Educational and Socio-digital Inclusion

This paper presents the results of the investigation that analyzed the interactions triggered by the educational laptops in the inclusive process of people with diverse needs, which were produced by the National Policy of Inclusive Education associated with the One Computer per Student Project (PROUCA). The study is methodologically designed as a qualitative research performed in Inclusive Schools/UCA (Rio Grande do Sul state) and in Tiradentes (Minas Gerais state). The research was guided by two questions: 1) Do the educational laptops used in PROUCA present an accessible interface to the people with diverse needs? 2) Which movements are triggered by the educational laptops mediation in order to increase the socio-digital inclusion of the person with diverse needs? As results, we point out that the technological uniformity has caused some problems regarding aspects of accessibility and usability of the laptops to the students with diverse needs. The educators' lack of digital fluency and the incipient teachers' training in digital and school inclusion are aspects that make school inclusion difficult. The positive aspects of the technological configuration established by PROUCA can be seen in actions such as: the boost of educational actions which are concerned about the specifics of the students with diverse needs; the design of educational process that are more heterogeneous; the increase in the customization of the technical and pedagogical mediation, which acknowledges and values the sensor, physical and cognitive diversity of the students in Brazilian public schools

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Discovering the Worlds of Living Things, Objects and Substances in Nursery Schools: Teaching Practices and Training Proposition

Discovering the Worlds of Life Sciences, Objects and Material in Nursery Schools: Teaching Practices and Training Proposals

In French nursery schools ("écoles maternelles"), primary school teachers take charge of the content organised into teaching areas of activities. The prescribed teaching activity "Discovering the world of life sciences, objects and material" refers to biology, physical sciences, chemistry and technology.

The children's learning path concerning these worlds represents the early stages of the *curriculum*. Many research studied these children's learning (e.g. Bisault, 2013; Fleer, 1996 ; Ravanis, 2004). This paper focuses on teachers and aims at describing and analysing the implementation of the practices of this early childhood education.

In a *curriculum* perspective (Dillon, 2009 ; Martinand, 2003 ; Ross, 2000), an inquiry about the practices reported both in teachers' logs and questionnaires, reveals the contents, activities and issues associated with these educational experiences.

The results show biology is privileged and preferred over technology by the teachers. The research indicate an interrelated scientific and technical *curriculum* and a science and technology mostly found, in what we suggest should be called, "compositional schemes". The discovery of this world, through these compositional schemes, takes various positions according to the priorities assigned by the teachers.

The research at last allows us to discuss the professional training of preschool teachers to improve the teaching practices in science and technology

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Cross-Staightization between China and Taiwan: How Educational Exchange Works for Peace?

The Taiwan Cross-strait relationship has been highly politicized since 1949 when the former ruling government withdrew from China to Taiwan. Despite, educational exchange between both sides has made a huge progress since mid-1990s which produced multifaceted influences on people's attitude and resulted in the advancement of educational exchange policies between China and Taiwan. This interesting and ice-melting phenomenon in the Taiwan cross-strait relationship further echoes what Yale Richmond indicated in his book entitled "Cultural Exchange and the Cold War: Raising the Iron Curtain" (2003). Richmond concludes that cultural exchange has a gradual but compelling and long-lasting effect over transforming people's attitude and mind-set, and therefore, it will change the relationship between rivalry parties and enemies. This paper attempts to showcase how educational exchange between China and Taiwan has impacted younger generation and drawn higher education institutes closer from both sides. Research data were collected through questionnaires and interviews among Chinese students in Taiwan from 2011-2014. It is hoped that a new conceptual framework of cross-straitization between China and Taiwan's university students will shed light to literature. The expected paradigm shift in dealing with peace and conflict education via educational exchange will serve as an ideal testimony to enhance mutual understanding and respect among people and states of rivalry around the world.

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Financing the Higher Education System in the State of Sao Paulo: Main Challenges

The question of financing public services in countries that suffers strong social and economic problems is a very hard task due to the pressures over the public budget. Unfortunately the revenues accrued to the public sector are not enough to solve adequately its problems.

In this article we will try to show the main challenges that public universities in the state of Sao Paulo (USP, UNICAMP AND UNESP) probably will face in the near future. Naturally, this kind of pressure can be minimized by a recovery of our economic growth process that will imply in a growth of public resources.

The main Challenges of these universities can be put in three dimensions.

First, there is a competition for resources between education and all others traditional sectors such as security, housing, social assistance, transportation, etc. In this case, the education sector has a earmarking of resources oriented by the oriented by the federal constitution. This kind of linking of resources involves some difficulties to structure the budget of the state.

The second aspect that can be mentioned is a competition for resources inside the education sector. There is a quarrel for resources between the basic education sector and the higher education sector.

The third aspect of this challenge is inside the higher education system due to the excess of demand for this kind of services. The government of Sao Paulo has been increasing the number of students' places mainly through other public institutions. Therefore the state universities, in the future, will have to compete with other important public institutions in the higher education system for resources that usually are very scarce.

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School Autonomy in Portugal: How Public Schools Actually Manage Themselves?

Throughout the world, Education is regulamented and regulated in either central and/or local instances. Along with the educational (de)centralizing processes, autonomy issues emerge.

In Portugal, even with a centralized education system, some schools are granted with the contract of autonomy. However, the education system has gone through key changes in the past years and it seems like school autonomy has been compromised (due to downsizing or lack of incentive or by the lack of criterial internal and external evaluation); it's fair to point out the some causes to these changes are directly linked to the country economic landscape.

As part of an ongoing research study on school autonomy issues of how governance and accountability are treated in Brazil and Portugal, this paper aims to confront the autonomy legislated to public school in Portugal, considering those schools under contract of autonomy, and their realities.

Through interviews taken with some heads of school in the Portuguese public schooling system, this paper brings to light questions as: How the latest changes have affected the school autonomy? Which aspects these changes have more impact at? How autonomous Portuguese schools with contract of autonomy really are? Is granted autonomy a guarantee to success? Is the core of the crisis in Education on the devaluation of the school autonomy?.

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The Arab Colleges for Education in Israel: Palestinian Female Students, Between Patriarchy and the State Apparatuses

The aim of this presentation is to focus on the structure of the Arab colleges for education within Israel. These colleges are affiliated to the Israeli Ministry of education and the Israeli council for high education, but specialized for the Palestinian minority living within Israel.

In Israel there are three educational colleges for Palestinians: "Al-Qasimi College" which is located in Palestinian city called Baqa Al-Garbiyye, "The Arab Academic College for Education" in Haifa city, and the third is "Sakhneen College" which is located in the Palestinian city called Sakhneen. In addition to these colleges there are seven sections specialized for Arabs in Jewish colleges for education.

More than 85% of the students in these colleges are females, more than 48% of the Palestinian females living in Israel, choosing Education for their Academic training and as their future profession. Their choice and their experience are structured through the interrelationship between social factors and political factors.

This presentation will reveal the answers for various questions, raised and answered in a special research conducted on the issue of "Palestinian teachers' training within the Israeli high learning system". Among these questions, are the following :

- How the patriarchal structure of the Palestinian society does interact with the control apparatuses of the Israeli state, along the training of these young females?
- How does the academic curriculum structured for the Palestinian minority within the Israeli state?
- What is the difference in the training experience between Palestinians in Arab Colleges and in Jewish one?
- How does the training reflected in the educational field with the pupils in schools?

The research was conducted by qualitative research methods, used semi-structured interviews with female students for education, educational workers and academicians.

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Radio Literacy in Afghanistan: Reaching and Teaching Underserved Populations

This study examines the Knowledge is Light Radio Literacy Program in Afghanistan and its effectiveness at reaching and teaching underserved populations in remote areas and regions where Afghan Government forces, international aid groups, and non-governmental organizations are not accepted or allowed safe passage. This work further investigates whether radio is an efficient medium for literacy instruction in terms of both cost and student performance. Vygotsky's sociocultural theory of learning and distance education theory are together employed as a theoretical framework to explain and determine radio literacy's potential in Afghanistan. This paper identifies a need for research on the effectiveness of radio literacy programs worldwide including Afghanistan. Radio literacy's future in Afghanistan is also in jeopardy as international aid is waning with the looming withdrawal of military forces from the region.

While radio literacy is inexpensive and popular in isolated regions, it is no substitute for resident literacy instruction.

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Children's Participation in the Process of Planning and Implementation of Education and Learning in Kindergarten

Educational Concept of Slovenian School and kindergarten is based on human and children rights, justice and three educational approaches: protection, provision and participation with empowerment. In today's world, characterized by the mixing of cultures, races, religions, value systems and different economic systems, the institutional education, education of children in public preschool institutions must be oriented to so called multicultural dimension, to the understanding and operation of "justice" and to creation of conditions of participation and empowerment of the individual as an individual and as a member of the community. In this paper we analyze the importance of the child's right to active participation in the process of education in kindergarten with an emphasis on the planning and implementation of educational work and the implementation of the daily routine.

Portia Diaz
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Information Literacy in the First-Year Experience Program: Measuring Its Effect on the Academic Success of Students in Transition

Academic librarians have had to change and broaden the terminology and definition of information literacy as the library environment continues to change. What were formerly known library orientation became library instruction and bibliographic instruction and which finally evolved into information literacy instruction. Today, when librarians think of the information-literate student, a certain student comes into mind. This student has skills needed to access a variety of information sources, can use technology and the Internet to access information in its various formats, distinguish and evaluate sources by quality and validity, and then comprehend the content so that he or she can apply it to their knowledge base to stimulate critical thinking. The challenge lies in the rapidly- increasing technological changes and the proliferation of information resources, which is creating a complex environment for students in transition. The task of teaching these students information literacy has fallen on librarians. Information literacy is a very important skill that all students should obtain upon graduation. This quantitative study tracks QPAs of first-year students who took an information literacy course after transitioning, and compares their QPA to students who did not take the course to answer the question, "Does taking an information literacy course help students in transition academically?" Taking a look at this data addresses the unique issue of the effects of information literacy skills on academic success. This research has potential international impact on information literacy curriculum in the first-year experience program and the academic success of students in transition.

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Equity, Diversity and Internationalization in Indigenous Universities in Latin America

A central innovation in Latin America with regard to higher education consisted in the opening of institutions and programs of higher education aimed at vulnerable populations due to insufficient income, restricted access to welfare services and/or ethnic origin. The principal focus group was young native people. Because international organizations, bilateral cooperation agencies and NGOs were involved in the sub-field of ethnic higher education, universities created for the purpose of promoting equality and recognizing cultural diversity or traditional universities with specific access and degree programs developed close relations with their foreign sponsors and quickly consolidated their internationalization processes, in addition to their ties with local (communities, ethnic associations, NGOs and municipalities) and governmental participants.

In this paper, we will reflect on the questions posed by the education of young native people by intercultural, indigenous and conventional institutions and their specific processes of internationalization in the region. Revisiting proposals that go from ethnogenesis to neocolonialism, we will examine the redistribution of opportunities and the biases involved not only in their establishment, but in their interaction with organizations that finance international cooperation. After analyzing the context and the components of relevant initiatives, we will present the results of interviews conducted with some 80 graduates in Mexico in order to reflect, from the perspective of the beneficiaries, on the incidences of their paths through university education in the country and abroad, in their professional and existential trajectories, as well as their ethnic commitments.

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Core values of Educational Leadership – How School Leaders Understand Concepts of Development and Learning

Educational management theory still needs theories and concepts that can help to understand and describe, but also stimulate organizational development of schools as organizations. The concept of leadership is one of such good ideas. It has been used in discussions aiming to define skills and competencies of people responsible for school management, especially since early nineties. Regardless to that fact educational management theory still needs theories of leadership adequate for educational contexts. Author argues that attempts to define educational leadership have to reject attitude of transferring theories and concepts from general management theory and have to start from pointing out core educational values and then building understanding of educational leadership on such basis.

Author proposes to put individual human development and learning as core values defining educational leadership. The problem is that core educational values can be defined in a different way. It is then crucial to identify different understandings of core values as those different understandings can influence people's action.

The paper presents results of research on understanding of development and learning among school heads in Polish schools. The research was carried out with participation of a group of heads taking part in a project trying to build new model of school head professional preparation, induction and continual professional training.

Paper shows different perspectives on those values and tries to discuss practical consequences of those different ways of understanding.

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Technological Specialization Courses in Higher Education: Reflecting On Students' Motivations and Expectations

At the beginning of the 90's, a new offer of post-secondary education was created in Portugal – the Technological Specialization Courses (TSC). A 2006 Law made Higher Education Institutions (HEI) responsible for such offer. TSC main aim is qualifying young adults and promoting their integration in the labour market. The first year studies take place at universities and there follows one semester of internships in institutions who work in the specific area of the TSC. TSC provide a diploma (a professional level 5 qualification) and simultaneously the possibility to access Higher Education (HE). These two central characteristics attracted new students for HEI.

Students who enrol TSC are a minority in HE and therefore can be labelled as non-traditional students. As it is a recent learning context in HE we want to deeply understand student's situation at all levels (considering students, staff and management perspectives), in order to improve the existing programmes and identify key-areas to develop new proposals. Being so we designed a research project[1] that includes two HEI in Portugal to carry this research. The research methods include two surveys (in different moments of the learning processes) and in-deep interviews to students, professors and management. The first phase of our project focuses on students' motivations and expectations regarding HE.

In this paper, we will discuss preliminary results coming from a survey to answer the following research questions: what are the typical profiles of the students who enrolled TSC? What are the main motivations and aims for students to access HE and TSC? What are the students' expectations regarding HE, TSC, their colleagues and professors?

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Document the Professional Judgment of Teachers in 6th Grade Next to the Skills Assessment during and at the End of School Year and the Results Obtained by their Students to Departmental Examinations

Skills assessment seems to cause the emergence of a multitude of evaluation approaches among teachers. Having said that, the currently available research inform relatively little about the knowledge and the practices of primary school teachers regarding the evaluation of learning in the context of competency-based approach (Brookhart, 1993, 2004, Goodman & Hambleton, 2004; McMillan, 2000, 2001).

Our project aims to respond primarily to the following two questions: how teachers of 6th grade document their judgment (evaluative approaches and application conditions) at each stage of the evaluation process during and at the end of school year related to the skills in reading, writing and math? From formative assessment practices known to be effective in the literature, what are the different profiles that emerge and are they in relation to the data produced by the ministerial exams?

In this project, we: 1) Identify practices implemented by teachers to assess skills in reading, writing and math at each step of the evaluation process during the school year, 2) compare these practices with those in place at the end of the school year, 3) Develop profiles of formative assessment practices of teachers in 6th grade and evaluate the proportional importance of each according to the age, experience and training of teachers and 4) Identify the tensions between student performance on internal examinations (bulletin and balance) and the data obtained using the departmental tests taking into account the relevant discipline.

These aims are intended to promote the development of knowledge whose aim is to adequately support teachers' assessment practices.

Effie Efthymiou

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The Discursive Positioning of Students with Special Educational Needs in Four UK Primary Classrooms

The debate about inclusion of children with special educational needs (SEN) in mainstream education in the UK partly revolves around what makes the classroom environment inclusive. Social and local conceptualizations of government guidelines, as well as specific school agendas, currently influence a range of practices. This study aims to identify ways in which multimodal discourses and particular pedagogic approaches shape the positioning and identification of students with SEN in four primary school classrooms. It investigates whether the practical discursive positioning of students with SEN in these four classrooms can deliver inclusion. The study considers the views and behavior of primary school students with and without SEN, primary school teachers and teaching assistants (TAs) in one Steiner and two mainstream schools. Drawing on a multimodal approach to discourse analysis which aims to account for the complex relationships between symbolic and non-verbal modes of classroom signification, the study explores ways in which meaning is produced in classrooms and the ways in which children's modes of communication, as well as teachers' practices, are discursively constructed. Four classrooms are compared on the basis of teaching observations, interviews, transcription of dialogues, and analysis of classroom organization and decoration. It appears that the mainstream primary classrooms, which are characterized by stronger classification and framing and greater degrees of teacher-centered pedagogic discourse, establish strict boundaries around knowledge construction which influence the access to understanding and social positioning of students with SEN. Within these mainstream classrooms, there are barriers to full social and academic inclusion. By contrast, in the Steiner classroom, the inclusion of students with SEN is more effective, due to weaker boundaries around the content of constructed knowledge, more student-centered approaches and a higher degree of symmetrical interaction between teacher and students who actively participate in the production of knowledge. Based on this limited sample, it is suggested that the diverse needs of SEN students do not tend to be supported effectively by the practices of mainstream schools. A shift to more student-centered approaches is necessary.

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Didactical Analysis of eLearning Courses on the Base of a Learning Analytics Tool

The topic of learning analytics acquires especial significance in the general context of rapid growth of the eLearning offers, MOOCs etc. Its aim is improvement both of the learning offers and of the success of the students, based on the conclusions drawn from the analysis of the behavior of the users. In this paper, we present our results obtained from comparative analysis of different eLearning offers, like different learning patterns of the students in the online and conventional learning process as well as in the bachelor and master degree programs. For this purpose we have applied the specially designed Open-Source Learning Analytics Tool LeMo which offers to the teaching stuff a variety of analytic characteristics and their visualizations, e.g. usage in time, frequent learning paths, an activity graph and test performance. Here we underscore that visualization of the collected and processed data, taken alone, does not substitute the didactic analysis of the learning offers. At the same time, it can help the faculty stuff to perform didactic assessment of the courses which they teach and in this way to identify the merits and shortcomings of the learning process.

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Kim Godsoe
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Brandeis Science Posse: Using the Group Model to Retain Students in the Sciences

Increasing the retention and recruitment of minority students in STEM disciplines has become the focus of many national efforts in the US. Retaining minority students or students from disadvantaged backgrounds in the science professional pipeline is challenging and an area of international concern. For the past five years, the Brandeis Science Posse program has sought to recruit and retain students from underrepresented groups in STEM disciplines. In collaboration with the Posse foundation, we have facilitated the formation of a close-knit, mutually supportive learning community, or a "science posse" for sixty students from New York City public high schools. Each year, in this program, ten students are admitted to Brandeis as cohort intent on pursuing majors in the sciences. We will discuss the specifics of the five-fold approach of our program utilized to facilitate the success of our students including selection criteria, pre-collegiate training, peer support, term-time and summer research internships and intensive on-campus mentoring. In addition, we will present the results of current programmatic evaluation and discuss the implications of these findings both at Brandeis and on national STEM initiatives. Successful implementation of our approach should lead to achievement of several other goals, both local and national. At Brandeis, these aims include increasing the diversity of students in the sciences beyond the numbers directly involved in the Posse program, and changing faculty and student expectations about the prospects for success in science of students from underrepresented groups. Nationally, we see the Brandeis experiment as a model, adaptable to local needs and constraints, for similar programs at other colleges and universities. Four other institutions have already adopted the model, and five more have committed to implement Science Posse in 2015.

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The Effectiveness of Semantic Web Technologies in Search Terms Used in Education

Internet based information is being gradually blended into the curriculum to change the face of education. Today Internet based information is impacting how students interact with teachers and fellow students, and how students absorb information and learn new things. Even young children search through the internet and learn everyday knowledge. Considering huge knowledge base that the Internet transmits, the effective searching becomes very important.

Recent developments in the Web technologies and efforts in making the Internet more intelligent and provide higher-level services to its users have opened the door to building the Semantic Web. Through the ordinary searching methods, result includes lots of data which are not related with the user's real context. Usage of semantic web technologies aims to protect the user from trying with such unrelated data. Reaching to the most convenient data is the main aim of the semantic web technologies. The examination of web technologies including Web 1.0, Web 2.0 and Web 3.0 periods shows that the main purpose of Internet is to disseminate and circulate the web content. Reaching to the most appropriate data for the needs is the most powerful part of the semantic web projects. While seeking knowledge, firstly the user uses searching engines (searching), later integrates search results (integration) and lastly consumes the useful information (data mining).

The purpose of this research study is to investigate the effectiveness of semantic web technologies in frequently searching key terms used by primary school students within these three steps. For this research purposes several key words are selected. For example, the key words "what is magnet?" were searched and 323.000 results found. Through semantic web (web 3.0) the effectiveness of searching these key terms is evaluated. The implications were explored related to the literature.

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Reflection in Action: A Key to Develop Science Teaching Competences

Due to the worrying situation of the quality of science education in Mexican elementary schools, Faculty of Biology, of Benemérita Universidad Autónoma de Puebla teacher training workshop was held in collaboration with the Secretaría de Educación Pública. The aim was to promote the participants' reflective action to regain their experience as teachers and to design and evaluate new teaching strategies for the development of scientific thought of their students. An analysis of government programs and national and international assessments was done to detect critical situations. Topics with more difficulty learning and activities contained in the official textbooks that enable the development of scientific skills were chosen. The educational strategy begins from a critical position of direct instruction and guided discovery models. It is that teachers assume the role of students, reflect on their learning and teaching and eventually rebuild this learning situation with their students. It is based on : a) previous ideas, b) flipped classroom , c) joint action, d) Reflection -in -action , e) Formative assessment The Formative assessment consisted of a portfolio that included: scientific dictionary , scientific diary and projects with their students. The portfolio analysis allows us to know how teachers structure their thinking and incorporates new concepts and teaching strategies. It also allowed detection of conceptual difficulties of the topics to be taught and difficulties of student understanding (previous ideas). In conclusion, the workshop promoted a conceptual change on: the topics, the ideas of science learning (theirs and their students), teaching, assessment; development of creative and critical thinking and development of scientific tools. Overall the teachers enjoyed the workshop and reoriented their teaching methods.

Burkhard Fuhs
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The Material Culture of Childhood in the Context of Object and Memory Research

Alvaro Galvis
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Initial Education in Colombia: Using Blended Learning Environments to Prepare On-The-Job Practitioners

Initial education in Colombia (IEC) serves 0 to 6 years old kids, and their families. IEC is a coordinated effort among different providers, including institutions and people from health sector, welfare sector, and the education sector. A multi-sector commission discussed and agreed on national standards to offer high quality initial education to every child who is in the zero to six years of age. There are many providers of services to this population, under contract from the corresponding public authorities; not all of them are properly qualified. These IEC agents are distributed through all the nation, which means through urban and rural areas of 1038 municipalities.

This presentation will share the design, pilot testing, implementation of and lessons learned from blended learning environments created to qualify human resources that collaborate in IEC across the nation. The system was created building from real-life video cases taken from IEC organizations that provide initial education in one of two modalities: institution-based or family-based initial education. If includes a set of nine modules per modality of service; three of them frame the action (introduction to technology tools to be used, to basic concepts of initial education, and to each of the IEC modalities); the remaining six help understanding and applying in context national standards for IEC.

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Factors Affecting the Students' and Parents' Choice of University in Turkey

Every year in Turkey, increasing numbers of universities compete with each other for student intakes and fill their allotted quotas. Prospective university students select a university from a wide range of alternatives. Yet, it is not an easy choice to make especially when there are too many variables to weigh and a sheer volume of information to sift through. Therefore, it is highly important for universities to give a clear message to students and their parents about what they offer, what they promise and what they stand for. However, before choosing a stand, it is important for university leaders to better understand what the students and their parents look for when they are in the process of choosing a university and choose their stand accordingly. With a focus on Turkish foundation universities, this qualitative study strives to identify the criteria used by the Turkish students and parents in their choice of university. The data for the study was collected from a series of in-depth interviews with prospective university students and two focus group discussions with parents. A total of 49 people participated in the study. 34 students studying at 12th grade from 15 different high schools (8 public and 7 private) in Istanbul were interviewed and two separate focus group discussions were held with volunteer parents who have children at 12th grade. Perceived diploma value of the programme at the university, students' social life that is expected to be experienced during undergraduate years, and the constraints limiting the students' choice of university emerged as the three most important dimensions affecting Turkish students' and parents' choice of university. The results of the study are expected to give insights to current and prospective foundation university leaders in their marketing strategies by clarifying the factors affecting the students' and parents' choice of university and thus, helping them assess themselves from the perspectives of their most important stakeholders (i.e. Turkish students and parents).

Claudia Gerdenitsch
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Learning from the Aged. Special Interest and General Knowledge in Education

Since the *United Nations' Convention on the Rights of Persons with Disabilities* was adopted in 2006, the educational discourse is determined by a gradual shift from *special education* to *inclusive education paradigm.*

The proposed paper studies whether this notion applies to educational reflection beyond the traditional focus on disabilities and thereto picks up the branch of educational gerontology (geragogy).

Currently, aging societies worldwide tend to broaden their educational activities and include elderly people into their educational strategies – not only for economic reasons, but also for social reasons which more and more require individual activities in increasingly open and deregulated social spaces. For the part of education research and practice, age/aging has become a relevant category, e.g. in concepts of life-long-learning, concerning intergenerational education approaches, with regard to the expansion of educational infrastructure to post professional/post familial life. Though the group of 'the aged' is characterized by utmost heterogeneity, it has become a group of special interest in education (in science as well as practice).

The proposed paper researches into potentials and limits of an inclusive approach to geragogy and points out consequences for the theoretical foundation of education and educational professions.

Monica Glina
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Reengineering the Rules of Analysis to Reconceptualize the Role of the Facilitator

Current research suggests the recognized theoretical potential of dialogic teaching and the emerging evidence connecting it to important learning outcomes (Gregory, 2007; Mercer & Littleton, 2007; Reznitskaya et al., 2009; Soter et al., 2008; Wegerif, Mercer & Dawes, 1999). Dialogic approaches are a departure from a pedagogical model of transmission and can cultivate participation and the co-construction of meaning. Dialogic approaches encourage students to critically engage contestable questions, consider their own arguments, weigh the validity of the arguments of others, mediate their ideas through one another and challenge one another's ideas and perspectives by offering alternative reasons and options for consideration. Reflective inquiry and thinking-centered learning are characteristics of a student-centered classroom (McCombs & Whisler, 1997) and are conducive to the kind of reasoned co-construction captured by an indicator of dialogic interaction, such as exploratory talk.

In this paper, I define the conventional, data-analytic rules of exploratory talk delineated by Soter et al. (2007) and use them to explore a number of examples that are part of a data set from a research study of dialogic interaction in four fourth-grade classrooms in northern New Jersey, USA. Then, I propose expanding the rules for analyzing exploratory talk outlined by Soter et al. (2007) and suggest coding facilitator utterances as *substantive* contributions to the dialogue not intrusive interjections to the discourse. I argue that this approach recognizes the facilitator as an *equal* participant in the dialogue who is positioned to model good inquiry, cultivate shared possession of the discourse and redistribute power amongst participants. I suggest that a possible mechanism for realizing these goals is an instructional pedagogy that is participatory, liberatory, democratic and critical and is defined by a community of learners committed to intersubjective interaction and the (re)productive evolution of ideas.

Maria de Fatima Goulao
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The relationship between self-efficacy and academic achievement in adult learners

The concept of self-efficacy is related to the belief that everyone has to evaluate their abilities to perform a given task successfully. This concept has a strong influence on the approach to the task, the persistence to accomplish the same, as well as the level of effort. There are several studies that show a correlation between the level of self-efficacy and school results. In an online learning system that requires greater autonomy of the students, as well as a higher level of persistence and effort in learning task, be aware and know the degree of self-efficacy of students it seems particularly relevant.

Our study aims to evaluate the relationship between self-concept of a group of students in online context and their academic achievement. Data were collected from 63 students of both sexes, average age 42 years old, selected from the first years of their undergraduate studies. We analyzed their performance in academic course specifies.

An adapted questionnaire was used to measure self-efficacy ($\alpha=.908$). The data was analyzed using descriptive and inferential statistics. The Pearson correlation coefficient was used to see the relationship between self-efficacy and academic performance.

The analysis of the data indicated that students' level of self-efficacy is high (average=45) and a significant relationship exists between self-efficacy and academic achievement (r=0.276, at 0.05 level).

Araujo Batista Gustavo
Professor, University of Uberaba, Brazil

Socrates: Philosophy Applied to Education – Search for Virtue

This text shows itself as one of the results of a theoretical or bibliographical research, whose purpose is to explain one of the finalities of the socratic thinking, that is: the applying of philosophy into education, as the most efficient way of breeding the individual for a personal and collective existence which should be, overall, reflexive. Adopting as its theoretical and methodological fundament the historical-dialectical materialism, according to Goldmann (1967), the present article also goes in search of others theoretical supports: Cambi (1999), Jaeger (2003), Dinucci (2009) and Brun (1984). Once upon the socratic philosophy has been revealed itself a very fertile terrain to the spread of investigations of philosophical-educational order, this text also occupies itself of directing it to some considerations about the contribution of the socraticism to the educator´s ethical-political auto-breeding, showing as its main result that the Socrates´ personality and reflection constitute an immortal example of philosopher, educator and virtue defender, whose dialogical method is still valued to the breeding of the contemporary educator.

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Helena Quintas
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Antonio Fragoso
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Academic Trajectories and Labour Market Transitions of Mature Graduates: A Case Study from the University of Algarve

The Bologna Process, recently implemented in Portugal, has brought many changes to higher education institutions (HEI). One of these changes refers to a law that enables mature students (23 years and older) to gain special access to higher education, taking into account their professional experience. The numbers of mature students are therefore increasing in our country, making our academic population more diverse. Our team has in the past investigated these students' situation in higher education (HE), in order to provide university management our recommendations to improve students' success.

To continue our research we (two HEI in Portugal) designed a new project[1], with the aim to understand our students' trajectories through HE and their transitions to the labour market. Again we hope to provide recommendations for that university management to do more for our students' employability. Our research questions are the following: what are the typical trajectories of mature graduates in our universities? In these trajectories, which elements are fundamental to their personal and professional fulfilment? What are the most important obstacles they found in their transition to the labour market?

In order to answer these questions we are using a qualitative research design. In a first phase based in in-depth interviews to graduates; in a second phase we will use biographical approaches to selected cases. In this paper we will present and discuss the first, preliminary results from in-depth interviews to graduates. Although it is lightly that we cannot provide, at this stage, full answers to our questions, we would like at least to present some preliminary answers.

Jana Goriup
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Is Education for Health Care Conditioned by Gender?

The character of a nurse in the contemporary Slovenian postmodern society no longer coincides with the traditional expectations of gender roles. As changes in social roles and in social thinking have led to changes in gender structure in former exclusively female occupations, they have become also available to men - and vice versa. The field of health care has been specifically understood and exclusively practiced as a women's professional field, but nowadays men are integrated, too. The increasing proportion of men in (former) typically female profession provided a slowdown of changes and the perception of gender in nursing and health care. Especially, as gender in nursing is associated with stereotypes. The widespread stereotype - an angel of mercy - is deeply present, as a nurse is seen as the one who first or last offers a caring and gentle hand to the sick, the injured and the dying. In nursing team male colleagues are treated differently than female colleagues. Patients in contact with them develop a different relationship towards them, than with a woman- nurse. The relationship is more imbued with humor, even if the physical contact is reduced to an absolute minimum. Even doctors treat them differently. The global goal of our study was to clarify some misconceptions, regarding the "typical female profession of nursing". The research, based on quantitative methodology, included "On-line" questionnaire with closed and open-ended questions. The collected data were statistically analyzed, using the statistical IBM SPSS version 20 programme. We tested associations between the variables (education, gender). The questionnaire was a non-random pattern and properly filled in by 312 respondents. The research hypotheses were implicitly expressed by research questions of dependent relationships. We analyzed the importance of education, regarding gender. We found how the students detected differences in treatment of students during their study. They highlighted the notion of a typical feminine trait of nurses' (kindness, care, tenderness, empathy, warmth) and men's properties (strength, determination, authoritativeness). Such expectations also reflect the perceptions of employees in health care. These properties are the preconditions for the exercising the professional competence. We concluded that gender does not affect the quality of a good nurse, but her competences, gained during the education.

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&
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Professor, Autonomous University of Tamaulipas, Mexico

Conditions of Intellectual Production among Researchers from the Autonomous University of Tamaulipas

This article presents the results of a research project that started in 2010 with the collaboration of Mexican and foreign academics working on the area of higher education and scientific research. Based on the fact that the conditions of knowledge production have changed vertiginously (Gibbons et al., 1997), it is necessary to reformulate the theories that explain the new forms of academic production among researchers. To approach the analysis of the conditions of the academic production of researchers it is necessary to be aware of the new reality of the academic world which is characterised by new operation rules that give priority to the production of knowledge and impose conditions to universities and particularly to academics. The objective of this article is to offer an analysis of the conditions of the academic and scientific production of the researchers of the Autonomous University of Tamaulipas. This is a descriptive study that uses qualitative tools such as the in-depth interview, based on a significant non-probabilistic sample of the researchers that are part of Mexico's National Researchers System (SNI). The interview examined in particular the context of academic production and the challenges and problems faced by academics. The results show that the modes of production of researchers have transitioned from individual to group. In this regard Gibbons, et al. (1997) points out that in all types of knowledge production modes individual and group creativity exist in a changing relation of tension and equilibrium, which was also reflected by the results of the research study.

Shawnee Hardware
PhD Student, York University, Canada

Multiliteracies Pedagogy:
Unlocking the Potential of Jamaican Inner-City Students

It is long believed that the language and literacy curricula in many developing countries are used by the elites to parsimoniously secure their control on society. Contaminated by the socio-political realities that disregard the value of local dialects and students' life worlds in teaching literacy (Burke, 2013; Lotherington, 2013), the previously mentioned curricula have served to promulgate injustices by neglecting the funds of knowledge of many students who have become minoritized due to socio-economic conditions. Coupled with the underfunding of schools due to neoliberalism, many students in the inner-city schools in Jamaica continue to perform significantly lower than their counterparts in traditional high schools (*Jamaica Gleaner*, 2012).

The presenter seeks to posit multiliteracies pedagogy as a means of strengthening the language and literacy curricula at an inner-city school in Jamaica by addressing "the more substantive diversity of cultural and language differences while accommodating diversity of modality" (Bianco, 2002, p. 92). In other words, the presenter will show how multiliteracies pedagogy can be used to provide an equitable learning environment for students as it respects their funds of knowledge while mitigating social injustice in schools because it affords students the opportunity to question the nature of knowledge and power (Cumming-Potvin, 2009). The presenter will also highlight the socio-political realities in Jamaica to emphasize the need for this study to be done in the aforementioned country.

Kristin Harney
Assistant Professor, Montana State University, USA

Portraits of Pre-Service Classroom Teachers: Exploring Intentions to Integrate Music.

The primary purpose of this study was to examine pre-service classroom teachers' intentions to integrate music in their future classrooms. Using symbolic interactionism as the research paradigm, the theory of planned behavior (Fishbein & Ajzen, 2010) as a framework, and descriptive interpretive multiple case study as a methodology, the researcher focused on six undergraduates in a music methods class to explore predictors (attitudes, subjective norms, and perceived behavioral control) that might influence pre-service classroom teachers' intentions. The study focused on potential changes in intentions as a result of participation in an elementary music methods course. Results indicated that participation in an elementary music methods course had a positive affect on students' attitudes, students' perceptions of subjective norms related to others' approval, and students' perceptions of behavioral control. Following the theory of planned behavior, the results of this study suggest that participants are more likely to integrate music in their future classrooms after participating in the methods course. Results also highlighted a potential relationship between pre-service teachers' previous formal music experiences and the levels of integration (Wiggins, 1997) they discussed and demonstrated. All participants expressed confidence in teaching lessons they had created, regardless of their overall confidence to integrate music. Results also indicated that there is not necessarily a correlation between students' confidence in their ability to integrate music and their actual ability to integrate music. Influential course components included an effective course structure, valuable course assignments, an informed and experienced course instructor, and successful course activities, including participation in model lessons, peer teaching, and reflection. Implications for music education include possible revisions to current curricular models at the teacher education level, and a call for increased collaboration between teachers of different subjects. I am a doctoral candidate at Boston University, and wish to present a portion of my doctoral thesis.

Torla Hassan
Professor, International Islamic University Malaysia, Malaysia

Integration of Sciences and Islamic Faith: Syllabus and Educational Experiments in the International Islamic University Malaysia (IIUM)

The teaching and research programmes at the International Islamic University Malaysia (IIUM) attempt to revive the harmonious relationship between scientific inquiry and the effort to comprehend Islamic faith characteristic for the early age of the Muslim education called by the orientalists as "the Classic Era of Islamic Civilization". This approach is taken within the context of ensuring that the curriculum is as comprehensive as that offered by the science faculty of any of the world's established universities. Consistent with IIUM's overarching objective — which is to restore the dynamic role of Muslims in all branches of knowledge — the Kulliyyah (Faculty) of Science (KOS) offers programmes that lay a solid foundation for efforts to overcome the prevailing perception that there is a dichotomy between "religious" and "secular" sciences. The cluster of academic disciplines developed in the Western academe as the "natural sciences" has been recognized as the pivotal foundation of the modern/modernized/modernist education. Scientific Revolutions (a term coined by Thomas Kuhn) has been, and continue to be, successful in explaining a vast range of phenomena at all levels of intellectual activities. The rapid modernization and recent Information Revolution request a fast solutions and modification of educational systems on global scale. One of IIUM KOS's main tasks is to explore and respond to these new challenges posed by science in the light of the Quran and Sunnah. This paper presents two selected scientific hypothesizes (the still prevailing Big Bang Theory of the creation of the Universe and the Darwinist theories of evolution of species) in context of Islamic methods and methodology to read, criticize and examine scientific data applied in our university.

Roger Hill
Professor, University of Georgia, USA

STEM Content for Elementary Education: Research and Recommendations

In 2014 the National Academy of Engineering and the National Research Council in the US issued a report on integrated science, technology, engineering, and mathematics (STEM) instruction in K-12 schools. One of the accomplishments of their study was to develop a framework that included goals for integrated STEM instruction. Building STEM literacy, developing a STEM-capable workforce, and boosting interest in STEM were all included.

Interest in STEM instruction and learning has been building in the US now for several years. One reason has been score comparisons on international assessments such as that administered by the Program for International Student Assessment (PISA). In many other parts of the world performance has been good in mathematics and science on standardized assessments like the PISA. Students in the US have typically scored in the mid-range on these types of assessments, raising concerns about global competitiveness of the future workforce.

At the University of Georgia (UGA), a course in integrated STEM is provided to elementary education majors. The course, Creative Activities for Teachers, is offered in two sections of 20 students each during the fall and spring semesters and once during the summer. Within the curriculum of the Creative Activities class there is considerable flexibility. To maximize its impact, however, a research project was undertaken to evaluate what content should be included to prepare these prospective elementary teachers.

Three areas were examined in this research; (a) STEM content included in similar programs at other universities, (b) end-of-course evaluations of the current course content, and (c) assessment data gathered from students to measure comprehension.

The proposed presentation for the 16th Annual International Conference on Education will report the results of this research and provide recommendations for STEM instruction in grades one through five.

Sue Holt
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An Exploration of the Role of Collaborative Working Groups in Developing Confidence and Professional Judgment

Social work practice is complex and challenging requiring students who enter academic study to "grapple with new problems and situations" (Yorke and Knight 2004:161). Social work educators must recognise that student endeavour is taking place against and within a context of practice characterised by movement or 'shift' within the practice arena, expressed by Bauman as individuals living a 'liquid life' (2005) in a 'liquid modern society' where 'the conditions under which its members act change faster than it takes for the ways of acting to consolidate into habits and routines.' (Bauman 2006:1). Such conditions can generate fear and a lack of self-efficacy. Educators must develop pedagogical strategies to support "a constructivist approach to learning... whereby learners construct or develop their own knowledge by testing ideas and approaches." (Oko, 2008:99).

The utilisation of a complex case study provided the focus for the exploration of a range of subject areas during formal teaching time utilising small group exercises, role play and didactic teaching methods provided the opportunity to consider the ethical dilemmas faced by child care social work practitioners and the complexities of working with uncertainty and risk. However, the introduction of student-led collaborative working groups *outside* of formal contact time provided an extended and expanded experiential learning opportunity to explore decision making and professional judgment whilst providing opportunities to experience the challenges of collaborative working. In this respect, the author notes the importance of recognising that "A good learning environment should contain plenty of opportunities for students to mix and work together on problems, and construct meanings from a good range of sources" (Yorke, Knight 2004:99).

SunYu Hon
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The Challenges Presented by Motivational Strategies to different background Learners of Chinese as a Second Language

Motivation is one of the key factors of affecting second language learning. During the long term and boring language learning process, motivation is the vital emotional factor sustaining the learners' enthusiasm, ensuring enthusiasm the language learning enthusiastic, keeping the learners high energy and commitment, deciding whether the learners would succeed or not. The L2 Motivational Strategies from all angles include teacher-oriented L2 Motivational teaching Strategies and learner-oriented Motivational Learning Strategies.

This research paper, from its study of target control strategies, metacognitive control strategies, satiation control strategies, emotional control strategies and environmental control strategies through the use of questionnaire surveys and interviews, determined the challenges learners face in their pursuit of motivation strategies and explored specific strategies and measures that can lastingly raise learning motivation levels.

All L2 learners have intense of learning motivation, because the individual differences of learner, learner has difficulty on environmental control strategy, target control strategy, especially in the affective strategies difficulties. Learner is in effect strategies on value strategy, interest in control strategies and metacognitive strategy.

Through the questionnaire, major founding that apply of self-motivation strategy in descending order: value strategy, interest control strategy, metacognitive control strategy, target control, environmental control strategies, emotion controlling strategies. Self-motivation of L2 language learning strategies, the valued factors: able to communicate in Chinese language and able to understand Chinese characters is the major influential aspects.

Comprehensive interview and questionnaire's founds, the L2 learner able to communicate directly with other people in Chinese language as a communication tool at work or in daily life use, is the major factors of learning language to maintain long-term value strategy and interest control strategy, because the value of strategy and interest control strategy to maintain, even in self-motivation Chinese language learning strategies have a significant effect.

Different background of Language Learners has diversifications of individual learner differences. Scholar and teacher will able to

understand and tailor made appropriate goal, at the same time for inspiring, maintain and stimulate the motivation of learning strategies and approaches.

Steve J Hothersall
Head of Social Work Education, Edge Hill University, UK

Knowledge Production and Public Accountability in Social Work

Background: This mixed-method empirical study focused on the types of knowledge held and used by social workers in day-to-day practice through the innovative use of both Q-methodology <u>and</u> semi-structured interviews. The research questions were focused on how social workers obtain their knowledge for use in practice, what forms such knowledge takes, how they use it and what mechanisms are used to develop it. Q-methodology (Brown 1980) is regarded as a unique means by which one can apply *objective* measures to examine matters that are inherently *subjective*; in this case, knowledge preferences and practices of individual practitioners (n=37). The additional use of SSI's provided methodological triangulation in line the paradigmatic requirements of MMR.

Methods: A mixed-methods approach combining Q-methodology and semi-structured interviews. Q-sorts were used to elicit subjective viewpoints from social workers and others on a range of statements relating to professional knowledge – structure, type, form, content, use and dissemination. Q-sort responses were analyzed using PQ-Method (Schmolck 2002) and SSI 's undertaken with a representative sample of participants with particular viewpoints thematically arranged and cross-referenced back to original Q-scores.

Results: Indicate that different types of practice equate with different ways of acquiring, using and developing different types of professional knowledge. The results suggest that particular approaches to the acquisition of knowledge, its use and development are aligned to particular types of practice and to practitioners' essentially *pragmatic* views regarding 'what works' at the level of the individual practitioner and context. Findings have implications for social work and other forms of professional education, training and management at both pre- and post-qualifying levels as well as for the academic community and the evidence-based practice movement in terms of its 'hierarchical knowledge hegemony'.

Miroslav Hrnciar
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&
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PhD Student, University of Zilina, Slovakia

Quality of Services with Respect to their Unique Characteristics – The Field of Education

Services have various unique characteristics compared to other types of products. Any approach to quality control of services must respect and be based on these unique characteristics. In addition to the often mentioned four major characteristics of services – intangibility, variability, inseparability and perishability, some authors also mention other unique characteristics – "customer as input and co-producer of service" among them. According to available sources, the relation between four major characteristics of services and problems of quality was proved, but research concerned with the "customer as input and co-producer of service" characteristic is rare. However, in the case of university education, the characteristic "customer as input and co-producer of service" is of key importance. This article uses statistical analysis of survey results in order to prove the validity and importance of this unique characteristic for the field of university education.

In order to solve the defined problem, it was necessary to divided it into its components. The first component was the maturity of a student's personality. We have measured how mature a student was at the beginning of her study (how well defined were her life goals and desired achievements) and how her personality evolved during the study under the influence of the faculty. The second component was the quality of education – i.e., the extent to which a student considers the acquired education a quality one. Since the solution of the problem was based on a survey, the hypothesis was built according to recommendations for hypothesis-formulation in sociological-psychological surveys.

The notion of students' personality development by the university is an example of this potential. If a university spends more of its resources on this area, it can have a provable effect on students' satisfaction with their study. With respect to the importance of the part students (future graduates) play in the system of education, this effort is not purposeless and can have a profound effect on improving the quality of study.

Rida Blaik Hourani
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United Arab Emirates

School Administrators' Ideas, Views and Attitudes about the Implications and Implementation of School Self- Evaluation in the City of Abu Dhabi

The United Arab Emirates is in the process of developing its public schools and enhancing school effectiveness. This study probes the school administrators' ideas, views and attitudes about the implications and implementation of School Self Evaluation in the city of Abu Dhabi.

School Self Evaluation-Irtiqaa as designed by Abu Dhabi Education Council intends to improve school quality and bench mark it the international school quality standards.

This research is an exploratory study that aims at tracing the stake holders (Principals, Vice- Principals and Head of Faculty) knowledge and perceptions on School Self Evaluation-Irtiqaa indicators and performance standards, as set by Abu Dhabi Education Council. The research adopts a mixed methodology (qualitative and quantitative).

Core values underpinning this study embody: 1) identifying the school performance standard in schools within the Emirate of Abu Dhabi; 2) providing schools with clear recommendations for improvement, 3) informing policy making at sector level; and 4) encouraging the sharing of best practice in education and the exchange of professional expertise.

The research questions fall within the realm of school effectiveness and reforms and hence address:

- The administrators perceptions of the implications of School Self Evaluation-Irtiqaa.
- The administrators familiarity and knowledge about the eight performance standards and the indicator of School Self Evaluation-Irtiqaa, as set by Abu Dhabi Education Council.
- The implementation process of School Self Evaluation-Irtiqaa and the roles and responsibilities of school administrator to enhance and facilitate the implementation of School Self Evaluation-Irtiqaa.
- Perceived areas of difficulties that may/can hinder the implementation of School Self Evaluation- Irtiqaa.

Findings and recommendations revolve around the challenges facing school reforms that are complex, and multi-faceted. School administrators need to demonstrate an awareness of the part they play in bringing about change and implementing reforms through implementing performance standards that are detrimental for school reforms in the City of Abu Dhabi.

Andrew Idzikowski
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Addressing the Educational Challenges of Experiential Learning in Teaching of Internet Marketing at Thompson Rivers University

One of many educational challenges in higher education is to combine theory with practical knowledge that students need to poses upon the graduation. This is not only anticipated by future employers, but recognized and expected by the students themselves. Most business schools in North America address this issue by using case studies. Some authors argue that this approach to teaching in higher education meets Kolb's experiential model and can be an effective way to provide the students with the necessary practical learning experience. Other authors argue that case studies cannot replace learning without the real experience.

In the business area of Internet Marketing, learning by analyzing case studies does not create the excitement in students that many teachers would hope for. Unless the learning objectives are directly linked to the students' personal career objectives, the success of the traditional teaching methods is slowly diminishing. To break from a typical textbook approach, this author has introduced an ultimate experiential learning method for students in the School of Business at Thompson Rivers University (TRU) in Canada.

Instead of students working on promoting other businesses, they work on promoting their own entrepreneurial business ideas that might lead to a successful permanent web presence of their own. The entire experience requires the marketing students to obtain the knowledge needed to fully understand many challenges of Internet Marketing. It includes activities such as developing content for their own web presence, creating and running online promotions, monitoring the success rate of their promotions and overall website performance, and facing many challenging decisions while being on the web "live" throughout the entire process.

This paper summarizes the exciting variety of students' ideas, which have been successfully implemented in the last two semesters at TRU. It will provide recommendations that other teachers may follow to introduce a similar experience in their classrooms.

The technology behind the Internet has changed our personal as well as professional lives forever. As a result, todays' business students expect more from their teachers than following textbook case studies. It puts a lot of demand for innovative teaching methods, which need to intensely involve the students in order to make the higher education more relevant and engaging.

Shira Iluz
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Teachers' Attitudes towards Curriculum Change: The Bible Studies Curriculum in Israel's State Religious Schools

What is the best way to teach the Bible? Teachers, policy makers, and students have deliberated this and similar questions regarding educational and pedagogic issues linked to teaching Bible in Israeli state religious schools. In the past two years a new Bible curriculum has been introduced into state religious schools with a new concept of learning and teaching Bible and new educational and religious learning goals.

Bible Studies in the religious sector in Israel (in comparison with the secular sector) is a complex discipline. In addition to the academic goals that pertain to all teaching disciplines, teaching Bible also has emotional, moral, and faith goals (Rosenak, 2003). The goals of the Bible curriculum include shaping a philosophy and way of life drawn from the Bible, strengthening of faith, and emphasizing students' commitment to and love of Bible study, for both present and future (Bible Curriculum, 1983).

The new Bible curriculum was developed following dissatisfaction with the old curriculum. Research (Iluz, 2012) showed teachers to be disappointed and dissatisfied with the old curriculum mainly due the effect of the matriculation examination on Bible Studies in religious schools.

The present study focused on teachers' attitudes towards the new curriculum. Attitude questionnaires were administered to 400 teachers in order to examine teachers' attitudes towards the new curriculum during its early stages of introduction and consolidation. Though teachers showed support for the change feelings were evident of a lack of support with difficulties and a gap between the conception of the new curriculum and its implementation in practice. The results are discussed in light of pedagogical and theoretical issues linked to teachers' attitudes towards educational change and teachers' educational beliefs.

Nesrin Isikoglu Erdogan
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A Critical Role of the Student Teaching on Instructional Beliefs: An Example of Early Childhood Student and Cooperating Teachers

Beliefs are among the most important indicators of the decisions people make throughout their lives Teacher beliefs influence teachers' decision making in the classroom and drive their instructional pedagogy. This study investigated student teachers' instructional beliefs over the course of student teaching. The relationship between the student teachers' and their cooperating teachers' beliefs were explored. Participants of the study were 75 student teachers and 35 cooperating teachers. Data were gathered through Teacher Beliefs Survey, which were administered at the beginning and end of the student teaching period. Results revealed that there was a statistically significant difference between the student teachers' and cooperating teachers' instructional beliefs Findings showed that the constructivist beliefs of the participant student teachers increased during the student teaching period. Cooperating teachers hold more traditional beliefs than student teachers. As a result, the findings indicated that the student teaching experience is very important in shaping a student teacher's beliefs.

Ona Janse van Rensburg
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Back to Basics in Early Years Teaching and Learning in South Africa

A number of assessment studies in recent years have shown that the educational achievement of learners in South Africa is unacceptably poor. Nellutino, Scauion and Jaccard (2003) mention that environment and instruction are basic reasons for learners' problems. Observations in Grade R, 1, 2 and 3 classes show that learners sit at desks while teachers "teach" with their focus on the annual (ANA) and provincial (PNA) assessment.

The earliest philosophies and theories emphasized core elements of how children develop and learn.

John Dewey (1859-1952)

According to John Dewey children learn through handling everyday materials and through concrete experiences, problem solving and independent choices. Activities should have purpose and provide child generated choices.

Lev Vygotsky (1896-1934)

The theory of Vygotsky focus on language development and stated that adults refine cultural and language knowledge. He also emphasized that play is critical to cognitive development.

Jean Piaget (1896-1980)

According to Piaget, conceptual development precedes language development and his theory of cognitive development (new knowledge) includes concepts like disequilibrium, assimilation and accommodation.

Keeping above mentioned theories in mind the following basic applications should be attended to by teachers in early years classes:

- Developmental appropriate practice (DAP)
- To create a learner centered environment
- Differentiated teaching and learning
- Continuous assessment to determine learners progress
- Support to learners with developmental barriers

In this presentation the presenter will, form a Critical- Interpretive paradigm, reflect and the current situation in early years teaching and learning classes in South African mainstream schools.

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Professor, Centro Universitario La Salle – Unilasalle, Brazil

Towards to an Education for Citizenship: Case of a Learning Experience in a Management School

It was perceived by the authors that their Management undergraduate students have crescent difficulties to understand themselves as part of the society and its needs, as to give attention to social problems as their problems: the students are thinking and acting in a displaced form, far away from their territories and its social dynamics.

Thus, the authors proposed to work from a social perspective over a semester in three disciplines named Marketing Research, Entrepreneurship and Organizational Experiences. The work was based on the pedagogical proposal of Paulo Freire, for who the human being is not only *in* the world, but *with* the world. Therefore, education is necessarily relational, that should be linked to the reality of people and should consider the common knowledge in order to generate commitment to the studies and with what generates it.

The work involved different activities: reading and critical analysis of academic and everyday texts, images and sounds; creativity exercises; presentations of realistic problem situations, in order to identify causes and consequences, generate decision-making, planning interventions and ways of evaluating actions and results. The activities generated discussions about public safety, environmental sustainability, drug trafficking, social and environmental vulnerability. The work also generated a research to identify the needs of public health system users, suggestions of social and collective enterprises in cases of severe flooding; organization for collecting, storage and distribution of campaign donatives; organization of shelters for homeless by natural disasters and their return home.

The authors believe that this work brought more and better reflections about the social reality around the students and give them capabilities to propose, plan and evaluate interventions. This proposal can enhance students' understanding of their role in society, not just as management professionals, but as citizens who have knowledge in management and can use this knowledge for the community betterment.

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Angelo Luiz Cortelazzo
Professor, Virtual University of Estado of Sao Paulo, Brazil
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Copyright Issues on Multimedia Production in Distance Education

Content, learner support and certification can be considered the main ingredients for effectiveness in the design of multimedia teaching materials for distance learning. In the digital era, with the availability of different solutions for copying and editing content in the form of audio, video, image, text etc, it is essential the development of strategies and policies to improve design management and use of intellectual works, especially those related to multimedia teaching materials.

According to legal perspective, the intellectual property is part of the intangible or incorporeal property, i.e., what is invisible and intangible, including contractual, obligational, and intellectual rights. It is the legal branch that deals with all the intellectual creations of human beings.

In an increasingly digital world, where information becomes the basis of society, property right must be understood so that we can not only respect the creations of others, but also protect ours. This concern has become more relevant from the moment the authors of this article had to manage groups of teachers and employees who were developing instructional materials in digital format, such as audio, video, text, hypertext and software with animations and simulations for specific projects in the educational area.

During the design process, many questions came to our minds, such as the acceptable situations that one can use the works of other authors without previous authorization or the amount limit for texts or videos that can be reused as part of a new multimedia product. We intend to present these and other questions throughout the article, especially those which contain aspects related to distance learning products, which are essentially digital multimedia products. At the same time, it provides guidance to authors and other professionals involved in content production, considering, mainly, the Brazilian law, but also taking into account international initiatives such as Creative Commons.

Merab Alice Kagoda
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Duality in Teacher Preparation and Teacher Trainees Identity: Experience from Makerere University, Uganda

In many countries, Schools of Education are in charge of teacher preparation. This in essence meant taking charge of the content students are exposed to during training in the teacher training institutions while at the same time ensuring that teachers graduate with adequate ethics and professional conduct. In Uganda, the nature of teacher preparation makes it hard for the training institutions to effectively fulfill these roles. Further, teacher preparation processes varies widely and with different impact on teacher identity. In Uganda, while some schools of education have adopted integrative training of secondary school teachers, others, including Makerere University have maintained fragmented approach to the preparation of their students. Thus students offer courses in education, humanities and science faculties. This makes it difficult for schools of education to graduate holistic teachers knowledgeable not only in content but also conversant with the dynamics of the current classrooms. Using data collected from the teacher trainees and the teacher educators from Makerere University, this study explored the extent to which schools of education have control over the content areas their students are exposed to and how duality in teacher preparation impacts on teacher trainees' identity. Findings show that students of education had low sense of belonging both in the School of education (because of the low time spent in education) and in faculties where they receive content. Although students spent more time in subject content faculties, they felt the faculties did not treated students belonging to them better than education students. In addition there is a perception among the students that the subject content faculties force them to offer some subjects that are not relevant to the secondary school curriculum.

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The Impact of Class Size on the Academic Achievements of Students

The origins of the debate over what constitutes optimum class size can be traced to Ancient Greece. The famous teacher Socrates never specified an optimum number, but he kept his classes exclusive and manageable by limiting them to rich young men. His Spartan contemporary, Herodotus, thought the right number was about 30, and that view survived until the last century (Tomlinson, 1998).

Class size has become a phenomenon often mentioned in the educational literature as an influence on pupil's feelings and achievement, on administration, quality and school budgets. Class size is almost an administrative decision over which teachers have little or no control. Most researchers start from the assumption that size of the class would prove a significant determinant of the degree of success of students.

The purpose of our research is to investigate the impact of class size on the academic achievement of students. It highlights findings that address the following questions:

1. How has class size been approached historically?
2. Are small classes beneficial for students in early grades at university?
3. Are small classes beneficial for impoverished students?
4. To what extent does teacher and student behavior impact class size effects?
5. What is a small class?

After the Kurdish uprising 1991 and after the invasion of Iraq by coalition forces 2003, the Kurdistan Regional Government established 11 universities and the percentage of students enrolled in the universities skyrocketed. From hence big class size is the biggest problem of the system of education in Iraqi Kurdistan, however, government invests millions of dollars in this field but it is still the crucial issue to be discussed by our academics and even people of streets. But this issue is not researched sufficiently. Therefore, we have conducted a survey questionnaire about the positive and negative outcomes of class sizes at the university level for students of 1st, 2nd, and 3rd stages of English department regarding the subjects of Drama, Novel, Poetry and Conversation.

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Malka Yayon
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Development of Teachers' Ownership Regarding the Project: The Outcome of a CPD Workshop

In the following paper, we describe a continuous professional development (CPD) workshop conducted over a period of one year, in which 22 science teachers participated. Two science educators served as CPD providers organized face to face and on-line meetings. The workshop was conducted in the framework of an inquiry-based European project (FP7), PROFILES (**P**rofessional **R**eflection-**O**riented **F**ocus on **I**nquiry-based **L**earning and **E**ducation through **S**cience), and dealt with socio-scientific topics. The objectives of the workshop were to support teachers in the process of development, and implementation of learning materials related to the project. In addition to supporting the development of learning materials, the CPD providers incorporated activities which can develop a sense of ownership, and hoped that this will be one of the main outcomes of the process. The workshop was followed by a study, in which the main research question was: *Did the teachers who attended this specific workshop managed to develop a sense of ownership towards the project?* Characteristics of ownership rose from teachers' discourse, teachers claims were analyzed and categorized in the following 6 scales: (1) Empathy with the rationale, (2) Promotion of the teacher's status among peers, (3) Promotion of the teacher's status in class, (4) Willingness to continue, (5) Sharing and disseminating, and (6) Professional development. The data collected from the participants consisted of: Answers to a combination of Likert-type and Semantic Differential questionnaire, reflective essays, and reflective presentations about the implementation in classroom. Based on the research findings, we may conclude that most of the teachers developed a high sense of ownership towards the rationale and the objectives of PROFILES project; they felt that they went through an effective professional development process and that improved their status among students and peers and wanted to continue the workshop for another year.

Yaacov J. Katz
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Cognitive and Affective Aspects of SMS-Based Learning at the University Level

Current mobile learning delivery platforms include cell phone based SMS technologies that provide access to learning materials without being limited by space or time. Sophisticated technological advances in the domain of pedagogical delivery have led to flexible, motivated, user-friendly, controlled and adaptive learning using cell phone delivery platforms.

In the present study two groups of first year college students who studied academic Hebrew language in a mandatory 28 week long (yearly) 'Introduction to Academic Hebrew' course were exposed to two different modes of vocabulary delivery. The first group of students received weekly lists of academic Hebrew vocabulary sent via SMS messages to their cell-phones and the second group received weekly lists of academic Hebrew vocabulary sent via email messages to their personal computer email inboxes. The academic Hebrew vocabulary lists studied by the students and provided via SMS and email delivery platforms were identical and the students received 20 words on a weekly basis (total of 560 words) for the 28 week period of the course. At the end of this course the students in the two groups were tested on a standardized Academic Hebrew Vocabulary Achievement Test (AHVAT) and responded to a questionnaire that examined their levels of learner self-image, learner attribution style and learner technological efficacy.

Results of the study indicate that there were no significant differences between the achievement scores on the standardized Academic Hebrew Vocabulary Achievement Test attained by students in the SMS to cell-phone delivery group and students in the email delivery group. However, there were significant differences between the students in the two different delivery groups regarding their levels of learner self-image, learner attribution style and learner technological efficacy. The students who received academic Hebrew vocabulary via SMS messages indicated significantly higher levels of learner self-image, learner attribution style and learner technological efficacy than their counterparts who received academic Hebrew vocabulary lists via email messages.

The results of the study indicate the potential evident in SMS based cell-phone technology regarding enhancement of students' attitudes such as learner self-image, learner attribution style and learner

technological efficacy in academic vocabulary learning. It is proposed that cell-phone based SMS messaging can become a viable technological mobile delivery system in the university learning process and serve as a routine platform for the delivery of relevant learning materials to students.

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U.S. Law and the Transition of Students into Higher Education

The United States maintains a policy that favors post-secondary education. However, because individuals in the United States do not enjoy a guaranteed right to such an education, there are significant differences between laws governing post-secondary education for disabled students and laws governing primary/secondary education for disabled students. This paper focuses on the daunting transition for disabled students, from secondary school to a post-secondary institution, and the differences of the governing law for disabled students in post-secondary institutions (Section 504 of the Rehabilitation Act and American Disabilities Act) when compared to the primary governing law in secondary school (Individuals with Disabilities Education Act). The paper concludes with a proposal advocating for changes that if implemented properly will mitigate these difficulties.

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&
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Homework – Tallinn University Students' Intrinsic and Extrinsic Motivation to Complete their Homework Tasks

During recent years the teachers of English have observed noticeable decrease in university students' motivation to complete their homework tasks. However, we believe that doing one's homework plays an essential role in one's academic success. The present study attempts to measure university students' level of motivation in completing their homework tasks and to explore their attitudes towards homework, both in the English language course as well as their Major subjects. 124 BA and MA level students at Tallinn University participated in the current study. Academic Self-Regulation Questionnaire and Students' Attitudes Questionnaire were exploited. The analyses of variance indicate that the students are extrinsically more motivated to complete their home tasks than intrinsically. What is more, the age of students does not play a crucial role in their level of motivation, however, MA students are intrinsically more motivated to do their home tasks in English language courses than BA students. On the contrary, there is no difference between BA and MA students' level of motivation to do home tasks in their Major subjects. The results also show that female students have a higher level of intrinsic motivation than male students. Moreover, the students who are older than 25 have a significantly higher positive attitude towards their home tasks than younger students. These results contribute to better understand how students are motivated to do home tasks and which attitudes prevail towards home tasks. Further studies could concentrate on how prior experiences in doing homework at secondary school level changes within first years at university.

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The Cross-Curricular Role of School Geography in Education for Sustainable Future

Education for sustainable future includes economic, social and ecologic content explained on local, regional and global level and it is based on co-responsible behavior on the part of each and every person. The beginning of the 21st century brought a need for creative learning, which should be based on the trans-disciplinary connection of school subjects, on pro-activeness and participatory education. School geography can and must take an important role in this because the world is becoming more and more complicated, and to understand and explain it, geography needs to cooperate increasingly with other (natural and social) sciences when researching landscapes. Understanding the laws of activity and the development of different provinces has always been one of the educational tasks of geography. Social conditions cannot be comprehended as a static and simply describable state; they have to be a line of interconnected and interwoven shifts: social, economic, environmental, demographic, political, psychological … and also geographical. Establishing a successful reaction by the school sphere to these shifts should be understood as a cross-curricular challenge. On the example of geography curriculum in Slovenian elementary schools we will present the role and importance of cross-curricular integration in achieving the aims of trans-disciplinary education for a sustainable future.

Jakub Kolodziejczyk
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Leadership and Management in the Definitions of School Heads

There are two ways of describing the relationship between leadership and management in the literature. In the first of them, these phenomena are seen as irreconcilable, evaluated positively or negatively. Nowadays, it is often argued that leadership and management are processes that can not be separated from each other. Their value results from the co-existence and complement of each other. It is emphasized that at the level of practice, it is impossible to separate the function of leadership from management.

From this perspective, the following questions seem to be interesting: how practitioners - school heads define the terms such as leadership and management in the context of work they do and what differences they perceive between them? To answer these questions, the data derived from individual in-depth interviews with 170 heads of Polish schools has been used. They have been realized in the project 'Leadership and management in education - the formulation and implementation of a continuous professional development system for school head teachers'.

Joanna Kolodziejczyk
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Marketing Communication as an Element of Public Communication at Schools

This paper deals with the problem of public communication at schools. Modern society expects that any public body will share reliable information concerning its operation. This is also the case with schools. Different stakeholders interested in school functioning will seek various information, important from their point of view (e.g. school staff, students, students' parents, school graduates, authorities in charge and supervising, local communities). These different groups will seek a variety of information, but they will also be interested in the fact that the transfer could meet public communication standards, and thus, inter alia, could be credible and fair. Today, one expects from schools, as well as other public organizations, that their communication activities will perform the informative function, but also allow a democratic process to include stakeholders in the process of social communication, social debate, enable them to make comments, demands, formulate opinions, etc. The element that is paid attention in public communication is also the creation of messages that build a positive image of the organization in the local community. Instruments used in marketing communication are supposed to support schools in achieving their main objectives, though often they serve market purposes – that is, attracting new students. The aim of the research was to obtain information on how schools perceive and perform their role as a participant in the process of public communication. Answers were sought to questions what content dominates the communication with local communities, what schools use means of public communication and what functions are performed by public messages generated by schools, especially marketing messages.

Luda Kriger
Director, Israel

Kindergarten Study-Unit: 'Development and Nurturing Awareness of the Existence of the Arab 'Other' and the Existence of the Jewish 'Other', By Means of the Arts at the Preschool Level'

The educational initiative presented is *'Development and nurturing awareness of the existence of the Arab 'other' and the existence of the Jewish 'other' by means of the arts at the preschool level'.* The unit was written as part of my graduate studies at the Oranim College.

In the Israeli reality of many identities it is crucial to get to know the 'other'. Many view the Arab 'other' as the ultimate 'other' in Israel[1]. The Jewish-Arab conflict is on-going**.** The high level of cultural introversion deepens the Jewish-Arab chasm.

The objectives of the proposed learning unit are to create a multi-cultural educational environment in the kindergarten and provide the children with primary tools enabling a different concept, not based on the common stereotypes, of the 'other' – by means of the arts which are close to children's hearts and respond to their physical and mental needs[2]. The unit's content is organized in an integrative way that unifies issues from different disciplines. Another way to develop awareness of the "other" is organizing meetings between Jewish and Arab children. Thanks to the grant received from the Fund for Innovative Teaching my initiative was implemented in cooperation

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with Zubeidat and Falah. Intercultural meetings were held between my kindergarten and the Bedouin kindergarten where the children acted in Hebrew and in Arabic and were exposed to the other's narrative. For example, the Jewish children became familiar with the Koran and with Moslem holidays. The Bedouin children were exposed to the Torah and to Jewish holidays. The children playacted the Muslim Friday prayer and the Jewish tradition of welcoming the Sabbath. A joint pajama party was held for both kindergartens, and a Passover Seder was conducted in the Bedouin kindergarten. The children learned phrases in the other's language, planted trees and playacted a story together. The children prepared a kindergarten monthly which they gave to the other kindergarten. In each kindergarten, a culture centre was established where the children played with symbols belonging to the other culture.

Thanks to the initiative the children become familiar with a different cultural group and contacts are established between them. Parents from both kindergartens support the project and cooperate with it.

Ka-Ka Lam
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You, Yellow Running Dog!

The post World War II era witnessed the Cold War between the Eastern Bloc and the Western Bloc, in which Britain was an ally of the United States, and the People's Republic of China sided the Soviet Union. Hong Kong then was a British colony bordering the China mainland.

Coming to the sixties of the 20th Century, anti-colonialism and anti-war social movements emerged in large numbers. People at the front of this wave of idealism were mostly of the younger generation such as the left-wing student's movement.

The year 1967 is a water divide in the history of Hong Kong. Large-scale pro-China leftist riots broke out in Hong Kong. With increasing tension between the lower class and the rich, and the influence of the Cultural Revolution in China as well as the direction of the pro-China leftist organizations in Hong Kong, a labor dispute turned into a "patriotic movement" against imperialism and colonialism.

In the Riot of '67, many people including teachers and students in the leftist schools were either directly or indirectly involved, whether of their own volition or being dragged into the event.

The narrator, K was studying in a leftist school in 60's. He was drawn into this historical whirlpool and underwent the "unusual" experiences. He was charged with three counts: "uttering an inflammatory speech", "obstructing police officer in due execution of his duty", "possession of inflammatory poster", then convicted and jailed for 30 months. The criminal records they carried made permanent changes to their life opportunities. His experience of that time illustrates exactly how politics and education converged in a special historical moment of Hong Kong.

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&
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How Would Parents in Taiwan Think about their Young Children's Learning English at an Early Age

This study aims to investigate the parental attitudes towards young children's learning English in kindergarten at an early age. The objects of the research survey comprised 189,792 young children enrolled at the kindergartens in Taiwan as the population; which number underwent stratified random sampling using a ratio of 0.5%, yielding a total of 949 samples. The number of valid questionnaires recovered was 709 and the valid response rate was 76.2%. The results of subsequent analysis of the data indicated the follows:

1. Parents living in central and northern Taiwan with education background in graduate school or higher tend to disagree in attitudes towards young children learning English at an early age than parents living in southern Taiwan with high school degree.
2. Parents agreeing more with secular parenting concepts tend to agree more in attitudes towards young children learning English at an early age.
3. The views of parents living in different regions with different education background towards young children learning English at an early age is primarily affected by their views on secular parenting concepts.

Several specific research implications of these findings are discussed in the latter part of this article.

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Nineteenth Century Greek Education at the Crossroads: From Classical Republicanism to Enlightened Bureaucratic Absolutism

From the last quarter of the eighteenth century to the middle of the nineteenth, pedagogy played an important role in the cultural construction of modern Greek national identity, defining the relationship between the culture of modern Greece and the civilization of ancient Hellas. The introduction of new pedagogical ideas of the Enlightenment was enthusiastically embraced by the Greeks in their efforts to procure an intellectual revival of Greek thought that aspired towards social and political emancipation. To this end, pedagogical advances made during the Neohellenic Enlightenment in the half century prior to the outbreak of the War of Independence and the revolutionary period were heavily influenced by radical social and political developments in other European countries, particularly France. However, with the arrival of the Bavarians in 1832 and the installation of Bavarian prince Otho as Greece's first monarch by the Great Powers in 1833, a major ideological shift in pedagogy was inaugurated, creating a rupture in the discourse of the Neohellenic Enlightenment. The new education system of Greece, both in its hierarchical structure and classics-based curriculum, was modelled on the conservative education systems of Prussia and post-Restoration France, and heavily influenced by educational developments in Bavaria, reflecting the political and ideological objectives of the new monarchy. This paper will endeavour to explain the origins of this system, why the Bavarians chose these specific models, as well as their ideological reasons for doing so. In discussing the rationale behind the new system, I shall briefly explain the workings of the Greek education system and its underlying pedagogical philosophy, arguing that its primary aim was to neutralise the threat posed by the radical pedagogical philosophy of the Neohellenic Enlightenment in order to shore up Otho's position. This was to be achieved via the Greek monarchy's active endorsement of an educational philosophy that promoted enlightened bureaucratic absolutism.

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The Impact of a Teacher's Formative Assessment Perceptions in a University ESL Class: A Case Study

During the last twenty years, assessment practices for improving student learning (i.e., self-assessment, peer assessment, feedback) in the classroom has been considered as essential (Black & Wiliam, 1998; Harlen & Winter, 2004; van de Watering & van der Rijt, 2006). In the field of second language learning, however, research in this area is quite limited. In order to address this gap, an exploratory research, based on Colby-Kelly and Turner's (2007) and Lyster and Ranta's (1997) studies has been conducted. The general objective was to understand how formative assessment is practiced in two Intermediate Oral English courses at the Université de Montréal and to compare how these practices are perceived and performed by the teacher and the students.

Three research questions were pursued:

1. What is the nature of formative assessment in a second language classroom setting?
2. Do the teacher's assessment practices reflect what she thinks about formative assessment?
3. What are the coincidences and differences between teacher's perceptions and her students' perceptions regarding the benefits of formative assessment for learning English?

Data collection instruments consist of teacher interview guidelines, students' questionnaire and classroom observation grids. In order to answer the first question, the feedback given by the teacher during the students' oral performance has been analyzed using the types of feedback and uptake in Lyster and Ranta's (1997) report. For the second research question, I interviewed the teacher at the beginning of each session and I elicited her beliefs about classroom-based formative assessment practice. At the end of the session I the teacher's answers have beeb compared and contrasted with her actual performance, which was videotaped during the course. Finally, regarding the third question, teacher's answers in the interviews have been compared with students' answers on a questionnaire – adapted from Colby-Kelly and Turner's one. The most significant results of this qualitative research are presented and discussed. In the conclusion, directions for future research are proposed.

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Kong

Exploring Teachers' Intention of Using a Mobile Marking System for Written Assignment and Test for Facilitating Assessment for Learning Strategy in Schools

Traditional marking for written assignment or test involves complex work flow such as marking of paper as well as sequencing, verifying and recording of scores and distributing the marked paper to students by the teachers. Given such time-consuming work and tight teaching schedule, teachers can hardly give timely feedback on the performance of their students or to adjust their teaching to suit the needs and abilities of their students as informed by the notion of Assessment for Learning (AfL) strategy. Furthermore, although there are various automatic assessment tools like those embedded in the Learning Management System (LMS) or semi-automatic electronic assessment tools such as the Optical Mark Reader available in the market, the assessment activities are confined to yes-or-no, single-choice or multiple-choice format only. For the assessment which requires open-ended or non-standardized answers, it remains a hurdle in an on-line system as feedback can hardly be pre-set. There is definitely a gap between the aim of AfL and the current school practice at the present time. Hence, a mobile marking system (S-Mark) along with clear implementation procedures has been developed in this study to address the current problems in traditional marking faced by school teachers. The system will simulate the complex work flow of paper-based marking and allow student-to-student as well as teacher-to-student interaction with its social feature like ordinary LMS. However, although this innovative system may have a positive impact on the implementation of AfL strategy, its actual use depends much on the acceptance of such technology by the teachers. Hence, the aim of this study is to explore the teachers' intention of using this mobile marking system for facilitating AfL strategy in schools and to identify factors that promote or hinder their use of such system. Through the finding of this study, the usefulness of this new system can be validated and the experiences gained and suggestions made by the participating teachers can be shared to the education community. This study adopts the Technology Acceptance Model as the research framework. Quantitative and qualitative methods are adopted to address the identified research

questions. The data are collected from multiple sources which include an on-line survey for all participating teachers as well as semi-structured interviews and reflective journals with selected teachers.

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&
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On the Practical Education System in Comprehensive Universities: Construction and Practice

In constructing the innovative practical education system, which aims at cultivating the undergraduates' innovative spirit and practical ability, one should keep in his mind the guiding principle that the practical education is always playing an indispensable role in the process of talent training. Moreover, in the construction of an integrated yet diversified system, several maxims should be observed, namely, the combination of practice with theory, that of innovative experiments with scientific research, and that of classroom instruction with extracurricular technology so as to ensure the accomplishments of its goals. Anhui university, with its advantage of being comprehensive and having different disciplines, has actively conducted various undergraduates' scientific and cultural activities to extend the classroom instruction. Those innovative activities, manifested via different competitions and matches, among other things, intensify the students' innovative practice and improve their practical abilities and innovative spirit. Undergraduates'Innovative and Entrepreneurial Training Plan, Scientific Research Training Plan and Undergraduates Scientific and Cultural Competitions are included in personnel training program as compulsory projects. It achieved full coverage of students participating in scientific and cultural innovation activities. The innovative practical education system, with its construction and practice, strengthens the students' practical abilities and innovative spirit and improves the quality of innovative talent training.

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Motivation for Doing Homework: Associations between Parents and Students Motivational Orientations

Teachers worldwide assign homework as part of their routine teaching practices (Trautwein & Koller, 2003), aiming to enhance students' earning, strengthen the relations between school and home, and promote motivation (Bempechat, 2004). This study aims to examine students' motivation toward homework, perception of linkage between home and school, and its relation to parents' perceptions. The conceptual framework that guided this study is Goal Orientations Theory (Dweck, 1986; Elliot, 2005), which presumes that motivation is defined by the goals people pursue when engaging in achieving tasks. Three goals are commonly studies: mastery - the goal is to acquire new knowledge; performance-approach – the goal is to demonstrate superior competence over other; and performance-avoidance - the goal is to avoid negative evaluation. Studies had persistently demonstrated that mastery goal is most adaptive when examining various educational outcomes (Kaplan & Maehr, 2007).

Participants were 110 dyads of students and parents (4-6th grades, 54% girls). Students completed questionnaires including their goal orientations and perceptions of discrepancies between home and school (DHS) adapted from Pattern of Adaptive Learning Scales (PALS; Midgley et al., 2000). Parents completed surveys relating to their goal orientations toward child's homework based on PALS. Confirmatory Factor Analysis (using SEM) supported the structure validity (CMIN/DF=1.45, CFI=.92, RMSEA=.06) and all measures were found reliable (Chronbach's α's ranged .60 to .85). Repeated-measures-ANOCOVA indicated no differences between mastery and performance-approach goals, whereas significantly lower performance-avoidance, when controlling for gender and GPA (F(1,104)=39.7, p<.001). Multiple-linear-regression analysis indicated that parents' goal orientations associated with their child orientations, and DHS were associated with performance-approach and avoidance goals. Future studies should address existing limitations including cross-sectional

design and self-reported measures. Parents, teacher, educators and practitioners would be able to use this conceptual framework and empirical findings to recognize students' motivations toward homework, and reflect on their practices and interventions.

Baha Makhoul
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Arabic Reading Acquisition in the Shadow of Linguistic Risk and Diglossic Situation

Arab children are exposed mainly to spoken Arabic in their natural environment, when joining school they begin to deal with written Arabic, which differs from the spoken language, a phenomenon called *Diglossia*. As a result, they are likely to find difficulty acquiring reading skills (Ministry of Education, 2001). In general, children who begin to learn at school, facing difficult obstacles; in addition to the emotional and social difficulties, the children are required to adjust to a new learning process and style.

In the light of the above and in order to study the process of reading acquisition amongst Arab children and in order to observe the effect of socio-economic factors on reading acquisition, a follow up of 211 in first grade was done from 5 schools in northern Israel (181 children with normal development and 25 children At-linguistic risk). The children's performance was examined at the beginning and the end of the year.

The following fields were assessed in the study: discourse, listening comprehension, phonology, composition, morphology and vocabulary. The tools which were used in the study cover different aspects and were complementary to the investigated fields. The study and the analysis are based on Adams' Interactive Model for reading and writing acquisition.

The main three questions were: a.) what linguistic knowledge Arab first graders come with? B.) Is there a difference between the two groups in this knowledge? These two questions were asked at two points of time: in the beginning of the year and at its end. C.) How this knowledge affect reading performances?

The presentation aims to present the described study, tools principals, its activation in the field, results and insights and the implementation of the Interactive model in Arabic at first grade for the two groups.

Julien Mercier
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A Model for Examining 'Missed Opportunities for Learning' in Tutoring from an Educational Neuroscience Perspective

The efficacy of tutoring as an instructional strategy mainly lies on the moment-by-moment correspondence between the help provided by a tutor and the tutee's learning needs. The model presented emphasizes the pivotal role of monitoring and regulation, both by the tutor and the tutee, in attaining and maintaining affective and cognitive states conducive to student's learning. The model apprehends tutoring as a highly interactive situation, in which both protagonists jointly monitor and regulate the situation through different modalities, to ground our proposition that the tutor and the tutee would be able to regulate the interaction in significantly more productive ways if they were provided more information to monitor, and specifically information that is difficult to obtain in natural situations and which could be acquired through psychophysiological methods. The creation of this model involves the amalgam of existing theories describing (1) the social processes of learning situations, (2) cognitive and affective individual functioning, and (3) the psychophysiological substrates of behavior and learning. This perspective highlights the idea of "missed opportunities for learning", the hypothesis that the scarcity of the information that the tutor and tutee have access to during natural interaction leads to suboptimal learning interactions. As a potential response to this lack of information, methodologies from cognitive and affective neuroscience can provide pertinent information during or after a learning interaction, and it is possible that this information can significantly empower students and tutors. Constructs discussed and operationalized in this context include attention, cognitive load, emotions, motivation, interest, and engagement, which can be measured in the context of a tutorial interaction using eye-tracking, electroencephalography, galvanic skin conductance, electrocardiography, and respiration rate sensors. Empirical research currently undertaken could lead to a significant reinterpretation of 35 years of tutoring research.

Constantinos Michael
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&
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Taking Action for Social Justice at School: Co-Developing Leaders and Teachers through a Process of Action Research

In this study, inequity in educational opportunities is treated as a matter of social justice. Beyond policies, ensuring equality makes sense at school's daily life. The realization of equal opportunities in schools today is above all dependent on the implementation of practices and beliefs at the micro-level (Koutselini et al, 2004). Investigating social justice at school level reveals new knowledge, contributes to the co-development of the participants and promotes the value of justice.

Purpose: The purpose of this study was to explore the ways in which daily practice and leadership at school could facilitate access for all students, taking into account factors that marginalize or disadvantage children with certain background and characteristics. The results of the study unveil teachers' perceptions about justice and provide examples of action related to certain aspects of daily practice at school, in order to promote the value of social justice.

Research questions: This study addressed two research questions:
1. What perceptions and attitudes do teachers and principal shape on how to facilitate access for high-risk students at school?
2. In which ways can action research process contribute to the co-development of teachers and principal in their efforts to promote social justice?

Methodology of research: In order to investigate research questions through a reflective process, a participatory action research was conducted and the school principal was the principal researcher. School principal and 31 teachers of a certain urban school participated in three cycles of reflection and action to promote justice. The method of data collection took place over one school year and included interviews with teachers, a review of documents and materials, daily observations, discussions with teachers, principal's diary records and a questionnaire for the teachers.

Main results: Results are discussed under the subjective perspective of the school principal, drawing on the epistemological

basis of distributed leadership. Results suggest that the promotion of social justice requires multi-faceted and collective action in the context of a broad and reflective activity framework in three levels:

a) Building an ethical and value-oriented base for collective action
b) Consolidating democratic and inclusive practices in school and
c) Taking action beyond the school's territory.

Applying participatory action research allowed participants to develop reflective and deep understanding of the multiple aspects of equity and justice at school. As a result of the process, participants gave new meaning to their daily work. Under this perspective action research could be related to teachers' professional development (Carr & kemmis, 1986). Implications for theory, policy and practice arise.

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Applied Physical Activities, Self-Realization and Leisure Time of Persons with Disabilities

The article presents the problems of the involvement of persons with disability into applied physical activity, indicators of physical activeness, life satisfaction and attitude towards one's disability. In the research the indicators of life quality of persons with physical disability who are involved in sports activities and who are not involved in sports activities have been compared. 111 persons with physical disability who have experienced traumas of spinal cord participated in the research.

Object of the research – characteristics of physical activities, self-realization and leisure time of persons having physical disability who participate and do not participate in applied physical activity.

Aim of the research – to identify and assess the peculiarities of the influence of applied physical activities to improve life quality of persons having physical disability.

Methodology and methods of the research. Methodological basis of the present quantitative research is the theory of social integration of people with disabilities through applied physical activity. It has been referred to the precondition that the participation of persons with physical disability in applied sports or physical activity has positive influence not only on biosocial but also on psychosocial functions of the aforementioned persons.

The results of the questionnaire survey have shown that the respondents with physical disability who go in for sports feel bigger life satisfaction, assess their psychical health more favourably than those who are not go involved in sports. The attitude towards one's disability among persons with disability who are involved in sports is much more favourable than among those who are not. Persons with disability who are involved in physical and sport activity tend to rely more on their strengths even when favourable conditions are not created for them. Meanwhile, the unadjusted environment more often hinders the respondents not involved in sports from feeling like an able person of full value. The indicators of life satisfaction and attitude towards one's disability among persons with disability who participate in sport activity are better than among those who do not participate.

Jane Lewis
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&
Melissa Lee-Ross
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Empowering Teachers as Change Agents in Improving Population Health Outcomes

What is the role for teachers and schools in improving population health outcomes? How well do teacher education programs prepare teachers to be change agents for health in our schools? What are teachers' perceptions about their preparedness to deliver health education?

Obesity and other chronic, lifestyle-induced illnesses have reached crisis levels across Canada. The nation's healthcare system, built on a medical model is not sustainable in the face of such challenge. Greater emphasis must be placed on prevention of disease through health promotion and population health approaches and efforts must extend beyond the health care system. Currently, Nova Scotia teachers lack knowledge and formal training to allow them to maximize their potential as champions of change in improving health-outcomes within the school-based populations in which they work. Existing pre-service programs do not include courses on determinants of health or health promotion. School-based health initiatives and interventions within the province could be more effective if pre-service programs empowered teachers with knowledge and skills specific to health education.

One of the areas in which population health statistics are the poorest in Canada, is Cape Breton Island, on Canada's east coast. Cape Breton University and the Cape Breton District Health Authority recently partnered to consider a number of questions related to teachers' preparedness to serve as positive health change agents within island schools. An initial online survey of 160 teachers within the Cape Breton Regional Victoria School Board was followed up with 3 focus groups comprised of 22 teachers.

It is believed that what was learned about teacher education in Cape Breton, might also be of value in other jurisdictions in which teachers and schools are seen as critical components of a comprehensive population health strategy and/or where health and education sectors seek meaningful ways to work together to affect positive health change.

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Non-Cognitive Factors Affecting the Academic Performance of Fourth Year College Students of College of the Holy Spirit Manila

The study aimed to determine if there is a significant relationship among (a) parents' type of employment, (b) type of family structure, (c) study habits, (d) nutrition, and (e) extracurricular activities to general weighted average of the respondents.

Using a stratified random sample, the population was divided into subpopulations or strata (i.e., low achieving, average, and high achieving students). A sample was drawn from each. Fifty-eight (58) students (10 low achievers, 42 average, and 6 high achievers) participated in the study.

Results indicated that the parents' type of employment, highest education completed by parents, type of students' residence, parents' marital status, type of family, birth order, number of hours of sleep, hours per week of study outside class, specific place, regular time and method of study, body mass index, regular breakfast and lunch intake, frequency of snack time, diet, students' after school job, and social activity do not affect academic performance. On the other hand, the length of study before taking a break, regular supper intake, students' extracurricular activities and purpose for joining, frequency of exercise, and weekend activity affect academic performance.

As suggestions, frequent breaks during study time help the brain function better since students must also enjoy leisure. A ten-minute break every hour for a three-hour class is recommended. Students must not skip their supper. They should be obliged to join extracurricular activities in school and must include a regular time for exercise and weekend activity. As for teachers, they need to impart the purpose of extracurricular activities.

Jose Roberto Serra Martins
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Teaching and Learning in Geosciences for Citizenry: From the Margins of Knowledge to the Central Tasks of Forming Teachers

The way of teaching Geoscience seems frozen in time, as it has been the same for a few decades; classes dialogued, today, constitute the most advanced approach in terms of education. This paper, part of the doctoral thesis of Martins (in progress), presents the following assumptions: (1) most students who attend formal education in Brazilian schools are at the margins of knowledge; (2) the best way (methodology) to form ethical and responsible citizens should constitute a clash whose goal is to widely disseminate scientific education, leading to the largest possible number of students. Moreover, it is based on the need of education to be in conjunction with the social demands of learners, turning their achievements into agency. For future citizens to have their demands met, it is necessary that the essentialism and metanarratives of science are problematized and, thus, finding a response to the needs of learners to the construction of new concepts and paradigms. Initially, we justify the choice for the theme by showing its importance, hypotheses and assumptions. Then, starting from the historical analysis of scientific methods, we show how important it is to provide quality science education to everyone. In the second part, the paper attempts to demonstrate that the Method of Rediscovery, as well as the Science, Technology, Society and Environment (STSE) approach are not sufficient for scientific training of students nowadays. In response to these challenges, this paper proposes the establishment of active methodologies which can lead to a process of graduating a critical mass of teachers and researchers engaged in training citizens. To this end, the process of teaching and learning must be built on the students´ social demands, and, regardless of grade and level chosen to apply the methodologies, the importance of teaching Earth Science in basic education can be easily demonstrated.

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Females' Perceptions of the Role of Fathers in Caring for Children

Since mothers have been seen as primary caregivers in most children's lives, historically researchers have studied contributions of mothers' involvement in children's development. However, recently there is increased attention to examine the impacts of fathers' involvement in their children's development which has been attributed to factors such as higher rates of mothers' workforce involvement and a decline in stereotypical views of fathers' roles. Studies suggest that fathers play a critical role in their children's cognitive, psycho-social, and emotional development. Also, fathers' involvement has been reported to result in positive outcomes for the adolescent's levels of happiness as well as peer experiences. It has also being recognized that examination of attitudes about the role of fathers and barriers to father involvement is significant in understanding father's behaviors. Considering the recent emphasize on fathers' involvement, one wonders whether or not females, especially in traditional cultures, perceive men as capable of assuming this role, are receptive to share this role with men and be able to embrace a man's efforts to step into mothers' traditional domain.

This study examined females' perceptions and beliefs about father's role in caring for children and their contributions to children's development. Female university students living in the United States, United Arab Emirates and Qatar responded to a standardized questionnaire measuring the extent of their beliefs about the importance of the father's role to a child's development. Preliminary analysis revealed patterns about female participants' attitudes regarding fathers' capabilities and sensitivities for involvement in caring for their children. Also, the study examined the relationship between participant's attitudes about father involvement and their gender role

orientation. The results will be discussed in the context of cultural challenges to balance traditional views about gender roles associated with parenthood and current notions for promoting caring and nurturing fathers.

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Reading Error Patterns Prevailing in Emirati First Graders

Reading difficulties are considered a problem in the Arab world. The current investigation targeted regular education students (183, 54 male and 129 female 1st graders) to find out the level of reading ability and the nature of errors committed in reading to have further insight of students' error patterns from a morphological perspective (lexical category and level of morphological complexity). Gender (male vs. female) as variable was also considered. Results revealed significant differences between male and female students in reading the target words. Results also indicated that Reading difficulties in developing first grade Emirati students may stem from a distinct, though interrelated, threefold paradigm: difficulty level of the read words (i.e. morphological complexity), lexical category (nouns, verbs, adjective and adverbs, prepositions and conjunctions), and nature of error patterns (e.g. non-discrimination between the /h/ (al-ha') and the /t/ (at-ta' al-marbouta) at the end of words, non-discrimination between the regular /l/ (al-qamariyya) and the silent /l/ (ash-shamsiyya) and reading the geminated letter as ingeminated, omission of a letter or a syllable, substitution of a letter or a syllable, addition of a letter or a syllable. Being able to detect this threefold paradigm in individual students may be helpful in predicting reading early on and designing the appropriate remedial plans.

Christine Del Notaro
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Reinvestment in the Class of a Theory Used in the Research: A Question of Didactic Transposition

This article aims to point out some results about the exploitation in the class, by a student at the end of primary teacher education, of a theory issued from a research; we will discuss its contributions and limitations. The notion of *sets of tasks* (« jeux de tâches »), developed in our PhD (Del Notaro, 2010), declares that the experimenter is an element of what Brousseau (1996) calls the « milieu » and involves his own knowledge to interact with pupils. First of all, we will describe what we mean by the notion of *sets of tasks*, where it comes from, and afterwards, we'll give a definition. Furthermore, we are going to problematize the question by mentioning our main idea: the fact that the exploration of the *milieu* by the experimenter will interact with the exploration by the pupils. This will demonstrate the fact that this interaction is an interaction of knowledge. We'll also point out the difference between *connaissance* and *savoir*, two words in French for only one in English: knowledge.

The origin of the *sets of tasks* will be presented also, as well as our methodology of research. Finally, we'll expose certain effects of didactic transposition (Chevallard, 1981). We'll analyze the interpretation which was made by the student and we'll try to show in what measure the transposition of the theory, effectuated into the class, transforms and makes evolve the knowledge.

As a conclusion, we will mention that although the exercise was quite successful in some respects, there should be a discussion about the effects of the transposition, to understand the evolution of the knowledge. It is certainly not easy to check this point, but we're going to propose some elements of reflexion.

Farid Nouri
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Parental Engagement as a Tool to Raise Academic Standard and Expectation: The Case of Al Khor International School (AKIS), Qatar

The following presentation is a narrative about how further to a complex and extensive academic and administrative transformation, increasing and enhancing parental engagement was used as a tool to raise student academic standard and expectation.

Al Khor International School (AKIS) has gone through a complex and extensive transformation from a contractor-managed school system composed of five separate/disjointed schools and two administrative/ corporate divisions into an in-house managed bi-curricula single international school, carried out over a two-year period. The fundamental driver for the change was two-fold: a) raising academic standards and expectation and b) value optimization and business control and efficiency. The underpinning philosophy of the transformation/ change was to orchestrate a shift from an academic and corporate culture of lethargic mediocrity to one of striving for excellence and embracing and valuing high expectation.

RasGas and Qatar Gas –two of the largest natural-gas producing companies in the world, jointly own AKIS to provide education to their employee's children. AKIS is a co-educational international school offering National Curriculum of England and the CBSE Curriculum of India to over 3700 pupils in the 3 to 18 age group from 50 countries. The school has a 530-strong multinational teaching, support and administrative workforce.

A battery of strategies was adopted to increase academic standard and achievements and central to that was increasing and enhancing parental engagement. This was pursued trough the creation of a whole school House and Vertical Tutorial system. This system enabled the school to:

- monitor and track student's academic performance and behavior
- devise appropriate intervention program to address low academic performance or behavioral issues
- serve as the focal point of contact with parents to increase and enhance their engagement with the school

The early indications measured through an independent survey demonstrate increase parental satisfaction, level of engagement and indeed increased expectation.

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Masaryk University, Czech Republic
J. Svobodova
Masaryk University, Czech Republic
&
J. Jurmanova
Masaryk University, Czech Republic

A New Approach to Teaching Cosmology

This paper reports on our research study undertaken by physics lecturers at Masaryk University. Cosmological discoveries over the past two decades have a great impact on both astronomy and Physics. Recent advances in our understanding of the Universe have revolutionized our view of its structure, composition and evolution. However, these new ideas have not necessarily been used to improve the teaching of introductory astronomy students. We have prepared an innovation course, with topic Introduction to Cosmology, for our university students - especially future teachers. In this paper, we have conducted research into student understanding of cosmological ideas. Our research uses open-ended and multiple choice surveys conducted at multiple institutions, as well as interviews and course artifacts at one institution, to ascertain what students know regarding modern cosmological ideas, what common misunderstandings and misconceptions they entertain, and what sorts of materials can most effectively overcome student difficulties in learning this material. These data are being used to create a suite of tutorials that address the major ideas in cosmology using real data. Having students engage with real data is a powerful means to help students overcome certain misconceptions. Students master the scientific concepts and reasoning processes that lead to our current understanding of the universe through interactive tasks, prediction

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The Dispelling of Cognitive Dissonance: A Correlational Analysis of Teacher Characteristics that Foster Culturally Relevant Instruction to Low-Achieving Students in English Language Arts Classrooms

This quantitative study is designed to examine relationships between teacher characteristics and their cultural competency in relation to academic achievement. It will examine responses of middle school English Language Arts(ELA) teacher's preparedness in their instructional interactions with low-achieving students in public/charter schools in the District of Columbia during the first semester of the 2013-2014 schoolyear. An online survey will be used to collect data from teachers and will be analyzed using SPSS to examine descriptive/inferential statistics/frequencies found within the data. Significant differences between the 1)dependent variables: cultural competencies, teacher values/beliefs, instructional methods, knowledge of standards and objectivity of instruction, will be explored through 2)intervening variables: teacher age, gender, ethnicity, highest degree attained, current grade level taught and years of experience teaching English, among the 3)independent variables: certifications possessed, previous cultural training, and observation score ratings. An ANOVA will be performed to determine if different factors would produce different responses. Partially open-ended questions at the conclusion of the survey will capture additional perceptions of the teachers regarding their instruction and grade/interim assessment score distribution. The implications of this study may guide pre-service preparation, professional development and policymakers around standards creation towards effective methods and strategies for educating low-performing students.

Tanya Ovenden-Hope
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&
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The Challenge of Raising Student Attainment: A Comparative Study of 'Coastal Academies' in England

Academies are independent, non-selective, state-funded schools managed by teams of independent sponsors rather than the local authority. Over 2000 schools on England have converted, but the programme remains controversial, with supporters identifying policy freedom enabling faster improvement in results than other state funded schools, and opponents believing that it is a form of back-door privatisation that will lead to greater social segregation.

While there have been large-scale evaluations of the academy programme (e.g. Machin and Vernoit, 2011) and qualitative research on different aspects of the programme (e.g. Gunter, 2011), little attention has been paid to academies in coastal regions in England. These 'coastal academies' typically have a specific range of challenges, including high levels of socio-economic deprivation and unemployment, limited parental involvement and low expectations. Building on research undertaken in 2012, this project aims to provide an understanding of the challenges faced by secondary 'coastal academies' and offer tentative strategies for raising student attainment based on the strategies and outcomes examined.

The project presents a qualitative investigation of six schools through an examination of academy documentation and publicly available data and school staff interviews. Themes emergent from analysis focus on the task of raising student attainment through tackling the 'culture of under-attainment' (Woods et al, 2007:239) and include: leadership (MacBeath, 2005); the culture of each institution (Glover and Coleman, 2005) including sponsorship engagement and attitudes towards continuing professional development; and student outcomes. The findings offer insights into the particular challenges for raising student attainment faced by 'coastal academies' and develop an understanding of the ways in which leadership teams respond to local circumstances; draw upon the expertise of sponsors/governors and provide opportunities for staff inclusion and development.

Hye Pae
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Word and Nonword Recognition by Native English Speakers and Korean Learners of English as a Foreign Language

Research shows that word recognition is the foundation of reading processes and serves as a precursor to reading success (Aaron, Joshi, Ayotollah, Ellsberry, Henderson, & Lindsey, 1999; Adams, 1990). Given its importance of word identification in comprehension, this study investigated the perceptibility of visually altered stimuli in word and nonword recognition by native English speakers and Korean learners of English as a foreign language (FL). Forty four college students from two international sites participated in this study. The first group was composed of 18 English-speaking undergraduate and graduate students at a large university in the midwestern area in the U.S., while the second group comprised 26 English majors who learned English as FL in South Korea. The orthographic depth hypothesis and the psycholinguistic grain size theory guided this study. Used are three visual shapes (i.e., normal, alternated, and inverse fonts) and two lexical features (i.e., words and nonwords) in a lexical decision task. The motivation of this study was to investigate how the two groups resolve visually distorted English stimuli. The results showed that the native English speakers outperformed the Korean counterparts in accuracy. However, the Korean participants were faster than the native counterparts in processing the visual stimuli regardless of the lexical feature (i.e., words or nonwords) and base-word frequency (i.e., high or low frequency), except for the high-frequency inverse fonts. This can be explained through the first language (L1) effect on FL word processing (Akamatsu, 1999, 2003). The results showed that native English speakers were less sensitive to the visually noisy shapes (i.e., alternated and inverse fonts) than the Korean English learners. It suggests that the psycholinguistic unit of L1 plays a role in word recognition processing beyond the language dominance (i.e., L1 vs. FL).

Karolina Parding
Associate Professor, Lulea University of Technology, Sweden

Documentation, Documentation, Documentation: Changed Governance of Public Sector Professionals – The Case of Teachers' Work

Professional work is often depicted as an essential part of today's society. At the same time, the conditions for professional work are changing – perhaps especially so in the public sector. Audit and demands for accountability and transparency today influence public sector professionals' work. In this paper, the teaching profession is used to illustrate changing conditions for professional work in the public sector, the national context of the case is Sweden – even so the result is applicable in other similar national contexts. In Sweden, teachers' work has been subject to a strong increase of demand on documentation, here mainly illustrated through the Individual Development Plan. The IDP can be described as part of the teachers' assessment practice, but also as a sign of standardized and bureaucratized teacher practice, and as a tool which influence how teachers' everyday work is organised. In short, the IDP involves that the teacher, together with the student, document what the student know and what the student need to develop and achieve the coming year. During the school year the teacher continuously check out if and how the student is progressing in relation to the goals set up in the IDP, this by documenting how the student is doing in each academic subject. The aim of this paper is to describe current changes and discuss what they may mean for the profession(als). Sociology of professions is used as a theoretical lens in which we discuss and analyse changes in teachers' work. Abbott's classical distinction between the aspects of professional work – diagnose, treatment and inference, as well as Evetts' use of occupational values; via the concepts of the logic of the profession and the logic of the bureaucracy are applied as to discuss how current changes can be understood and what they may imply for the profession.

Hilda Patino
Program Coordinator, Iberoamericana Ciudad University of Mexico,
Mexico

Is Humanistic/Liberal Education Worthwhile? Undergraduate Students Raise Their Opinions

This exploratory qualitative study focused on the free responses that undergraduate students gave to the question: "Should have learned something valuable in this course, what was it? ". This open question is part of a survey that is intended to obtain the views of the students on courses of humanistic character in as part of their college education.

Knowing what the students think has been a constant concern to the Universidad Iberoamericana in Mexico City, which academic plans include four humanistic courses for all careers. The courses' purpose is to contribute to the integral/liberal education of students. There were collected 4625 valid student responses during the spring and autumn periods 2010 and spring 2011, covering the entire population given at that time. For the data analysis it was used a mixed approach, in which qualitative methodology of inductive categorization was supplemented with a statistical analysis of the data.

Regarding the qualitative analysis, which was the most important approach, There were inductively discovered eight categories of valuable humanistic learning, namely:

1. Appreciating and respecting cultural diversity.
2. Reflecting on oneself and the sense of life.
3. Increasing knowledge.
4. Bonding with different disciplines
5. Discovering new ways of living with others.
6. Acquiring an ethical perspective.
7. Discovering asense of social responsibility
8. Improving critical thinking

Among the conclusions, it is important to note that the three things that students appreciate the most in the liberal education courses are: 1) the opportunity to expand their knowledge, 2) the ability to reflect on themselves, and c) The improvement of a respectful attitude toward cultural diversity.

The research offers a way of understanding liberal/ humanistic education courses from the perspective of the students and challenge college professors to look for different alternatives to promote meaningful learning.

Zuzana Pechova
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Czech Republic

The Real Life Experience of Visual Art in Czech Extracurricular and Cocurricular Education

A number of research on the effects of arts education on children´s learning and development prove positive outcomes on children. Education through and in visual art produces positive learning outcomes, develops sense of personal and cultural identity, supports socio-personal development and has a significant influence on cognitive development (compare Catterall, 2009; Bamford, 2006; Eisner, 2002; Fiske, 1999).

The education is no longer associated to schoolrooms, school teachers or separated school subjects (Sobanova, 2012). The requirement on interdisciplinarity and linking arts with real-world issues and real-life experience of arts demands a cooperation with community and other institutions. Visual art-based field trip activities and outreach programs offers students the opportunity to apply academic skills in a real-world context and give children a more direct, interactive experience of the art (O'Brien&Rollefson, 1992). The involvement of art-based programs into education is provided by museums, community cultural institutions, art centers, artists or universities.

The Czech Republic's current art education curricular documents and theory emphasize the cooperation across subjects and community involvement (Babyradova, 2007). The czech art-centric approach to art education accents experiental attitude to instruction (Babyradova, 2007) and thus the real-life experience of art outside the school is highly desirable. Available research shows a minimal involvement of teachers into the cooperation with extracurricular establishments (Pechova, 2012; Sobanova, 2012).

The paper presents the results of the investigation carried out in the Czech extracurricular environment in 2013 in which the characteristics and approaches to mediation of art within field trips and outreach programs for schools were defined. The research used qualitative research method of a semicontrolled interview with professionals from different extracurricular establishements. The goal of the thematic analysis of six extensive interviews was to get a holistic view on the current concept of visual art based extracurricular programs for schools and its pedagogical potential. To describe and define the methodological specifics of this phenomenon. The analysis method of constant comparison, open and axial coding reveals a generalized view of the topic.

Deborah Wooldridge
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Susan Peet
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&
Michael Sturm
Instructor, Bowling Green State University, USA

Engaging Students in Learning: Lessons from Short-Term Study Abroad Experiences in Italy

Study abroad experiences are widely viewed as beneficial for students (Stearns, 2009) because they provide opportunities to become engaged in learning and opportunities to grow in global awareness. The prevalence of these experiences is growing (Perry, Stone, and Tarrant, 2013) and it is widely perceived that students grow in specific ways as a result of study abroad experiences.

Bowling Green State University in the United States is making study abroad experiences a priority. Specifically, BGSU is working to enhance students' intercultural knowledge and students' interest in life long learning as components of global awareness and knowledge. Bowling Green State University has a large Early Childhood Education Program that prepares teachers to work with children from age 3 to grade 3. The field of Early Childhood has been heavily influenced by several outstanding models of Early Childhood that originated in Italy which makes a study aborad experience in Italy meaningful for Early Childhood Education students. It is a natural fit to expose undergraduate students of Early Chilldhood Education to some exempllary models in Italy because it will enhance their overall understanding of education from a global perspective.

Thus, this paper has two primary purposes. First, the paper summarizes key gains made in students' knowledge and dispositions as a result of a two-week study abroad class. The results of this study show that short-term study abroad experiences are beneficial in helping students develop a deeper awareness of cultural diversity. Short-term study abroad experiences also strengthen students' knowledge and dispositions. Students who participated in study abroad expereinces report they have an enhanced sense of globalization and cultural awareness. Second, a sample of six different Italian schools/learning environments for young children will be summarized in this paper (i.e., Aggazzi Approach, Montessori Approach, Reggio Emilia, Audiofonetica, Mama Mara School and PinAc Children's Museum). These schools will be reviewed and a summary of students' perceptions of the schools will be shared.

Suhas Pednekar
Professor, Ramnarain Ruia College, India

Public Private Partnership in Higher Education

Nize Maria Pellanda
Professor, University of Santa Cruz of Sul, Brazil

Self-Narratives as a Complex Instrument of Construction Cognition/Subjectivity

From the perspective of a new paradigm- COMPLEXITY- that aims to put together all de dimensions of reality, the consideration of the subjectivity in the process of cognition construction is fundamental. We intend with this presentation to describe a didactic process with a group of mastered students in a Mastered Course on Education during the discipline called "Education and *Autopoiesis*". In these classes we study the paradigmatic turning point that arise to the complex paradigm mainly from the cybernetic movement. We focus then, in the second phase of this movement emphazing the role of the subject as a integrative part of the studied reality and the second order knowledge. In this sense, this subject needs to take account of their own operations speaking over themself. These ideas emerged with the work of Heinz Von Foerster and gave origin to the complex biological theories such as "Biology of Cognition" developed by Humberto Maturana and Francisco Varela and "Complexification from noise" by Henri Atlan. These theories are complex because do not separate cognition from subjectivity. Maturana and Varela constructed as a central axis of their theory, the concept of *Autopoiesis* that means basically that the living being are closed to external information and open to change of energy. We inferred then from these elements that they must create themselves. From these assumptions we are constructing a methodology that deals with the self-narratives of the students. This instrument is an autopoietic one because it provokes a re-configuration of each subject who writes about himself and not only describes an external one. We then, analyses the written texts at the light of the assumptions evolved in the discipline such as: autopoietic process, complexification process, invention of reality and so on.

Ana Pesikan
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&
Slobodanka Antic
Associate Professor, University of Belgrade, Serbia

Illustrations' Role in History Textbooks for Elementary School

Many researches show that learning from the textbook is much more efficient if the text is accompanied by illustrations. They may improve understanding and memorization of the content.

The subject of this research is the comparative analysis of the illustrations' role in two Serbian history textbooks. The following analyses have been made: the quantity of illustrations in two textbooks; the graphic form of illustrations; the analysis of the illustration captions; and the role of illustrations. The results are as follows:

1) Both textbooks are highly illustrated: 76% of the pages in the Logos-5 is illustrated and almost all pages (97%) in the Freska-5 textbook. The difference in the proportion of illustrated and non-illustrated pages in both textbooks is significant at the 0.01 level ($X2=24.892$, $df=1$).

2) The findings show predominant representational role of the illustrations in both textbooks (92% in the Freska-5, 73% in the Logos-5).

3) The photos and drawings are dominant graphic form of the illustration in both textbooks, particularly in Freska-5 (90% of all graphic forms).

4) Most of illustrations in both textbooks are accompanied by a caption (89% vs. 74%). But there is no sufficient information about object at the illustration's captions.

5) There is significant lack of directive reference to the illustration in the text: just two references in one and no one reference in text in other textbook.

6) The main role of the illustrations is to reinforce (54% and 55%), then to embellish (18% vs. 36%), more rarely to elaborate or summarize (13% and 14% respectively).

It could be concluded that the illustrations as structural components of textbook, which purpose is to empower active learning, are included in both textbooks, but their potential is not fully recognized and are not used, particularly in Freska-5 textbook.

Reyes Quezada
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Transforming into a Multilingual Nation: A Qualitative Analysis of Mexico's Initiative to Develop Language Teachers

There is urgency that colleges and schools of education as well as local and national education systems are not preparing P-16 students to meet the challenges of international economies, political systems, and the migration of world cultures (Asia Society, 2001). In many instances it is due to the lack of individuals with the ability to speak more than one language. Therefore there is a need to provide children an opportunity to become bilingual in our nations' schools by learning to speak a second language (Author, 2013).

An example of a nation promoting bilingualism is Mexico who recently passed a national law requiring all schools to teach English as a Foreign Language (EFL) from Kinder through 9th grade by the year 2018. This is based on "Acuerdo Secretarial No. 592 (Secreterial Accord) which in 2011 established the articulation of Basic Education and mandates English as a Second language (SEP, 2011). This researcher from the United States will report on multiple research study reports of the results of national data collected on Mexico's National Program for English in Basic Education (*Programa Nacional de Inglés en Educación Básica*, PNIEB) that complements larger quantitative studies sponsored by the *Secretaria de Educación Pública* (Mexican Ministry of Education). The PNIEB aims to provide Mexican students with the necessary EFL knowledge to engage in social practices with spoken and oral language to interact with native and non-native English speakers, by means of specific activities with the language. This research summarizes the research conducted within the past three years in elementary schools throughout México. Data collection techniques included questionnaires, focus groups, and classroom observations. This research reports on the successes of the PNIEB program and the challenges. Data collected is reported in five emergent themes: (1) genuine instructional practices, (2) level of English proficiency and confidence, (3) culture and environment of the classroom, (4) teacher training and support, (5) potential opportunities to improve the program and teaching. The results provide an opportunity for discussion when considering implementing EFL training programs with practicing teachers or in teacher education programs.

Thomas Rajotte
PhD Student, University of Quebec, Canada
Dominic Voyer
Professor, University of Quebec, Canada
&
Jacinthe Giroux
Professor, University of Quebec, Canada

The Interpretation of Mathematical Difficulties in Primary School, Which Perspective to Choice?

This research aims to improve knowledge about learning difficulties in mathematics. Research addressing learning difficulties in mathematics are positioned in two distinct perspectives. According to the first perspective, learning difficulties are attributed to the intrinsic characteristics of the student. Otherwise, according to the second perspective, these difficulties are interpreted from the interaction between the student and the school system. Our study aims to test the significance of these two perspectives on the interpretation of mathematical difficulties. In order to realize this project, we worked with students at-risk of school failure and children without learning difficulties. Participants were asked to solve mathematical problems on proportions. The results show that the second approach is more appropriate to interpret the learning difficulties in mathematics. Indeed, in most problems, at-risk students at-risk and students without learning difficulties adopt procedures involving a consistent level of efficiency. This decreases the relevance of intervention depending on the characteristics of the student. In addition, the structure of mathematical problems and membership in a school influence the student achievement. This finding shows that learning disabilities must be interpreted from the interaction of students in the school system, as well as to the specificity of knowledge.

JR Ratliff
Assistant Professor, Zayed University, UAE

The Future of Higher Education Institutions (HEI) in a Globalized World

The purpose of this presentation was to explore the perceptions and experiences of university administrators on stakeholder involvement in internationalization planning and implementation of internationalization at Mid-Western University (MWU) a public four-year university located in a Midwest state in the United States of America. It has been argued that there is a gap between the study of internationalization planning and implementation of those plans on college campuses (Childress, 2009). This study sought to fill this gap in the literature. A mixed methods study was utilized as a comprehensive way of studying the perceptions (Quantitative variable) and experiences (Qualitative variable) of participants at the subject university.

Rema Reynolds
Assistant Professor, University of Illinois, USA

The Usefulness of a Preparatory Course that Engages Students in Readings and Discourse that Address the Marginalization and Oppression of Students Due to White Supremacy, Patriarchy, Capitalism, and Heteronormativity

Despite more than thirty years of research and policy concerned with preparing teachers for the changing demographic landscape of public education, there remains considerable variation in teacher education programs' attention to issues related to diversity. Strong evidence suggests that eponymous Multicultural Education courses and standalone field placements in urban settings are insufficient in developing pre-service teachers' understandings of racial, ethnic, and cultural difference, yet little is known of broader programmatic and institutional responses to "diversity standards" of governing organizations. This paper considers how particular institutional orientations to diversity - manifest in program structures, course objectives, and performance assessments - afford and delimit pre-service candidates' opportunities to develop the awareness, insights, and skills for effective teaching in diverse schools. Analyzing students' weekly reflection papers and the comments made at the course's end via a formalized evaluation process, the researcher evaluates the usefulness of a preparatory course that engages students in readings and discourse that address the marginalization and oppression of students due to white supremacy, patriarchy, capitalism, and heteronormativity. As evaluation data was examined, inductive analyses of recurring themes across groups materialized (Strauss & Corbin, 1990). Using a grounded theory approach to data analysis allowed for the construction of such themes useful for the development of curriculum and effective instructional methods for courses, addressing issues related to diversity, equity, and access. Content analysis of a randomly selected sample of students' initial, midpoint, and end-of-semester reflective essays allowed for the construction of codes through an iterative process (Boyatzis, 1998; Lewis 1998).

From a constructivist approach, the participants' views of the situation(s) being studied" (Creswell, 2009. p. 8), while not wholly generalizable, can provide insight into broader a community of undergraduate Education minor students in similar contexts.

Takalani Samuel
Lecturer, University of Venda, South Africa
&
Cosmas Maphosa
Lecturer, University of Venda, South Africa

Facilitation of Learning in the University: What Really Makes an Effective University Teacher?

Discourse on effective teaching and learning has changed remarkably from the traditional transmission model to the modern transformative model of teaching. In this paper the researchers engage in a critical examination of elements that constitute an effective university teacher. The researchers examine the purpose of teaching in the university as well as explore the concept effective teaching in the university by addressing issues related to understanding subject matter, basing facilitation of learning on learning theories and the use of different and appropriate facilitation techniques. The importance of student-centered learning, reflective practice, assessment, andragogy and use of information and communication technologies (ICTs) to ensure learning effectiveness is also explained. The researchers conclude that an effective teacher in the university is one who engages in scholarly teaching and recommends vibrant continuous professional development programs in universities to ensure that university teachers are equipped with knowledge, skills and values necessary for effective teaching.

Christina Schachtner
Professor, University of Klagenfurt, Austria

Children, Things and Culture

If we want to grasp the essence and evolution of people, according to Csíkszentmihály and Rochberg-Halton (1989), we have to understand the transactions between people and things. We are born into a world of things that speaks to us. The shiny toys attached across a child's pram already tempt, stimulate, seduce and awaken our desires. Things are closely interwoven with our thoughts, feelings, senses and sensuality.

The panel draws on recent interest in materialities in the humanities, emerging as the material-cultural turn, and transfers this interest to an exploration of children's lifeworlds. Things play an important role for children from a very early age as they come to terms with their environment and construct their self-concept. The focus will not only be on familiar things like dolls, children's literature, jewellery and cuddly toys but also on new, material-immaterial things from cyberspace as well as on things produced with the help of IT technology in so-called FabLabs. The debate covers our possession, production, purchasing, giving of and interaction with these things. From the perspectives of media pedagogy, cultural studies and media psychology, the multifaceted relationships between children and things will be scrutinized in connection with their relevance for learning, skills development, social cooperation and identity. Empirical results from various studies will be presented and theoretical concepts discussed; together they will illuminate and help explain the complex relationship between the social and material world.

Steven Sexton
Lecturer, University of Otago, New Zealand

Realistic Teacher Education in New Zealand: A Master of Teaching and Learning Degree's Influence on Teacher Efficacy

This presentation will report on a new government initiative in Initial Teacher Education (ITE) in New Zealand. Prior to 2014, Primary teachers had two options for ITE: an undergraduate degree in teacher education or a one-year Post-Graduate Diploma; while their Secondary colleagues completed a one-year Post-Graduate Diploma. In 2014, New Zealand began a three-year pilot of a one-year course-taught Master of Teaching and Learning (MTchgLn) endorsed in Primary or Secondary Education. This programme's creation was guided by realistic teacher education (Korthagen, Kessels, Koster, Lagerwerf, & Wubbels, 2008; Korthagen, Loughran & Russell, 2006) with an explicit intention of fostering reflexive teachers (Cunliffe, 2004) who are becoming adaptive experts (Temperley, 2013). It is widely anticipated in New Zealand that a Masters' level qualification will be the entry requirement for New Zealand Primary and Secondary teachers within the next three to five years.

This presentation will report on how the pre-service teachers undertaking the pilot programme at the University of Otago efficacy beliefs and concerns evolved and changed over the course of study. Student teachers were surveyed in the first week of the programme using the *Teachers' Sense of Efficacy Scale (Long Form)* (Tschannen-Moran & Woolfolk, 2001) and the *Concerns About Teaching* (Smith, Corkery, Buckley, & Calvert, 2013) survey (short form). These will then repeated again at the end of Semester One and prior to the end of the programme in December. This qualitative data will then be expounded upon by student teachers' focus group discussions. This programme has been designed to support regular critical engagement by the students with not only the course content but also how they experience its impact on their emerging sense of self-as-teacher and teaching practice. The implications of this study will directly influence the future direction of ITE in New Zealand.

Shaheen Shariff
Associate Professor, McGill University, Canada

Legal Implications and Ramifications of Cyber Bullying, Sexting and Online Abuse at the University Level

In Canada, the Nova Scotia Ministry of Education recently commissioned a report on the impact and disciplinary responses needed to a misogynist rap chant at an undergraduate FROSH (initiation) celebration at St. Mary's University in Nova Scotia. Students were also disciplined at the University of British Columbia for similar activities. At McGill, two members of the university football team were charged with sexual harassment and two year's prior, a hazing incident made news headlines. These cases are highly sensitive in the wake of a number of suicides by young women such as Rehteah Parsons and Amanda Todd who were either sexually assaulted, video-taped and the recordings distributed online, or coerced into posting nude or intimate photographs which were distributed online with accompanying demeaning comments and threats.

Although a significant amount of attention has been paid to cyberbullying among children in elementary and high schools, less research is available on the extent of sexting and online abuse at the university level. The examples described above are important in light of the introduction of legislation at the federal and provincial levels in Canada. The Canadian Federal government has recently introduced Bill C-13, the *Protecting Canadians from Online Crime Act*. This act updates the *Criminal Code* to make the non-consensual distribution of intimate images a crime punishable with a five year prison term. However, our earlier research suggests that as with children and teens, young adults at the post-secondary level have grown up immersed in digital media and often defend their actions as unintentional and "just for fun." Data obtained from children confirms that they are not aware of the consequences and post impulsively. This presentation will address the legal implications of similar impulsive postings at the post-secondary level, and highlight an ongoing study that is looking into the legal ramifications for university level students in this regard. The article will argue that there is an urgent need for legal literacy at the post secondary level, particularly in light of the fact that governments are now determined to apply the law to manage what is perceived as by the public as online communication that is out of control. My article will also address the dilemmas and challenges of balancing free

expression, privacy, safety and regulation or over-regulation and its impact on the development of public policy.

Saad Shawer
Associate Professor, King Saud University, Saudi Arabia

Evaluation of Intervention Program Evaluation: A Strategy for Quality Management and Institutional and Stakeholder Development

This paper examines the influence of a two-year intervention program evaluation on three language programs through mixed paradigms and methods. The study makes use of survey research, qualitative evaluation, questionnaires, interviews, one-way MANOVA (Roy's Largest Root) and the constant comparative method. Major findings show intervention program evaluation bring about significant improvements in program mission and objectives, quality management, teaching and learning, student support, and relationship with the community. While quantitative findings indicate no influence on research activities, qualitative findings reveal the opposite. The findings further indicate no inter-program differences regarding evaluation impact on each of the three programs. The study recommends intervention evaluation as a strategy for program, institutional and individual development alongside quality improvement.

Nancy Stockall
Associate Professor, Sam Houston State University, USA

Pivotal Response Training and Technology: Engaging Young Children with Autism in Conversations

Children with Autism Spectrum Disorder (ASD) demonstrate a significant delay in language development that impacts their ability to engage in robust conversations (Stevens et al., 2000). As a group, children with ASD exhibit substantial delays in language development relative to age-level expectations, show considerable variation in language development, and demonstrate significant delays in receptive and expressive language (Eaves & Ho, 2004; Mitchell et al., 2006; Paul, Chawarska, Chicchetti, & Volkmar, 2008). Research also indicates that children with low verbal skills are likely to not be recognized or included in conversations (Kontos & Wilcox-Herzog, 1997). Therefore, intervention must begin as early as possible, and must employ evidence-based strategies that reduce learning gaps in language development (National Association for the Education of Young Children [NAEYC], 2009). In this paper the author discusses two specific elements of pivotal response training, motivation and self-initiations, for children with ASD. Specific research-based intervention strategies are addressed for teaching preschoolers with ASD to ask questions leading to social conversations. Additionally, the author suggests ways that teachers can embed technology, specifically the use of iPad apps, to further support conversations.

Hassan Tairab
Associate Professor, UAE University, United Arab Emirates

Profiling Grade 6 – 9 Science Textbooks in Relation to Representation of Scientific Knowledge and Readability Level

Textbooks are one of the important resources that help learners acquire knowledge. The availability of high quality textbooks can be regarded as a critical factor in the successful implementation of curriculum. It is therefore important that they should be designed and written in a way that aligns with the identified student learning goals. The issues of content and the language of the student textbooks often found to be challenging for both educators and students whether these texts are written in their native language or in a foreign one. It is important therefore in contexts where students rely heavily on textbooks that these textbooks be assessed for their representation of the scientific knowledge and readability level.

The purpose of this presentation is to profile selected science textbooks used in Grade 6 – 9 in schools in terms of representation of scientific knowledge and readability level. Specifically, the research attempted to find answers to two core questions about (1) representation of the scientific knowledge depicted in these textbooks; (2) readability level of the content presented in these textbooks.

Eight commonly used science textbooks were analyzed for representation of scientific knowledge using a specifically developed framework for characterizing scientific knowledge. Readability level was determined by using three different sets of tests using random selection of three passages from each textbook.

The findings suggested that current science textbooks need to be reconsidered in order to realize the stated learning outcomes. While there exists a possibility of developing scientific knowledge using these texts, there is a need for establishing channels of collaboration between educators, textbook authors and publishers to maximize the usefulness of these textbooks. On the other hand, the findings suggested that the readability of science textbooks used by students was much higher than the expected reading level of the students. It is suggested that this mismatch between the actual reading level of textbooks and expected reading level of students might well be a determining factor for students to comprehend the scientific knowledge presented in these textbooks.

The findings have important implications for teaching and learning science at these grades. Textbooks should be considered as the right

tools only if they present a balanced approach to representation of scientific knowledge as well as reading indices that match student reading ability.

Estelle Taylor
Lecturer, North-West University, South Africa
&
Martin Park
Professor, North-West University, South Africa

The Teaching and Learning of Computer Science- How Should It Be Done?

In this paper different methods that can be used to educate Computer Science students are studied. The five major paradigms and their different theories and models are examined to find suitable methods of educating this new generation.

A questionnaire was developed to determine the students' perceptions of aspects of the different paradigms. The results are evaluated using statistical methods such as probability, frequency count and interpreting different graphs.

The results imply that none of the paradigms is more important than the others. Each theory is complemented by the other.

Aspects of behaviourism that the students' felt was important were the atmosphere in the class and goal setting.

Factors of the cognitivism paradigm that stood out were that students like to relate new knowledge to current knowledge and they remember things better when they know how things fit into the big picture. Most students support the use of multimedia in the class.

Factors of the constructivism paradigm that stood out were, once again, the atmosphere in the class and active involvement that enables students to learn better. It was once again found that use of multimedia is important.

There were a few factors of the design based paradigm that stood out, for example rewarding students for good behaviour, and the fact that some students prefer visual learning while others prefer verbal learning.

The paper ends with recommendations that may be used to improve the teaching and learning of Computer Science students

Ioanna Theotokatou
PhD Student, Leeds Metropolitan University, UK

An Investigation of the Relationship between School Leadership and Ethos as it Derives from its Members' Interaction

This research investigates the relationship between leadership (and its different styles) and school ethos as it derives from the interactions among teachers, students and the principal in Cyprus Secondary Education.

There is empirical evidence showing that the concepts of school leadership and ethos are significant concepts of education, they have an impact on school outcomes and can contribute to school improvement. Through a review of the related literature, in an attempt to examine the concepts of ethos and leadership (and its different styles), the concept of interactions derived as a link between them. It was found that the concept of school ethos emerges from people's social interactions (Donelly, 1999) while leadership is consisted by a series of interaction processes (Antoniou, 2012). As it concerns the relationship between leadership and ethos, it was also found that there is empirical evidence showing that the way that leadership is applied can have an impact on the overall school ethos (Donelly, 1999).

This study suggests that leadership affects ethos through the concept of interaction. The purpose of this research is to help develop an understanding of how leadership formulates interactions, how particular leadership styles affect interactions and school ethos and how ethos is constructed through social interactions in schools in Public Secondary Education in Cyprus.

This study is planned to be developed as an interactionist ethnographic case study, be conducted in a secondary school in Cyprus during the academic year 2014-2015.

The research tools that will be used are semi-structured interviews, participant observations and field notes. Important answers are expected to derive contributing to the general school improvement.

Andrew Thomas
Head of School, Bahrain Polytechnic, Bahrain

Designing English Support Courses in Higher Education for Workplace and Academic Skills. A Case Study from Bahrain Polytechnic

The role and outcomes of English language instruction in higher education institutions in the Arabian Gulf countries and elsewhere is central to any discussion on graduate profile and the employability of those graduates in the global marketplace. Potential employers may well prioritize effective basic communication skills – notably in writing and speaking – as more important attributes than knowledge of degree specialism in considering candidates for the workplace.

This paper describes the findings of a review of English provision at Bahrain Polytechnic with particular reference the language needs of graduates entering the workplace. Findings from qualitative research carried out across key institutional stakeholder focus groups- employers, students, tutors and academic managers – show the need to address linguistic, pragmatic and sociolinguistic competence amongst graduates entering the workplace alongside specialized subject knowledge and behavioral attributes; though there are differences as to how this should be achieved. After describing the background of the Polytechnic and its mission to produce work-tready graduates, it will briefly describe the current structure and rationale for English support courses within the institution. It will then relate this current structure to the contemporary literature on key issues such as employability and academic skills. The paper will then describe the development of a new curriculum for English that attempts to balance workplace and academic demands for communicative competence through the contextualized findings as well as through engaging wider international benchmarks such as the Common European Framework for Referencing Languages (CEFR) and Australian core curriculum. Finally, it will explore whether the required communication skills are best carried out through English for Specific Purposes (ESP) units or embedded into degree subject instruction through Content and Language Integrated Learning (CLIL).

Ercan Top

Assoc. Professor, Abant Izzet Baysal University, Turkey

Forcing to Reflect on Project Blog Entries Affects Factors of Pre-Service Teachers' Learning Perceptions

Web 2.0 technologies have great potential when they are appropriately integrated into the classroom environments. In this study, the results of two different types of blog usage were analyzed in parallel pre-service teacher education courses. Two groups of pre-service teachers were formed for the study. In both groups (N=38 in control group, N=44 in experiment group), students were put into further groups and were asked to develop educational sites by using ADDIE (analyze, design, develop, implement, evaluate) design model. They were both requested to publish their ADDIE phases' reports and products on their blog site after completing each phase. As a different implementation, in the experiment group, students were requested to write a detailed individual reflection on the other groups' products and reports and on a different group's products and reports for each phase. In the experiment group, project groups were also requested to reply to the reflections of their classmates forming a group answer. Before the intervention, pre-service teachers' perceived benefits of instructional blogs were obtained. After the intervention, students' perceived benefits of instructional blogs, perceived classroom community, perceived course satisfaction, perceived learning data were collected through online surveys. During the course, only seven individual replies were written in response to the blog entries in the control group while such of replies was 362 in the experiment group. Although there were no significant differences in students' perceived benefits of instructional blogs before the intervention, the experiment group's perceived benefits of instructional blogs was significantly higher than that of the control group. In addition, course satisfaction (approximately 49% of the variances) was the predictor of explaining their learning perceptions in the control group. Unlike the situation in the control group, in the experiment group, as a first factor benefits of blog usage (approximately 34% of the variances) and as a second factor course satisfaction (approximately 14% of the variances) were the predictors of explaining their learning perceptions.

Thahn Tu Nguyen
PhD Student, University of Montreal, Canada
&
Ramoo Lakshmee Devi
Master Student, University of Montreal, Canada

Documenting the Ways 6th Graders Teachers Carry out Evaluation in Reading and Writing during All the Stages of the Evaluation Procedure

Do teachers implement evaluative practices which are more oriented towards new or traditional perspectives (Scallon, 2004), especially with regard to the assessment of reading and writing at elementary school?

This is the question this research attempts to answer by systematically analyzing the ways 6th grade teachers perform during all the stages of the assessment process (planning, collection, interpretation, judgment and communication).

The data come from a questionnaire completed by fifty-five teachers and interviews with fourteen of them. The results will allow to: identify the most common formative assessment practices, to note the coherence between each step, to distinguish the similarities and differences between reading and writing tasks and to observe possible relations with the experience and training of teachers.

Michael Tzanakis
PhD Student, University of London, UK

Is Change in Adolescent Educational Expectations for University Study between Ages 14-16 in UK White, Indian, Pakistani, Bangladeshi and Black Caribbean Pupils Moderated Differently by Time or Ethnicity?

Previous research has established that adolescent educational expectations for university study differ widely across UK ethnic minorities. Significant positive gaps in expectations remain between South Asian and Black Caribbean pupils who generally maintain significantly higher educational expectations than their white peers. This suggests that adolescent expectations are likely to be moderated by ethnicity. However, no research so far has systematically explored the extent to which longitudinal change in expectations between ages 14-16 occurs as a combined function of time and ethnicity. Nor has it examined whether potential differences in moderation due to time and/or ethnicity of pupils' educational expectations between ages 14-16 are significantly different over time or across ethnic groups. This quantitative study explores change in expectations over time and across UK ethnic groups in a psychometric framework using cohort panel data from waves 1-3 of the Longitudinal Study of Young People in England. An autoregressive longitudinal latent variable structural equation model is estimated to address the above research questions and to enable direct test of the assumptions of invariance, stationarity and equilibrium typically only assumed to hold in similar multi-group comparisons. Differences over time and across groups in latent means and intercepts were also systematically estimated. Results show that pupils' educational expectations change significantly differently across ages 14-16 in the five ethnic groups. There is a general fall in expectations at age 15. However, similar stability in expectations over time acquires a completely different meaning if interpreted on the basis of cross-group differences in latent means and intercepts.

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Struggling International Students in the United States: Do University Faculty Know How to Help?

Prior research has highlighted the importance of collaboration among faculty, staff, English language instructors, and student affairs professionals in the retention of international students at US universities. In a global society, universities have much at stake in helping these students persist and succeed academically. It was hypothesized that individual faculty may have awareness of the needs of international students but that collaboration with others on campus, as well as knowledge of resources for these students, is not widespread. Individual semi-structured interviews were conducted with a variety of teaching faculty at a Midwestern university regarding the academic challenges and strengths of international students, as well as the faculty's degree of awareness about resources and accommodations for international students. Faculty members were asked about broad areas of struggle, such as learning and study strategies and insufficient prerequisite skills. Faculty members were also asked to pinpoint specific academic skills that presented difficulties for their struggling students.

The data reveal that when instructors see an international student struggling, they are most likely to talk to the student and are unlikely to refer the student to other resources on campus. As hypothesized, there was limited awareness about resources available to help struggling students. According to faculty, comprehension and expression of written and spoken English are barriers to academic success for international students. Students often demonstrate problems adapting to the American culture and educational system. Neither international nor native faculty indicated that they modified instruction, assignments, or tests for international students; at most, a few faculty members allowed students extra time to complete assignments or tests. In terms of specific academic skills, the interviews revealed that international students struggle most with asking questions and contributing to class discussions, writing clearly and effectively, taking exams, and working on research projects. Implications of the results will be discussed.

Adam Usher
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&
Marie Sandvad
Project Manager, Global High School, Denmark

Developing Teachers' Glocal Teaching and Learning Identities: Early Findings from the Danish Glocal Educators Project

Much of the recent literature on teacher professional learning and practice highlights the importance of the construction of a professional identity through identity-in-discourse and identity-in-practice. In line with Deakin Crick's conception of the meta-competence, the importance of developing the self as teacher but also as learner has become central to the development of a teacher's professional identity; the conception has major implications for schools, school systems and universities in terms of providing effective professional learning programmes, structures and sustainable outcomes. In terms of teaching and learning for global competences, the same is true; it is the teacher's identity as a global learner and as a global citizen that is of critical importance to the achievement of student learning outcomes and development of specific 'global' competences. To meet this need, the Glocal Educator project was created in partnership with 7 schools in the Global High Schools network in Denmark; schools that have committed to constructing methodologies and strategies to support the integration of a global perspective in the everyday teaching and school life. The project consists of a professional network of teachers working within a experiential learning framework that supports them to innovate, reflect on and disseminate new globally literate learning and teaching pedagogies and practices. Critical to the project is in understanding teachers' affective learning capacity as being central to creating a positive identity as a global learner and meta-competence as a globally literate teacher. Equally important is the effect that making explicit these competences can have on teacher effectiveness and student achievement. This paper will outline the model by which the project has implemented the professional learning model and how it is serving to develop the global learning and teaching identity of teachers. It will present early qualitative and quantitative data on the teachers' perceptions of themselves as global citizens, as teachers and evidence of new perceptions and practice.

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&
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Adult Pre-Service Teachers Applying 21st Century Skills in the Practice

The nature of teaching has changed during last years and teaching has never been more difficult or more important. This is also challenge for teacher education programs. Kokkola University Consortium Chydenius adult teacher education program has been focused on developing 21st century skills (21st CS) to use technology, to support critical thinking and problem solving, and to enable collaboration and creativity during studies. Our curriculum is designed to produce deep understanding and authentic application of 21st CS in all practicums. Because Finnish teachers are free to choose their methods, it is important that pre-service teachers are aware of 21st CS. The Finnish national current curriculum includes some 21st CS, such as learning through peer interaction, helping students take responsibility for their learning, and helping them develop strategies for applying skills in new situations. Now Finland is the midst of curriculum change that includes consideration of adopting 21st CS more explicitly. In this study we will describe how Finnish adult pre-service teachers (n=29) incorporate 21st CS through their methods of working in the final practicum in autumn 2013. Research material consisted of pre-service teacher's practicum plans, taped lessons and written practicum synthesis. We found that 21st CS was taken into account in planning of learning environments, but how to apply 21st CS in classroom demanded understanding and abilities.

Linda Van Laren
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Self-Study Methodology: Opportunity for Teacher Educators to Work in the in Teaching-Research Intersection

In higher education, research is valued more than teaching. This causes research to dominate over academics' teaching responsibilities. In other words, our future academic leaders are neglected because academics are pressured to produce research instead of focusing on teaching students. In schools of education this domination is problematic as academics are expected to work in the teaching-research intersection as they engaged in the professional development of teachers. The purpose of this study was to explore self-study methodology (Bullough & Pinnegar, 2001; Loughran, 2007) as contributing to new knowledge production and improving educational professional development. This study explores the use of self-study methodology as one possible way of providing teacher educators an opportunity to work in the teaching-research intersection. Self-study methodology is practitioner enquiry orientated that has much in common with research classified as reflective practice, action research, teacher research and critical pedagogy. Self-study operates as a phenomenon because it is based on reflexive practice and as a method for documentation of social action. The research question this study seeks to answer is: How can self-study methodology contribute to the production of 'quality' research in the area of mathematics teacher education? Five published self-study exemplars in the field of mathematics teacher education were selected for secondary analysis. The selected exemplars were analyzed in terms of what is deemed to qualify as 'quality' mathematics education research. This analysis found that, if teacher educators conduct research using established self-study methodology guidelines, then it is possible to connect teaching and research to address both these responsibilities of academics in teacher education.

Eldridge Johannes Van Niekerk
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Leadership Training for Teachers: Important Aspects

Leadership can be defined as an influencing process, which, in the case of the teacher as leader, implies that learners will be influenced by teachers to learn. It is argued that teachers need relevant leadership training to enhance their influencing of learners. The theoretical framework guiding the research to identify relevant aspects of leadership training was the leadership model by Van Niekerk (1995) which was established after a conceptual analysis of acknowledged leadership theories and models, and a literature study. A literature study and conceptual analysis were thus used as the methodological tools to identify the core aspects of both the long term and situational dimensions of leadership. In this paper these important aspects are discussed in arguing for relevant teacher leadership training.

The core aspects of leadership training that can enhance the performance of teachers on their core function of improving teaching and learning are highlighted. These relate to training teachers to create optimal conditions under which learners will be able to perform, and to ensure that the training, development and empowerment actions take place that will allow learners to perform optimally. Performing these leadership tasks will improve results in the longer term. To be able to attain this long term effect, leadership training of teachers will also need to address the situational dimension in which teachers operate on a daily basis. The way teachers handle the daily situational leadership challenges will impact on their leadership style which will, in turn, influence their longer term effectiveness. The effectiveness of their situational leadership will be impacted upon by their own characteristics, the characteristics of their learners and the characteristics of the situation under which they operate. Important factors for relevant leadership training under each of these aspects are thus also discussed.

The important aspects of relevant teacher leadership training are presented as the results of the research.

Louise Van Scheers
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Creating a Marketing Strategy for Private Higher Education Colleges in South Africa

The political environment in South Africa has been a subject of phenomenal change that can only be compared to revolution since the end of the Apartheid regime in May 1994. The change in the political environment has introduced new items and priorities in the South African education sector's agenda. These are issues of focus to the new political masters such as socio-economic transformation and the uneducated majority of the population. The main objective of this study was to develop a marketing strategy for Private Higher Education Colleges. The research question relates to the development of a comprehensive marketing strategy to defend market share of Private Higher Education Institutions at a time when waves of factors, are fundamentally changing the industry. These factors range, amongst others, from the entrance of new foreign institutions, changes in legislation, reduced, to the impact of Internet, and reduction in margins. The study advised how to develop a marketing strategy for Private Higher Education Colleges to defend market share in South Africa. This is a perilous situation in that the relative exposure and risk of the HE Colleges a few schools are materially significant and secondly, the market position of competitors could be improving. This pro-active sales orientation at HE Colleges would assert that the best form of defence is to attack.

Just like today's great armies, market leaders can and must complement their conventional armoury, capabilities and tactics with the smaller, swift and unconventional 'Special Forces' that are pointed at strategic offensives against the enemy. The success or failure of marketing strategies rests not only on accurate identification of problems and successful reduction of resistance to change, but also on the appropriateness of the selected strategies.

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&
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A Multiple Approach to Human Life Issues Enriching Science Lessons

This study aims to collect, systematize, analyze and compare the following discourses: scientific, religious and science high school teachers on the definition of human life and the points where, according to them, human life begins (such as conception, birth of a newborn, viability, neuromaturation, implantation etc.) and ends (such as brain death, heart failure etc.). As social programs, science and religion affect society and are affected by them. The so called common sense representatives were also heard, to promote discussion between science, religion and society. The discourses were registered and analyzed through simple interpretation, to identify the main meanings of every discourse in order to enrich the perception of social society involved by the subject, as well as members of the society that are not familiar with the subject. By gathering multiple discourses on one of the most ancient questions on human kind, the intention is to provide assistance to be used by formal educational and casual environments in bioscience and health. By classifying discourses that are not ordinarily seen together, and this is the main objective of this exclusive research, we intend to give full information and understanding, capacitating teachers, as well as insert the theme in a multidisciplinary way in science study books. This is a part of a qualitative research developed in Rio de Janeiro, Brazil, in which 33 people were interviewed. They answered open-ended questions and closed questions. Different discourses were found, regarding concepts over human life and, as for where life begins and ends, there was a great variety in the answers, even amongst groups supposed to be unanimous, such as scientists and high school teachers. Mixes between scientific and religious discourses were noted in the majority of the groups. Religions showed the most different positions about the beginning and the end of human life.

Vetta Vratulis

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An Exploration of Digital Technologies in Teacher Education: TPCK Framework

This paper investigates teacher candidates' experiences with digital technologies within the context of a 12-month, elementary teacher education program. The principal investigator of the project shadowed teacher candidates through each of their content area courses in order to identify moments of disruption in their existing conceptions of how to integrate digital technologies into classroom practice. Atlas.ti was used to explore the transcripts from 26 exit interviews of teacher candidates enrolled in the program. Findings reveal that technological knowledge is often positioned in diametric opposition to content knowledge and/or pedagogical knowledge. In addition, integrating digital technologies with attention to Technological Pedagogical Content Knowledge (TPCK) is not effectively framed as a unidirectional process (Koehler & Mishra, 2008, p. 12). Instead, each body of knowledge interacts with other existing and emergent bodies of knowledge to create an emergent, at times even new, body of knowledge for learning. Finally, teacher candidates who were already familiar with constructs of multimodal digital construction were significantly more fluid in their approach and eventual uptake of the TPCK framework.

Daphne Vidanec

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Implementation of the Ethical Knowledge in the Higher Economics Education

As relatively new philosophical discipline, business ethics arose from the business practice in the last quarter of the 20th century. Business ethics is focused on evaluation of business conduction of individuals and of corporations in the (contemporary) business world.

Now-a-days, in public and academic milieu of the modern Western societies business ethics is recognized as one of the crucial educational forms, especially in the field of higher economically profiled institutions: faculties of the economics, accredited colleges for business and management and the like.

Analyzing socio-cultural, political and economical milieu of some European societies that went through certain social, juridical, political and economical metamorphoses since the fall of the Berlin Wall, what we can notice is certain fall of crucial human and social: social and economic justice, economic equality, social freedom etc. The main task of the business ethics in the field of education is to show how we can build both, individual and social life as rational, socially engaged beings gifted by capacity of understanding and reasoning ourselves, our deeds, desires, decisions, choices.

In this elaboration the author tends to investigate and to describe the structure of the ethical education in the contemporary economically oriented education.

Bryan Warnick
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The Ethical Dimensions of Paying Students for Grades

Over the past decade, a growing number of schools in the United States have begun experimenting with providing "conditional cash transfers" to students to improve academic performance. This practice is very controversial, and has come to be known as "cash for grades." In this presentation, I will examine the philosophical and ethical questions involved with providing conditional cash transfers to students. I want to go beyond the question of whether the practice "works" (the evidence is mixed on this question) and also beyond the initial gut reactions, both positive and negative, that many educators have to this practice. I will examine the discourse surrounding cash for grades, looking for tensions, gaps, and points of comparison with other commonly accepted educational practices. There is often a worry expressed about external incentives when applied to cash awards, but often no mention is made of grades, which also serve as a type of external incentive. This raises the question: Is there something particularly troublesome about using cash incentives as opposed to using grades as incentives? What about cash incentives as opposed to other types of commercial incentives, such as pizza coupons or iPods? Is cash more or less troubling? There also appears to be some inconsistencies relating to the appropriateness of long-term and short-term financial incentives. It is quite common to hear teachers tell students that success in school will help students to get a "good" job and, eventually, a higher income, but the connection to these statements to cash-for-grades is rarely mentioned. This gap in the debate raises another question: Is there something particularly problematic about the *immediacy* of the promised financial reward in cash-for-grades programs? Does this make any sort of difference, say, from a civic perspective? These gaps and tensions in the debate, then, raise important question about the ethical status of grade incentives verses monetary incentives, of cash incentives verses other types of commercial incentives, of the immediacy of the promised monetary reward for achievement, and of the source of the cash reward. Overall, I will argue that examining the problems of cash-for-grades should alert us to the problems of many different types of exterior educational incentives – if we are to criticize cash-for-grades, we should also criticize other practices. I will also argue, though, that cash-for-grades is particularly troubling because of the message it sends about education being a private good rather than a public good.

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The Nature of Gaming Addiction and its Pedagogical Potentialities

The paper begins with a simple question: "What is game addiction?" The question may seem prosaic and over-rehearsed but that is because scholars who tout negative addiction as the handmaiden to gaming have ideologically shrouded the discourse. While I am skeptical of positive addiction and its hype in popular psychology, an altercation and critical discourse is necessary to reframe our understanding of addiction and gaming so that its addictiveness may be applied to education. This ambition to realise a pedagogical addiction is not a new endeavour (see Howard –Jones, 2009) but there is a dearth of such research within the field of game studies. The potentialities of gaming addiction in education could create a new paradigm of teaching and learning that would be both controversial and evolutionary.

If game addiction could be applied to education then, as Howard-Jones believes, we can save education from the ennui of teaching and learning. We must then ask a second, more complicated question: "Why is gaming addictive?" The question is general as there are no specific answers that could solve this problem. A game is addictive because of its ontological nature; it is addictive because of its representational structure; it is also addictive because of the neurological and psychological stimuli caused by the rules and dynamics of gaming. If we understood why gaming is addictive, from both a realist and idealist point-of-view, we would also be in a better position to apply game addictiveness into education. The grand aspiration of such an undertaking is to motivate students to be equally addicted to learning as they are to playing.

Padma Yatapana
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&
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Professor, University of Colombo, Sri Lanka

Comparison of Applicability of Two Ranking Methods for University Admission, the Common Currency Index Method and the Zscore Method over Several Years

In Sri Lanka, under free education system the university admission is based on General Certificate of Education (Advanced Level), GCE (A/L), a curriculum based examination conducted by the state examination department, which is highly competitive for limited capacity in universities. After implementation of the new GCE (A/L) system, the students are required to select combination of three different subjects for the examination and the selection index was changed from average to average of standardized subject raw marks (Z-Score). However during the past 13 Years, the selection process has been highly criticized by the public due to discrepancies in the admission process.

The new ranking method, Common Currency Index Method (CCI Method), where the selection is independent from the difficult levels of different subject contents as well as examination papers, mistakes and unclear parts exist in the examination papers, examiner differences etc. that are beyond student's control. And also the potential differences of the students by different combinations are also taken in to consideration in this method up to some extent.

This research paper discusses the effect of the applicability of CCIndex Method against the ZScore method over a period of five years. Descriptive analysis and the Cochran Q test were used to analyze the data. It was revealed that the two methods select almost equal number of students from different combinations, except the years with the skewed subject marks for which Z values of subject mark are not meaningful. Therefore, application of CCI method instead of ZScore method will not have any serious repercussions on the selection procedure as both methods select almost the same number of students but moreover, CCI method preserves the combination wise average ranking order.

The CCI method is an arguable, transparent and simple method which can be applied to select the best performing set of students out of a single combination or out of several combinations in any GCE (A/L)

examination or out of two or many different GCE (A/L) examinations
with equal or unequal number of subject combinations.

Monika Zareba
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Role of Preschool Education in Early Support of Prematurely Born Children

Now you can see a general increase in the survival of prematurity, including extremely immature infants of extremely low birth-weight born very early. Follow-up studies concerned with long-term neurodevelopmental outcomes for children born preterm indicate that these children are at high risk for a range of cognitive, learning, neuromotor, and behavioral difficulties. However, to date, most of the existing literature has tended to focus on the medical and developmental impact of preterm birth, with little consideration given to the educational implications. Addressing this research gap is important since cognitive and educational difficulties represent the most commonly occurring cluster of adverse outcomes affecting children born very or extremely preterm, with up to two thirds likely to require educational assistance during their school years. In contrast, very commonly, in premature babies, having difficulty with the start of school, there were no visible problems during the preschool period. Most likely, this is because of varying requirements, and varying dominant forms of activity. Preschool age is a period in which the child's sensitivity to environmental factors can be observed. It concerns the period of its particular activity, especially physical but also intellectual and psycho-social one. It ends with an extremely important developmental goal that is the maturity of going to school. This indicates the need for a thorough diagnosis of prematurely born children in the preschool period, as well as for the development of preschool early support cognitive, motor and socio-emotional programs for premature babies.

The goal of this review is to provide an overview of existing research findings relating to the educational needs of preschool-age preterm children. Methodological issues that need to be addressed in future outcome research relating to the developmental and educational needs of very preterm children are also highlighted. Finally, implications of existing findings for teachers are discussed in terms of the roles of society, education systems, kindergarten, and teachers.

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&
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The Reform of Education for the Application-Oriented Graduate Students under the Concept of Supply Chain Management

The supply chain management, originated in the manufacturing industry in the early 1980s, has become an advanced management mode to improve the customer satisfaction and gain the sustainable competitive advantage. The process of education for application-oriented graduates is in some ways very similar to the implementation process of the manufacturing industry. Educational supply chain management is a brand-new concept and effective method. It is a system to associate the government, employers, universities, graduate students and society as a whole. As for the education of the application-oriented graduate students, we should integrate each node in the supply chain, establish a broad strategic partnership, and construct an educational information sharing network driven by the employment needs of the community.

This paper tries to demonstrate the supply chain of education for the application-oriented graduates. The supply chain not only possesses the features of common ones, but also has its own characteristics. For example, it has irreversibility of the "production" and the multi-chain structure. The chain structure covers the whole process of education for the application-oriented graduates. It accurately reflects the impacts of various factors on the supply and demand of vocational education. In order to improve the overall efficiency of the education in this scope, the paper uses the successful experience of supplying chain management in manufacturing industry for reference, and puts forward the suggestions on the reform of the education for the application-oriented graduates, involving the enrollment, teaching, evaluation, employment, and so on. The study in this field will improve the resource distribution and operational management in the education for the application-oriented graduates.