



THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH

# Abstract Book:

Annual International Symposium on  
Teaching and Researching at Small  
Colleges in a Global World  
3-6 July 2017, Athens, Greece

Edited by  
Gregory T. Papanikos

2017



Abstracts  
Annual International  
Symposium on  
Teaching and Researching at  
Small Colleges in a Global World  
3-6 July 2017, Athens, Greece

Edited by Gregory T. Papanikos

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# TABLE OF CONTENTS

(In Alphabetical Order by Author's Family name)

Preface		9
Organizing Committee		10
Conference Program		11
1.	<b>Investigating Indonesian EFL Teachers' Beliefs and Practices regarding Authenticity in the Language Learning</b> <i>Syarifah Aini</i>	15
2.	<b>Turkey's International Student Policy in the 2010's: Implementations from Regional to Global</b> <i>Ruhi Can Alkin</i>	16
3.	<b>The Examination of the Relationship between 4-5 Year Olds' Toy Preferences and Play Skills</b> <i>Onay Budak &amp; Ozlem Ersoy</i>	17
4.	<b>Chinese L2 Writers across Mainstream Contexts - A Longitudinal Study</b> <i>Shireen Campbell, Rebeca Fernandez &amp; Kyo Koo</i>	19
5.	<b>A Qualitative Examination of ESL Writers' Production of Topic-Induced Lexical Phrases</b> <i>Jelena Colovic-Markovic</i>	21
6.	<b>The Transition from the Tradition Practicum Model to the Partnership Model: Merely a Slogan or an Urgent Need?</b> <i>Alexandra Danial-Saad &amp; Salman Ilaiyan</i>	22
7.	<b>Global Higher Education Initiatives of the LDS Church</b> <i>Ryan S. Gardner</i>	23
8.	<b>Stressors and Learned Resourcefulness in Baccalaureate Nursing Students: A Longitudinal Study</b> <i>Anne-Marie Goff</i>	24
9.	<b>Enhancing the Transdisciplinary Perception of Sustainability Concepts in Architectural Education</b> <i>Basak Gucyeter</i>	25
10.	<b>Current Challenges of Technology Based Learning in Academia: A Model to Support Learning</b> <i>Limor Harary</i>	27
11.	<b>The Use of Chat-apps in a Blended Learning Environment: Lessons from a University Chinese Language Course in Singapore</b> <i>Xiaoling He &amp; Kang Kwong Kapathy Luke</i>	28

12.	<b>Motivations and Values in Intercultural Education</b> <i>Andrea Koblizkova</i>	29
13.	<b>Going Digital or Going Home? A Study on Blended Language Learning in Higher Education</b> <i>Linda Lin</i>	30
14.	<b>Teaching to a New World Order: A Collaborative Academic-Industry Paradigm Shift</b> <i>Vincent Maher, George V. Priovolos &amp; Michael Impollonia</i>	31
15.	<b>The Design Studio as a New Integrative and Experimental Learning Space: The Pedagogical Value of implementing BIM, Parametric Design and Digital Fabrication in Architectural Education</b> <i>Marta Masdeu &amp; Josep Fuses</i>	32
16.	<b>Effects of the Signalling Principle on EFL Learning/Teaching: A Study of Explicit Grammar Mistakes within an Adapted Functional Teaching Approach</b> <i>Francisco Matus</i>	34
17.	<b>Enhancing one-on-one Tutoring Practice through Reflections: The Case of a Selected Writing Centre (WrC) at a University of Technology (UoT)</b> <i>Gift Mheta</i>	36
18.	<b>Perspectives of Millennial SLP Graduate Students during Clinical Peer Learning: Student Survey Results</b> <i>Elisabeth Mlawski &amp; Deborah DeLuca</i>	37
19.	<b>Teachers' Strategies to Promote Reading in English First Additional Language: A Focus on Challenges and Approaches in Language Transitioning in a South African Context</b> <i>Adele Moodly &amp; Fesi Lizwiwe</i>	38
20.	<b>Collaborative Partnerships in Knowledge Research in the Neo-Liberal Era: The Case of African Universities</b> <i>Amasa Ndofirepi</i>	39
21.	<b>Theory and Application in the Teaching of Architectural Structures</b> <i>Cengiz Ozmen</i>	40
22.	<b>Researching in Small Colleges in a Global World: How to Outshine the Big Guys</b> <i>George V. Priovolos &amp; Vincent Maher</i>	42
23.	<b>The Systems Approach to Life Transitions for Individuals with Intellectual Disabilities</b> <i>Chrisann Schiro-Geist</i>	43

24.	<b>Using YouTube to Practice Listening and Speaking</b> <i>Susana Lourdes Sierra Chiron</i>	43
25.	<b>Integrating Elder Learning into Higher Education: A Model in Hong Kong</b> <i>Maureen Tam</i>	45
26.	<b>Digital Fabrication Laboratories: Collaborative Learning Models between Architectural Academic and Practice in Thailand</b> <i>Samustpon Tanapant &amp; Kalaya Kovidvoisith</i>	46
27.	<b>The Expanding Circle of English</b> <i>Irina Ustinova</i>	48
28.	<b>Centering: An Antidote for Stress and Catalyst for Learning among Nursing Students</b> <i>Paulina Van &amp; Sheila Bauzon</i>	49
29.	<b>Ratio of Resources to Population: The Neglected Factor for Chinese Higher Education Research</b> <i>Hongshia Zhang</i>	50





## Preface

This book includes the abstracts of all the papers presented at the *Annual International Symposium on Teaching and Researching at Small Colleges in a Global World, 3-6 July 2017*, organized by the Athens Institute for Education and Research (ATINER). In total 29 papers were submitted by over 30 presenters, coming from 13 different countries (Chile, China, Czech Republic, Hong Kong, Israel, Mexico, Singapore, South Africa, Spain, Thailand, Turkey, UK and USA). The conference was organized into 13 sessions that included a variety of topic areas such as language planning, discourse analysis, grammar and more. A full conference program can be found beginning on the next page. In accordance with ATINER's Publication Policy, the papers presented during this conference will be considered for inclusion in one of ATINER's many publications.

The purpose of this abstract book is to provide members of ATINER and other academics around the world with a resource through which to discover colleagues and additional research relevant to their own work. This purpose is in congruence with the overall mission of the institute. ATINER was established in 1995 as an independent academic organization with the mission to become a forum where academics and researchers from all over the world could meet to exchange ideas on their research and consider the future developments of their fields of study.

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

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

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

*Annual International Symposium on Teaching and Researching at  
Small Colleges in a Global World, 3-6 July 2017, Athens, Greece*  
**Organizing and Academic Committee**

All ATINER's conferences are organized by the Academic Committee (<https://www.atiner.gr/academic-committee>) of the association.

This conference has been organized with the additional assistance of the following academics, who contributed by chairing the conference sessions and/or by reviewing the submitted abstracts and papers:

1. Gregory T. Papanikos, President, ATINER.
2. George Priovolos, Director, Center for Small and Medium-Sized Enterprises (CSME) & Professor, Iona College, USA.
3. Titos Ritsatos, Academic Member, ATINER & Assistant Professor, College of Mount Saint Vincent, USA.
4. Mary Ellis, Director, Human Resources Division, ATINER & Senior Lecturer, National Institute for Education, Nanyang Technological University, Singapore.
5. Adele Moodly, Deputy Dean, Faculty of Education and Associate Professor, University of Fort Hare, South Africa.
6. Alexandra Danial-Saad, Head of Pedagogic Practical Training, The Academic Arab College for Education in Haifa and Haifa University, Israel.
7. Paulina Van, Professor, Samuel Merritt University, USA.
8. Vladimir Mako, Professor, University of Belgrade, Serbia.
9. Jelena Colovic-Markovic, Assistant Professor, West Chester University of Pennsylvania, USA.
10. Vassilis Skianis, Research Fellow, ATINER.
11. Olga Gkounta, Researcher, ATINER.
12. Hannah Howard, Research Assistant, ATINER.

**FINAL CONFERENCE PROGRAM**  
**Annual International Symposium on Teaching and Researching at**  
**Small Colleges in a Global World,**  
**3-6 July 2017 Athens, Greece**

**PROGRAM**

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

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

**Monday 3 July 2017**

**08:00-09:00 Registration and Refreshments**

**09:00-09:30 (Room C-Mezzanine Floor) Welcome and Opening Address**

Gregory T. Papanikos, President, ATINER.

**09:30-11:00 Session I (Room E-3<sup>rd</sup> Floor): Global Education Issues**

**Chair:** George Priovolos, Director, Center for Small and Medium-Sized Enterprises (CSME) & Professor, Iona College, USA.

1. Andrea Koblizkova, Head of Language Centre, University of Pardubice, Czech Republic. Motivations and Values in Intercultural Education.
2. Ryan S. Gardner, Professor, Brigham Young University-Idaho, USA. Global Higher Education Initiatives of the LDS Church.
3. Vincent Maher, Professor, Iona College, USA, George V. Priovolos, Professor, Iona College, USA & Michael Impollonia, Iona College, USA. Teaching to a New World Order: A Collaborative Academic-Industry Paradigm Shift.
4. George V. Priovolos, Professor, Iona College, USA & Vincent Maher, Professor, Iona College, USA. Researching in Small Colleges in a Global World: How to Outshine the Big Guys.
5. Mehmet Evrim Altin, PhD Candidate, Heinrich Heine University Düsseldorf, Germany. Internalization of the German Higher Education System: A New Player in the Market.

**11:00-12:30 Session II (Room E-3<sup>rd</sup> Floor): Special Topics in College and University Education I**

**Chair:** Vassilis Skianis, Research Fellow, ATINER.

1. Alexandra Danial-Saad, Head of Pedagogic Practical Training, The Academic Arab College for Education in Haifa and Haifa University, Israel & Salman Ilaiyan, Head of The Academic Arab College for Education in Haifa, Israel. The Transition from the Tradition Practicum Model to the Partnership Model: Merely a Slogan or an Urgent Need?
2. Chrisann Schiro-Geist, Professor, University of Memphis, USA. The Systems Approach to Life Transitions for Individuals with Intellectual Disabilities.
3. Paulina Van, Professor, Samuel Merritt University, USA & Sheila Bauzon, BSc Nursing Graduate, Samuel Merritt University, USA. Centering: An Antidote for Stress and Catalyst for Learning among Nursing Students.
4. Amasa Ndofirepi, Senior Lecturer, University of Johannesburg, South Africa. Collaborative Partnerships in Knowledge Research in the Neo-Liberal Era: The Case of African Universities.

**12:30-14:00 Session III (Room E-3<sup>rd</sup> Floor): Digital Resources in Teaching**

**Chair:** Paulina Van, Professor, Samuel Merritt University, USA.

1. Susana Lourdes Sierra Chiron, Professor, Universidad Nacional Autónoma de México (UNAM), Mexico. Using YouTube to Practice Listening and Speaking.
2. Xiaoling He, Lecturer, Nanyang Technological University, Singapore & Kang Kwong Kapathy Luke, Chair, School of Humanities, Nanyang Technological University, Singapore. The Use of Chat-apps in a Blended Learning Environment: Lessons from a University Chinese Language Course in Singapore.
3. Linda Lin, Lecturer, Hong Kong Polytechnic University, Hong Kong. Going Digital or Going Home? A Study on Blended Language Learning in Higher Education.

**14:00-15:00 Lunch**

**15:00-16:30 Session IV (Room E-3<sup>rd</sup> Floor): Challenges of Teaching Writing**

**Chair:** Alexandra Danial-Saad, Head of Pedagogic Practical Training, The Academic Arab College for Education in Haifa and Haifa University, Israel.

1. Shireen Campbell, Professor and Chair of English, Davidson College, USA, Rebeca Fernandez, Assistant Professor / Multilingual Writing Coordinator, Davidson College, USA & Kyo Koo, Instructional Technologist, Davidson College, USA. Chinese L2 Writers across Mainstream Contexts - A Longitudinal Study.
2. Jelena Colovic-Markovic, Assistant Professor, West Chester University of Pennsylvania, USA. A Qualitative Examination of ESL Writers' Production of Topic-Induced Lexical Phrases.
3. Gift Mheta, Writing Centre Coordinator, Durban University of Technology, South Africa. Enhancing one-on-one Tutoring Practice through Reflections: The Case of a Selected Writing Centre (WrC) at a University of Technology (UoT).

**16:30-18:30 Session V (Room A-Ground Floor): A Symposium on the Future Developments and Prospects of University and/or College Education in a Global World I**

**Chair:** George V. Priovolos, Academic Member, ATINER & Professor, Iona College, USA.

1. **Mary Ellis**, Senior Lecturer, National Institute for Education, Nanyang Technological University, Singapore. A Teacher Education Model for the 21st Century (TE 21): National Institute of Education, Nanyang Technological University, Singapore.
2. **Francisco Matus**, Teacher and Language Coordinator, Técnica de Chile INACAP University, Chile. Some Challenges at Chilean University level.
3. **Jianqiang Yang**, Professor, Southeast University, China. Teaching, Research and International Collaboration: A Brief Introduction on School of Architecture, Southeast University.
4. **Boguslaw Podhalanski**, Head, Department of Architecture, Cracow University of Technology, Poland.
5. **Vladimir Mako**, Professor, University of Belgrade, Serbia. Education in Architecture and Design: Global Research issues and Local Practice Values.
6. **Jose Angel Hidalgo Arellano**, Associate Professor, Xi'an Jiaotong - Liverpool University, China. "Reflections about the concept of Identity".
7. **Luis Manuel Lourenco Serro**, Professor / Researcher, Universidade Lusíada, Portugal. A Critical Opinion about Architectural Education.

For details on the discussion please [click here](#).

**21:00-23:00 The Pragmatic Symposium of the Conference as Organized in Ancient Athens with Dialogues, Food, Wine, Music and Dancing but fine tuned to Synchronous Ethics**

## Tuesday 4 July 2017

### 07:30-10:30 Session VI: An Educational Urban Walk in Modern and Ancient Athens

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

Group Discussion on Ancient and Modern Athens.

Visit to the Most Important Historical and Cultural Monuments of the City (be prepared to walk and talk as in the ancient peripatetic school of Aristotle)

### 11:00-12:30 Session VII (Room B-Ground Floor): Pedagogy

**Chair:** Vladimir Mako, Professor, University of Belgrade, Serbia.

1. Limor Harary, Head of Innovation and Technology Department, Gordon Academy College, Israel. Current Challenges of Technology Based Learning in Academia: A Model to Support Learning.
2. Samustpon Tanapant, Senior Lecturer, Thammasat University, Thailand & Kalaya Kovidvisith, Managing Director, FABLAB, Thailand. Digital Fabrication Laboratories: Collaborative Learning Models between Architectural Academic and Practice in Thailand.
3. Onay Budak, Lecturer, Istanbul Sehir University, Turkey & Ozlem Ersoy, Instructor, Gazi University, Turkey. The Examination of the Relationship between 4-5 Year Olds' Toy Preferences and Play Skills.
4. Marta Masdeu, PhD Student, University of Girona, Spain & Josep Fuses, Associate Professor, University of Girona, Spain. The Design Studio as a New Integrative and Experimental Learning Space: The Pedagogical Value of implementing BIM, Parametric Design and Digital Fabrication in Architectural Education.
5. Cengiz Ozmen, Head of Department, Assistant Professor, Cankaya University, Turkey. Theory and Application in the Teaching of Architectural Structures.
6. Basak Gucyeter, Assistant Professor, Eskisehir Osmangazi University, Turkey. Enhancing the Transdisciplinary Perception of Sustainability Concepts in Architectural Education.

### 12:30-14:00 Session VIII (Room E-3<sup>rd</sup> Floor): Teaching of English

**Chair:** Jelena Colovic-Markovic, Assistant Professor, West Chester University of Pennsylvania, USA.

1. Adele Moodly, Deputy Dean, Faculty of Education and Associate Professor, University of Fort Hare, South Africa & Fesi Liziwe, PhD Candidate, University of Fort Hare, South Africa. Teachers' Strategies to Promote Reading in English First Additional Language: A Focus on Challenges and Approaches in Language Transitioning in a South African Context.
2. Irina Ustinova, Professor, Southeast Missouri State University, USA. The Expanding Circle of English.
3. Francisco Matus, Teacher and Language Coordinator, Tecnológica de Chile INACAP University, Chile. Effects of the Signalling Principle on EFL Learning/Teaching: A Study of Explicit Grammar Mistakes within an Adapted Functional Teaching Approach.
4. Syarifah Aini, Postgraduate Student, University of Edinburgh, UK. Investigating Indonesian EFL Teachers' Beliefs and Practices regarding Authenticity in the Language Learning.

### 14:00-15:00 Lunch

### 15:00-16:30 Session IX (Room E-3<sup>rd</sup> Floor): Special Topics in College and University Education II

**Chair:** Adele Moodly, Deputy Dean, Faculty of Education and Associate Professor, University of Fort Hare, South Africa.

1. Hongshia Zhang, Professor, Nanjing University, China. Ratio of Resources to Population: The Neglected Factor for Chinese Higher Education Research.
2. Maureen Tam, Associate Professor, The Education University of Hong Kong, Hong Kong. Integrating Elder Learning into Higher Education: A Model in Hong Kong.
3. Anne-Marie Goff, Assistant Professor, University of North Carolina at Wilmington, USA. Stressors and Learned Resourcefulness in Baccalaureate Nursing Students: A Longitudinal Study.
4. Elisabeth Mlawski, Assistant Professor, Monmouth University USA & Deborah DeLuca, Assistant Professor, Seton Hall University, USA. Perspectives of Millennial SLP Graduate Students during Clinical Peer Learning: Student Survey Results.
5. Ruhi Can Alkin, Research Assistant, Necmettin Erbakan University, Turkey. Turkey's International Student Policy in the 2010's: Implementations from Regional to Global.

**16:30-18:30 Session X (Room A-Ground Floor): A Symposium on the Future Developments and Prospects of University and/or College Education in a Global World II**

**Chair:** Mary Ellis, Director, Human Resources Division, ATINER & Senior Lecturer, National Institute for Education, Nanyang Technological University, Singapore.

1. **Adele Moodly**, Deputy Dean, Faculty of Education and Associate Professor, University of Fort Hare, South Africa. The #Hashtagmovements in South African Higher Education Institutions: Implications for SA as a global player.
2. **Marija Liudvika Drazdauskiene**, Professor, Wszechnica Polska (Higher School in Warsaw), Poland. Guided Work in Language and Literature *versus* Projects and Papers of Students' Individual Choice.
3. **Irina Ustinova**, Professor, Southeast Missouri State University, USA. A Smooth Road to Online Learning?
4. **Ling Chen**, Professor, Hong Kong Baptist University, Hong Kong. Observations on social changes and challenges to college education in Hong Kong.
5. **Kwong Kapathy Luke**, Chair, School of Humanities, Nanyang Technological University, Singapore. Teaching and Research at Nanyang Technological University Singapore in a Global Context?
6. **Valia Spiliotopoulos**, Associate Professor of Professional Practice & Academic Director, Centre for English Language Learning, Teaching, and Research (CELLTR), Simon Fraser University, Canada. The Present and Future Impact of Immigration and Internationalization In Western Canada's Post-Secondary Educational Context: Addressing Issues of Linguistic Diversity, Student Support and Success, and Faculty Development.

For details on the discussion please [click here](#).

**21:00- 22:30 Dinner**

**Wednesday 5 July 2017**  
**Educational Island Tour or Mycenae and Epidaurus Visit**

**Thursday 6 July 2017**  
**Delphi Visit**

**Syarifah Aini**

Postgraduate Student, University of Edinburgh, UK

## **Investigating Indonesian EFL Teachers' Beliefs and Practices regarding Authenticity in the Language Learning**

The quest for the real authenticity in the EFL classroom has been proliferately debated for decades. It is still problematic to what extent a language learning materials, tasks, and interactions are supposed to be authentic. Some studies have attempted to conceptualise the notion of authenticity in a way that an authenticity must fit its particular context in which it deems learners' needs, relevance to the syllabus, cultural issues, and exploitability. This study examined beliefs and practices of Indonesian EFL teachers regarding authenticity in language teaching classroom. Convenient and purposive sampling were employed to collect data from 6 EFL teachers through semi-structured interview. The findings suggest that teachers' beliefs and opinions regarding authenticity varied, and there was a mismatch between what they believed and what were actually applied in the classroom. Some factors that affected the inconsistency are discussed. The significant of this findings as well as the implication and suggestions for further studies are reviewed.

**Ruhi Can Alkin**

Research Assistant, Necmettin Erbakan University, Turkey

### **Turkey's International Student Policy in the 2010's: Implementations from Regional to Global**

Globalization is one of the most observable and important facts in today's world. Different aspects regarding globalization are widely discussed in social scientific literature. International education (or internationalization of higher education as generally conceptualized in the social sciences) is a crucial subject in terms of its both theoretical and practical dimensions within globalization. In general, developed countries have been providing and benefiting from the opportunities of global marketplace. On the other hand, some of the developing countries are also paying attention and spending energy on global education by receiving global students from their own universities and sending native students to study abroad.

In this study, international student policy developed by Turkey, which is one of the developing countries, will be put into discussion.

As a unique dimension of Turkey's international student policy, it will be asserted that both state and civil society organizations (such as foundations, NGO's, etc.) have been giving importance to global education by providing non-refundable grant/scholarship to over 1000 international students each year. As an early assertion of this study, Turkey's both educational, political and interior policy have been together accorded in case of international students coming from Turkey's neighbours. Especially, students from Caucasians, Middle-East and Balkans are given importance due to historical background and ties among Turkey and these regions. In addition to some processes and visions such as brain circulation, global flow, market place, etc., Turkey follows a policy that tends to strengthen the cultural, economic, and educational ties with the countries where the majority of international students come from. This means that international education in Turkish universities serves both regional and global targets.

In this presentation, specific implementations for international students in Turkey in the 2010's (such as the activities of specific state unit in collaboration with civil society organizations, scholarships, alumni programs, etc.) will be detailed in order to clarify the abovementioned policy. In doing so, it will be revived the unique position of Turkey in the internationalization of higher education from regional to global scale.



**Onay Budak**

Lecturer, Istanbul Sehir University, Turkey

&

**Ozlem Ersoy**

Instructor, Gazi University, Turkey

## **The Examination of the Relationship between 4-5 Year Olds' Toy Preferences and Play Skills**

The purpose of this study is to examine the relationship between 4-5 years old children's toy preferences and game skills. The research sample consists of 4-5 age groups 455 children and their parents from eight independent preschools in 2015-2016 education year in Istanbul's European side. Data were collected by the personal information form developed by the researcher, Toy Preference Form (TPF) and Game Skills Assessment (Obdoem).

The findings obtained from research were transferred to the computer and analyzed using SPSS 20 software package. To resolve the sub-problems of the research independent samples t-test; One-way analysis of variance (ANOVA), Levene and Sheffe analysis were used. When the findings are examined, the children most preferred first 3 kinds of toys are seen that miniature objects, current heroes and moving toys. According to the age of the child and the parent results, 5-year-old children prefer to manipulative toys more than 4 years old children and also the children less prefer to musical toys whose parents are 41 - 50 years old.

According to the results in gender; there is a statistically significant difference between baby / plush / animals, miniature objects, manipulative toys, electronic toys, handmade toys, desktop toys, musical toys, models and violent toys preference and gender. It was determined that girls prefer to play with baby / plush / animals, miniature objects and handicrafts more than boys and boys prefer to play with manipulative toys, electronic toys, desktop toys, musical toys, model toys and violent toys more than girls.

Another result according to gender, the children of male respondents prefer to musical toys more than the children of female respondents. The children of non-working parents more prefer to play with manipulative toys and models and otherwise the children of working parents more prefer to play with musical toys. In addition, the results show that preferences of baby / plush / animals toys, handmade toys and moving toys are significantly vary according to gaming skills. And also, the results do not shown statistically

significant difference between the number of siblings of children and toy preferences, game skills and gender, number of siblings, parents age, gender.

**Shireen Campbell**

Professor and Chair of English, Davidson College, USA

**Rebeca Fernandez**

Assistant Professor / Multilingual Writing Coordinator, Davidson College, USA

&

**Kyo Koo**

Instructional Technologist, Davidson College, USA

## **Chinese L2 Writers across Mainstream Contexts - A Longitudinal Study**

Theorists have claimed that second language acquisition generally proceeds through predictable stages. With respect to L2 writing, recent research suggests a more complex picture, especially at higher levels of proficiency (Larsen-Freeman, 2006). To better understand the trajectories of advanced L2 writers, longitudinal research capturing actual learner performance is needed. Yet few studies have lasted longer than a semester, and none have analyzed the authentic texts students produce for mainstream courses.

Since 2012, we have invited the largest international population at our college and in the US—Chinese international students—to participate in our study. Cohort one (n=9) submitted one untutored writing sample each semester until their 2016 graduation. We analyzed 69 papers for dimensions of proficiency, including grammatical accuracy, syntactic complexity, and a newly defined variable, clarity. We identified accuracy by grammatical errors per clause, as determined by three raters. We measured sentence complexity according to clauses per sentence. Clarity, our new variable, was defined as a site of communication breakdown, a sentence in a paper that, without the author's input, the raters could not understand. We used ANOVA to evaluate four years' worth of data.

Findings revealed statistically significant improvements in grammatical accuracy and clarity over eight semesters. Only differences in sentence complexity between the first and last semester were statistically significant. TOEFL scores were significantly correlated with accuracy during the first semester and were not associated with any performance measures thereafter.

For the proposed presentation, cohort 1 results will be compared to and combined with data from our second cohort (currently collected and partially analyzed).

The study has implications for mainstream writing pedagogy and

assessment. That even the strongest of L2 writers may not produce error-free text by graduation may prompt mainstream faculty to re-evaluate their grading criteria, provide focused feedback, and prioritize other areas of writing performance.

**Jelena Colovic-Markovic**

Assistant Professor, West Chester University of Pennsylvania, USA

## **A Qualitative Examination of ESL Writers' Production of Topic-Induced Lexical Phrases**

The research on formulaic language in ESL writing emphasizes that for an effective discussion of a topic, learners need to employ topic-induced lexical phrases (Erman, 2009). To illustrate, in a well-written text examining the topic of adoptions, it is likely to find phrases such as *adoptive parents* or *place a child for adoption*. Previous research (Author, under review) found that the ESL learners who received explicit instruction made more significant gains in their abilities to use the topic-induced lexical phrases in their writing than those who did not. However, more needs to be known about how ESL writers' abilities to produce the target phrases differ between the two groups. The present investigation is a step in that direction.

The research project represents an extension of the Author's (under review) study and involves a qualitative analysis of the topic-induced phrases produced in 40-minute essays written at the start and end of an 8-week term by 54 ESL students assigned to the control (N= 19) and experimental (N=35) groups based on their enrollment in high-intermediate writing classes in an Intensive English Program in the western United States. The experimental group received training on 15 target structures over the period of four days. The control group received no vocabulary instruction. Both groups were exposed to the target lexical phrases through reading the same course materials and discussing them in class. The target structures that the participants produced in their essays were first extracted through the use of computer software and then analyzed manually.

The study results indicated that the treatment group, in contrast to the control, was able to produce a greater variety of the target lexical phrases and had a tendency to alter the original form of the phrases. The findings have implications on ESL/EFL writing pedagogy.

### **Selected References**

Author. Under review.

Erman, B. (2009). *Formulaic Language from a learner perspective: What the learner needs to know*. In R. Corrigan, E. A. Moravcsik, H. Ouali, and K.M. Wheatley (Eds.), *Formulaic Language, Volume 2*, (pp. 323-346) Philadelphia: John Benjamin Publishing Company.

**Alexandra Danial-Saad**

Head of Pedagogic Practical Training, The Academic Arab College for Education in Haifa and Haifa University, Israel

&

**Salman Ilaiyan**

Head of The Academic Arab College for Education in Haifa, Israel

**The Transition from the Tradition Practicum Model to the Partnership Model: Merely a Slogan or an Urgent Need?**

This paper describes the process of changing the pedagogical training model undergone by the team of pedagogical trainers at the Arab Academic College for Education in Israel from a traditional style of instruction to a partnership style.

The main research purpose was to examine the effect of the course "College - School Partnership Model" on the conceptual and practical change of the role of pedagogical trainer, and the creation of a sense of urgency for the need to change the training model. The main research question was: "To what extent has the training program in the PDS model contributed to the professional development of pedagogical trainers and aroused a sense of urgency to change training model? The study involved 28 pedagogical trainers and three position holders.

The research tool consisted of a questionnaire that was developed for the purpose this study; Some questions were closed and some open with semi-structured interviews with the position holders.

The study findings indicated that the contents of the training course significantly affected the creation of a sense of urgency to move to the cooperative model, and it contributed to the professional development of participating trainers, awakening a motivation among them to continue their training in the future. The study concluded that the structured professional development program with a clear vision by the team "leadership for change" contributes to commitment and responsibility to change among trainers.

**Ryan S. Gardner**

Professor, Brigham Young University-Idaho, USA

## **Global Higher Education Initiatives of the LDS Church**

From the time of its organization in 1830 in Fayette, New York, The Church of Jesus Christ of Latter-day Saints has created and maintained higher education programs, which include both religious and secular curriculum. Now in the 21<sup>st</sup> century, with nearly 16 million members worldwide and more members living outside of the United States than within the United States, the Church is pioneering innovative new initiatives in higher education around the world.

One major initiative began in 2001 when President Gordon B. Hinckley announced the creation of the Perpetual Education Fund to provide loans to students around the world to further their educational and vocational training. By the end of 2016, the PEF had assisted more than 83,000 young adults (ages 18-30) in over 45 countries to receive training and education that would lead to viable jobs in their home countries. A second key development began in 2009 when BYU-Idaho created Pathway, a one-year, post-secondary program that combines online courses with local gatherings of students to prepare them for matriculation into certificate or degree programs through BYU-Idaho. The rapid success of this program (having served more than 58,000 students in 67 countries) led Church leadership to announce the creation of BYU-Pathway Worldwide in 2017. As part of the Church's new Global Education Initiative, this new higher education entity will subsume the Pathway program and assume responsibility for all online certificate and degree programs offered by the Church Educational System.

This presentation will provide an overview of the formation of PEF and BYU-Pathway Worldwide, examine their impact or potential impact, and explore the challenges they have faced and will face as they strive to provide education that will help individuals achieve self-reliance and develop knowledge and skills that will equip them to strengthen their families, communities, and nations.

**Anne-Marie Goff**

Assistant Professor, University of North Carolina at Wilmington, USA

**Stressors and Learned Resourcefulness in Baccalaureate Nursing Students: A Longitudinal Study**

Extensive evidence reveals high stress in nursing students may affect memory, concentration, and problem-solving, and lead to decreased learning, coping, and academic performance. Nursing students perceive higher levels of stress and implement less stress management strategies. College student stress is associated with depression, low self-esteem, poor adjustment to college, lack of social support, and unhealthy, high risk behaviors. Few studies explore factors that decrease stress and enhance learning outcomes. Learned Resourcefulness (LR) (emotional responses, problem-solving strategies, ability to delay immediate gratification, self-efficacy expectation), or ability to regulate emotions and cognitions, reported to minimize negative effects of stressors and enhance coping effectiveness in challenging situations. College students with higher learned resourcefulness develop greater self-confidence, motivation, academic persistence, and report decreased anxiety, depression, and frustration. This correlational longitudinal study examines impact of LR on stressors, academic performance, and demographic variables, in two groups of baccalaureate nursing students in a North Carolina university. Gadzella's *Student-life Stress Inventory* (SSI) and Rosenbaum's *Self-Control Scale* (SCS) administered to 85 entering baccalaureate nursing students (45 juniors 4-semester old curriculum, 40 sophomores 5-semester new curriculum), and to same students at graduation.

Both groups (95.3% female, 85.8% Caucasian, 5.8% Hispanic/Latino, 0 Black, 2.4% American Indian; mean age 22; 48.2% work, reported similar high levels Frustration, Pressure, Emotional Reactions. Significant relationship between taking tests and level of stress ( $p < .01$ ). Stressors ( $p < .05$ ) and age ( $p < .01$ ) significant predictors of academic performance. Higher level LR and less overall stress level in Juniors. Significant correlations of LR ( $p < .05$ ) and work status ( $p < .01$ ) with increased self esteem. LR increased, while stress decreased significantly in both groups, from beginning to end of program ( $p < .05$ ). No significant relationships among LR, stressors, GPA. Learned resourcefulness may provide guidance for intervention strategies that decrease stress of baccalaureate nursing students, promoting healthy behaviors and enhanced learning outcomes.



**Basak Gucyeter**

Assistant Professor, Eskisehir Osmangazi University, Turkey

## **Enhancing the Transdisciplinary Perception of Sustainability Concepts in Architectural Education**

Despite the efforts to reduce the ecological footprint of the built environment in the last decades, the earth's ecosystem continues to deteriorate. The built environment is known to be responsible for almost 40% of the world energy consumption and greenhouse gas emissions. Due to a pertinent response regarding such levels of environmental detriment, the professions involved in the creation of the built environment (primarily architects and engineers) were incurred with the accountability to decrease both the consumption and emission patterns. Furthermore, scientific work was extensively focused on the means to ensure more environmentally responsive buildings via channeling the rapid development of material and construction technologies into the creation of a more sustainable built environment. The significance of ensuring sustainability in the built environment, thus became an imperative idea in architecture, construction and urbanism. Consequently, the endeavor to increase the environmental responsiveness of the built environment became strongly linked to the technological aspects of sustainability, either due to its marketed image as a technological fix, or due to the capacity to quantify the benefits provided by the environmental measures for sustainability. Hence, such technology-oriented quest to establish an environmentally responsive architecture might face the risk to overlook the accompanying and equally important aspects of sustainability, namely the social, cultural, ecological and the economic.

Nevertheless, to overcome the constant deterioration of the earth's ecosystem through the production of the built environment, it becomes fundamental that sustainability is perceived not only as a panaceaic approach rooted deep in technology, but also as a unique configuration of ecological, social, cultural, economic, and technological scopes. Achieving such an enhanced perception of sustainability concepts could only be possible through a transdisciplinary approach that embrace the fact that the term "sustainability" does not only refer to an omnipresent technique that simply facilitates necessary quantifications, but also refers to a capacity that enables an understanding of "sustainability" as a complex notion with plethora of approaches. Therefore, a transdisciplinary approach that integrates the environmental and the social aspects of sustainability into the theoretical framework of

space-making practice should be adopted starting from architectural education.

In this framework, this study aims to explore the extents regarding the perception of sustainability among architecture students through a questionnaire and to establish potential associations between the student responses and a conceptual/theoretical framework, which anticipates the means to further delineate the diverse concepts of sustainability within architectural education. The proposed framework aims to create, distinguish, and trace the links between the main concepts of sustainability and architecture, which together could facilitate a diversity of attributes, assumptions, limitations, and perspectives related to positioning sustainability considerations within architectural education. This study, therefore, undertakes the following steps of methodology, a) reviewing the relevant literature, b) mapping student questionnaire outcomes with respect to the literature review, c) drawing out conceptual/theoretical underlying discussions, d) decomposing and re-categorizing the concepts for a conceptual/theoretical framework, in order to form a holistic, yet flexible, transdisciplinary perception of sustainability concepts in architectural education.

**Limor Harary**

Head of Innovation and Technology Department, Gordon Academy  
College, Israel

## **Current Challenges of Technology Based Learning in Academia: A Model to Support Learning**

The rise in the prevalence and popularity of Online courses, raise the argument that the future of higher education may depend on blending the strengths of online education, and those of face-to-face education. This combination may allow a cost-effective manner of delivering high quality educational experiences while reaching large numbers of students, beyond cultural, socioeconomic and geographic boundaries.

Universities and colleges have to figure out how to adapt to the modern world using the online interface to improve educational system.

When we observe online courses advantages through the eyes of students, faculty and administrators we can point out that students appreciate the convenience, choice, and flexibility. Faculty value the standardized framework and flexibility. The ease of record keeping, reflecting, using the data for research and the lower need to commute to work. Administrators like the idea of automated, consistent assessment data sources and the reduced costs that it can bring to education institutions. However, as we know online courses are very challenging – we still struggle with big ideas and questions: how to maintain interest, how to benefit from the power of interpersonal interaction despite the medium's shortcomings and how to break through the boundaries of the classroom and provide meaningful learning experience – All these remain major challenges.

This presentation will share a model that the Department of Innovation and Technology in Education at Gordon College of Education has developed as an assessment tool: Tech-Teach-Learn (T.T.L), which will be used by faculty while planning and evaluating activities that involve the use of technology. In order for learners to be more involved, and to show interest in the learning process, faculty can rely on the T.T.L model to strive for the highest level of the model – 'Creator'- faculty initiates and creates a complex digital task in which learners create original digital content. It is believed that designing tasks for online courses using T.T.L model will stimulate thinking, raise engagement and will allow building a community of sharing knowledge to the implications and potential applications of the model

will be discussed in the context of building a worldwide community of learners.

**Xiaoling He**

Lecturer, Nanyang Technological University, Singapore

&

**Kang Kwong Kapathy Luke**

Chair, School of Humanities, Nanyang Technological University,  
Singapore

## **The Use of Chat-apps in a Blended Learning Environment: Lessons from a University Chinese Language Course in Singapore**

It is generally acknowledged that the key to success in learning a second/foreign language is ample opportunities for using and practicing the language amongst a community of speakers (Long, 1981; Gass, 1997; Cheal, Coughlin & Moore, 2012). With the rapid growth in the use of smartphones and new social media platforms, teachers and students can now easily build up online communities of learning and make use of the many opportunities that arise for sharing and interacting, making learning lively and fun (Hrastinski & Dennen, 2012). By capitalizing on university students' immense attachment to their smartphones and a plethora of social media applications, it becomes possible to weave formal and informal learning seamlessly into their everyday lives (Naismith et al., 2004).

Previous research has been based largely on social media platforms such as blogs, Facebook or Twitter, where the chat and instant messaging functionalities are absent. To address this issue, a project was carried out in a university in Singapore to experiment with the use of smartphone-based mobile learning in a Chinese language course, in order to find out how best to design and implement a chat-app-based blending learning curriculum, and how students might respond to such new learning opportunities.

A survey of students' views after the course yielded several interesting findings. (1) Students rated chat apps higher than traditional computer-based platforms. (2) Students gave highly positive feedback on the experience of authentic learning opened up by the use of smartphones. (3) Students were spontaneously generating content and learning activities by themselves on the mobile learning platform. (4) Students were in favour of incorporating mobile learning as one component in course assessment.

**Andrea Koblizkova**

Head of Language Centre, University of Pardubice, Czech Republic

## **Motivations and Values in Intercultural Education**

Today's political situation more than ever reveals speakers of different cultural backgrounds need to pay utmost attention to the careful formulation of their ideas and broaden understanding of the ones of the others. ELF (English as lingua franca) is a conveyor of intercultural communication and as such needs to be treated with regard to motivations and values of both the speakers and recipients of their messages.

The presentation gives an insight into pragmatic aspects of ELF and potential implications for intercultural communication. It presents stages of globalized communication, a brief overview of cross-cultural and intercultural communication schools and a concept of politeness reflected in a research-based study and its interpretations.

The globalization phases as referred to by T.L. Friedman (2007) are of utmost attention for internationalization practices for which language centres prepare their students. The consequent communication has changed not only quantitatively, but also qualitatively. The focus thus naturally shifts from the cross-cultural perspective of Hofstede or Trompenaars to more individual approaches of sociopragmatics as having been conceptualized by Spencer-Oatey.

The presentation draws upon theoretical principals introduced by Trompenaars and Lewis, but more importantly, for the purpose of the sociopragmatic analysis applies perspectives of Brown's and Levinson's politeness model and (1987) and Spencer-Oatey's rapport theory. The author presents an overview of a research study based on responses to communication scenarios in the international environment. The scenarios were distributed in the Czech Republic, Germany and Britain and their contextual analysis addresses specifically issues of interactional and transactional language functions, implicit and explicit communication, face and positive or negative politeness, face-threatening or face-saving acts.

**Linda Lin**

Lecturer, Hong Kong Polytechnic University, Hong Kong

## **Going Digital or Going Home? A Study on Blended Language Learning in Higher Education**

Blended learning (BL) refers to a learning and teaching environment where computers or mobile devices are employed to assist face-to face-learning. This model of learning has become increasingly important in higher education. It is believed that BL will become the “new normal” in the subject delivery in tertiary education. Some scholars have also predicted a “going digital or going home” future, meaning university teaching staff members will either have to adopt BL or face the possibility of losing their jobs.

BL can facilitate teaching and greatly motivate students to learn. Adopting this model of learning in classroom, however, could be a challenge for many staff members. Potential barriers to the adoption of BL, according to some studies (e.g. Porter, Graham, Bodily & Sandberg, 2016; Lin; Huang & Chen, 2014), are mainly related to the university’s infrastructure and availability of technological and pedagogical support for BL. The provision of such support, however, may not be sufficient in addressing the problem.

This paper reports a study on the use of Ureply, an online mobile-assisted tool, in teaching an academic English course in a university in Hong Kong. The course involved 46 teaching staff members and over 12,00 students. The study gathered staff’s views on their use of Ureply (or lack thereof) in the course. Both quantitative and quantitative data were gathered. The results indicate that even with all the necessary infrastructure and full technical and pedagogical support, a substantial number of staff members still resisted using this online mobile device. The resistance appeared to be associated with two psychological barriers; the first was their low confidence in using the online tool in class, and the other was their perception of the primary function of mobile devices, i.e. it is for personal and/or social purposes, or for work and/or study purposes.

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**Vincent Maher**  
Professor, Iona College, USA  
**George V. Priovolos**  
Professor, Iona College, USA  
&  
**Michael Impollonia**  
Iona College, USA

## **Teaching to a New World Order: A Collaborative Academic-Industry Paradigm Shift**

Teaching in a small college is considered by many to be a blessing. Who would not prefer to teach a class with 25 students in a seminar instead of delivering a lecture to a class of 500 in an amphitheater? If professors had wanted the latter, surely they would have pursued careers in theatre or politics. Nonetheless, problems exist in contemporary academia specifically when there is a demand for globalization, skills competencies and/or extramural academic encounters. How are these attributes to be achieved in a tangible way? It seems that partnerships between businesses and academia are the answer but not in the way they have been conducted for the past 20 years. Traditionally, students go to class, get good grades, and get internships in partnered businesses the brunt of the preparation having been borne by the academy according to the academy's standards of what constitutes proper preparation. A not uncommon experience however is that the student and employer each find that there is a level of preparation or competency that is inadequate for the workplace. In order to transcend the ubiquitous but largely failed roles of professional advisory boards, an evolving paradigm is that of business/academic collaboration wherein business either comes to the academy to participate in pedagogy or the academy goes to the business to learn the specific competencies required by business.

For example, accounting firms would send professional accountants to area colleges to interact with professors and students to ascertain professional readiness by running seminars or by team teaching. In clinical health care for example, in service instructors from health care facilities would be involved in teaching and collaborating with health care programs to impart lists of necessary skills (that may go above and beyond basic competencies required by licensing authorities) and to share expertise in identifying and attaining those competencies. Such endeavors would be included in and move beyond simulations, virtual reality, modelling and minimal competency



standards required for licensure such as those employed in health care preparation. In such an evolving paradigm of end-user/academic partnership, students from small colleges will be properly prepared for entry to business and health care. This will reduce time, effort, costs and overhead on the part of business and health care necessary to bring new workers up to operating speed and industry standards. The authors will offer examples of early paradigm applications from their experience.

**Marta Masdeu**

PhD Student, University of Girona, Spain

&

**Josep Fuses**

Associate Professor, University of Girona, Spain

## **The Design Studio as a New Integrative and Experimental Learning Space: The Pedagogical Value of implementing BIM, Parametric Design and Digital Fabrication in Architectural Education**

In the last decades, the continuous development of digital technologies and their use in studios of architecture have redefined how the buildings are conceived, designed and produced. At the same time, these digital technologies have fostered the emergence of innovative forms of architectural practice based on collaborative and interdisciplinary working methods. As a result, a new kind of professional is needed. Architects must acquire different skills and knowledge in order to act professionally in these new working environments. Architects have to be able to achieve an instrumental and social mastery of digital technologies; to collaborate in multidisciplinary teams which can be geographically distributed around the world; to integrate other disciplines in the design process; and to combine different skills related to the design, research and management of architectural projects.

However, despite these professional changes, the training of architects in schools of architecture continues to focus on traditional educational models that have grown more distant from the professional demands. Today, a Design Studio is a simplified model of a world in which the future architect will work, where some roles are adopted (architect, specialist and client) and real conditions (the brief, site, budget and construction techniques) are simulated. Nevertheless, this model of the Design Studio has certain limitations which directly affect the training of students as professionals. For instance: the design process focuses on the individual work of the architect as a privileged professional, learning is limited by the physical environment and digital technologies are only used as drawing tools.

In consequence, schools of architecture have to review their programmes to develop methods of learning that enable them to adapt to the current professional situation. Thus, the Design Studio needs a change in order to reformulate the way architects should learn. The use of different digital technologies -like BIM, parametric design and

digital fabrication- can help to update the Design Studio. Their implementation can transform the Design Studio into a new integrated and experimental learning space where different types of learners and institutions can participate in the design process, and, simultaneously, collaborate in the co-creation of architectural knowledge. Whereas the BIM technology can be used as a communication tool to interact with other disciplines in cooperative and cross-disciplinary learning environments, the parametric design and digital fabrication can help to create learning spaces that encourage the creative and research ability of students.

The paper will address how BIM, parametric design and digital fabrication can contribute to reformulate the Design Studio and to improve the training of architects. It will examine the potential that these tools have to transform the way in which architectural education deals with design issues and suggest opportunities to challenge the rules of traditional education. Some case studies will also be presented and some strategies for the future of the Design Studio will be laid out.

**Francisco Matus**

Teacher and Language Coordinator, Tecnológica de Chile INACAP  
University, Chile

### **Effects of the Signalling Principle on EFL Learning/ Teaching: A Study of Explicit Grammar Mistakes within an Adapted Functional Teaching Approach**

This piece of research presents the results of a quasi-experimental study on the effects of the signalling principle, Mayer (2001), in a sample of Chilean university EFL learners exposed to pictures and text with explicit presentations of grammar mistakes. One group was presented explicitly some frequent grammar mistakes previously elicited from ten experienced teachers of English that included the signalling principle (using several colours, sounds and semiotic signs). The other group, was exposed to the functional approach where grammar mistakes were implicitly dealt with, using the same pictures as the experimental group as teaching resources. Both groups kept the interactive and functional practice. After using different instruments to test recognition and oral production, findings revealed there were no significant differences with a P- value of 0.314 and a 5 % level of significance when both groups were compared in the recognition stage of mistakes. This means that both groups benefited from explicit and implicit presentation of specific English contents. However, in the oral production stage, the group that was explicitly exposed to some grammar mistakes did a better job at "monitoring" and self- correcting some of the mistakes that had been shown in the presentation stage. These results show that using explicit presentations on grammar mistakes on one hand, was neither detrimental nor unnecessary for recognising such mistakes, and on the other one, learners increased their monitoring and self correcting learning capacities.

The presentation will focus on an attempt at mingling theory and practice in linguistics in EFL contexts, as well as come controversial issues in applied linguistics.

**Gift Mheta**

Writing Centre Coordinator, Durban University of Technology, South Africa

**Enhancing one-on-one Tutoring Practice through Reflections:  
The Case of a Selected Writing Centre (WrC) at a University  
of Technology (UoT)**

The ability to write effectively among students is rare in the South African higher education sector, and this has necessitated the establishment of writing centres (WrCs) at both traditional universities and universities of technology (UoTs). WrCs have sprouted in the South African universities to provide safe spaces where students can develop their writing skills through one-on-one tutelage, which in most cases is provided by tutors who are, though not exclusively, trained postgraduate students that have a passion for writing. Tutors constitute the heart and soul of any WrC; they are incontestably the drivers of WrCs without which there are no WrCs to talk about. This paper explores the role of tutors' reflections in enhancing one-on-one tutoring practice at a selected WrC in a UoT setting. It reveals the importance of making tutors reflect on their WrC practice through the writing of reflections. The paper shows how through such a practice; students are the ultimate beneficiaries in their learning. The WrC tutors' reflections are analysed using Kolb's learning cycle. In this paper, an attempt is made to show how WrC tutors discharge their mandate, that is, how they provide writing companionship and how they learn and enhance their practice from such experiences.

**Elisabeth Mlawski**

Assistant Professor, Monmouth University USA

&

**Deborah DeLuca**

Assistant Professor, Seton Hall University, USA

## **Perspectives of Millennial SLP Graduate Students during Clinical Peer Learning: Student Survey Results**

Peer learning promotes cooperative learning, leadership and critical thinking skills. There is a paucity of information regarding peer learning in clinical education in speech-language pathology curricula today. The question is whether or not millennial graduate students perceive peer learning to be educationally beneficial and functioning effectively within this environment. This study begins to address possible reasons why the peer learning experience may not be as beneficial as the millennial students expect it to be.

**Adele Moodly**

Deputy Dean, Faculty of Education and Associate Professor, University of Fort Hare, South Africa

&

**Fesi Liziwe**

PhD Candidate, University of Fort Hare, South Africa

**Teachers' Strategies to Promote Reading in English First Additional Language: A Focus on Challenges and Approaches in Language Transitioning in a South African Context**

In many countries there is support for learners learning in their mother tongue and then in later years transitioning to English. This transition takes place sooner or later, depending on the language in education policy of a particular country and has implications for language teaching strategies. Transitioning from mother tongue instruction to English as a medium of instruction is an international practice, found in amongst other countries, South Africa. According to the Language in Education Policy (South Africa -1997), the transition period is in Grade 4 where English (which is in most cases not the mother tongue of learners) becomes the medium of instruction. This comes with challenges as highlighted in the paper, with a particular focus on reading, presented both in an international and South African context. A theoretical discussion on the implications of transitioning from mother tongue to English (first additional language in a South African context) highlights the challenges to both learners and teachers, and reviews approaches to reading to facilitate the language transition. The paper draws on both the international and South African context, contextualising the Language in Education Policy and implications for transitioning techniques in reading.

**Amasa Ndofirepi**

Senior Lecturer, University of Johannesburg, South Africa

## **Collaborative Partnerships in Knowledge Research in the Neo-Liberal Era: The Case of African Universities**

The expanding attention in internationalisation and partnerships is gaining impetus especially in higher education with universities seeking to develop new and existing partnerships and collaborating with institutions in the global North and South. While such partnerships have substantial promise, more needs to be established about their effectiveness in the context of knowledge research. In this presentation, I focus attention on collaborative research partnerships for knowledge production in the era replete with neo liberal philosophy by making specific reference to the North-South and South-South relationships characterising universities in the African continent. In this presentation, I argue that while universities in Africa have benefitted from collaborative partnerships in knowledge research through entering into agreements with partners in the North, the neo-liberal project of their northern partners has had a downside of profiteering from the commodification and mechanisation of research taking advantage of the lack of faith in the quality of research coming from institutions in Africa. I advance the submission that, the imported neo liberal policies of the North have taken African scholars and research to the periphery while African policy makers depend on expert advice from Europe and America. This results in an imposed imbalance of power in the partnership. It is my case, in this debate, that imagined founding principles of mutuality, reciprocity, equality and openness that characterise collaborative partnerships in knowledge research in African universities is relegated to the downside of dependency inherent in the neoliberal era.

A review of literature has conceptualised and allocated partnerships to two key domains in the higher education sector namely internationalisation and partnerships for development. Given the space allocated to this debate, I will isolate and critique the theory and practices of partnerships in knowledge research for development in African universities as a point of departure. I acknowledge that the ideal aim of partnership for development is to expand the capacity of a university institution to accelerate poverty decline in their local and national milieu and to advance sustainable development. This is premised on the assumption that effective university partnership is a vigorous collaborative process between institutions that begets mutual



but not necessarily proportioned payback to the parties involved in which partners share ownership of the projects built on the fundamental principles of respect, trust, transparency, openness and reciprocity.

The phenomenon of globalisation has created an increasing demand for society's capacity to purchase, manage, disseminate and apply knowledge and universities, as key institutions of research and learning, have been assigned this important role in a bid to contribute by providing knowledge as a public good and a prerequisite for sustainable development. Ideally increased collaboration and partnerships between universities, and if structured efficiently and sustainably, have the potential of generating research capacity that can empower African universities to drive economies and act as agents of knowledge transfer. However, the manifestation of the neo-liberal philosophy has had its benefits and detriments to African universities as institutions and African societies in which they are located.

**Cengiz Ozmen**

Head of Department, Assistant Professor, Cankaya University, Turkey

**Theory and Application in the Teaching of Architectural Structures**

Topics such as Statics, Strength, Behavior and Analysis, Reinforced Concrete and Steel Design are often an integral part of the curricula of architectural schools. The manner in which these topics are taught however varies considerably from school to school. While some programs put the emphasis on the quantity of information that is conveyed to students and therefore prefer a heavily loaded theoretical narrative, others favor quality and keep the theoretical portion limited while engaging students in practical application projects.

This paper is about the teaching approach towards architectural structures in the curriculum of Çankaya University, Department of Architecture. The program favors the theory-application approach. The program contains three consecutive courses dedicated to this topic. The first course is a purely theoretical one covering the fundamentals of statics and strength. The second course builds upon this theoretical knowledge base but emphasizes application in virtual environment via the use of structural design software. The third course encompasses the application phase through scaled physical models and loading tests.

The paper includes a discussion of the educational advantages and disadvantages of this educational approach via the evaluation of student surveys and comparative studies with the curricula of other schools of architecture. The paper elaborates on the relationship of dedicated structure courses with the architectural design studios. The feasibility of including structure-emphasizing projects in the limited and already loaded time frame of design studios is also discussed in detail.

**George V. Priovolos**  
Professor, Iona College, USA  
&  
**Vincent Maher**  
Professor, Iona College, USA

### **Researching in Small Colleges in a Global World: How to Outshine the Big Guys**

Conventional thinking holds that doing research in a small college/university setting is challenging as a result of a number of factors: paucity of resources, including funds and time; lack of supportive culture; limited opportunities for networking within the academic publishing community, etc.. However, focusing exclusively on teaching with no intellectual contributions whatsoever is not an option for faculty in most small colleges and universities—this is particularly true in the case of those teaching in business programs, which are committed to obtaining/maintaining accreditation as a matter of survival in today’s highly competitive business education environment.

This paper argues that—although certainly an uphill battle—research in business schools affiliated with small liberal arts colleges can be successfully pursued provided that teachers-scholars in these institutions develop and adhere to a research plan that emphasizes quality, novelty, and collaborative effort. Equally important from the perspective of disseminating their research, small college and university business faculty should actively engage in “branding” their scholarly activities taking advantage of the latest communications technology to appeal to a world-wide audience of like-minded academics and practitioners seeking research guidance on business strategy and policies.

**Chrisann Schiro-Geist**  
Professor, University of Memphis, USA

## **The Systems Approach to Life Transitions for Individuals with Intellectual Disabilities**

The Systems Approach to Life Transitions (SALT) is an extension of the Systems Approach to Placement which was originally developed to assist in the evaluation of persons with disabilities in the transition from school to work or other life transitions (Geist and Calzaretta, 1982). With the emphasis on Transition to Work for young adults with intellectual disabilities, the instrument has been re-assessed considering recent Federal Legislation (WIOA, 2014) and new public mandates about evidence-based practice. The sample of young adults who will be assessed with the revised instrument come from the University of Memphis Institute on Disability, TigerLIFE program. This presentation will provide an understanding of the function of such inclusive post-secondary programs and the preliminary results of the emphasis on person-centered planning in the transition from school to work for this population of persons with severe disabilities.

**Susana Lourdes Sierra Chiron**

Professor, Universidad Nacional Autónoma de México (UNAM),  
Mexico

## **Using YouTube to Practice Listening and Speaking**

In the globalized world we live nowadays, communication between cultures is essential. We need to be able to understand what is being said and it is vital we are understood. However, listening and speaking are probably the most difficult skills for students who are learning English as a Foreign Language. As teachers, it is our job to make sure students go out into the world and into the workforce with all the skills they need to have a successful socialization.

The presentation "Using Youtube to Practice Listening and Speaking" will provide ideas on how students can use Youtube videos to improve their listening skills and their oral production through the selection of authentic material about topics of general interest, controversial issues, social problems, among others. Throughout the presentation, several examples will be given about how students can take advantage of ICTs to improve their proficiency in the language and hence, achieve those successful socialization skills we seek in the multicultural world we live in.

**Maureen Tam**

Associate Professor, The Education University of Hong Kong, Hong Kong

## **Integrating Elder Learning into Higher Education: A Model in Hong Kong**

The world's population is ageing rapidly. It is predicted that 31% of Hong Kong's population will be over 65 by 2044 (Hong Kong Population Projections, 2015-2064). The ageing of populations has a strong impact on all aspects of human life, including the social, economic, cultural and political domains. There are also significant costs associated with catering for a future expanding aged population if current trends are maintained. Understanding and providing for ageing is therefore an important issue worldwide for the twenty-first century.

In the Hong Kong, the demographic imperative of the ageing population has had an impact on many aspects of society. It has affected social policy and planning and service provision, most notably in terms of social welfare, long-term care, health care and retirement protection. However, another need of the older population has also received considerable attention over the past two decades. This need is education.

The Hong Kong government understands that learning is vital to active ageing and has advocated the benefits of continued learning among the elderly to help improve their health and quality of life as they age. On a variety of occasions, including in policy papers and reports, speeches and public addresses by senior officials concerned, the government has alluded to the importance of lifelong learning for active ageing.

This paper will examine the policies and practice for integrating elderly education into higher education in Hong Kong, in particular, the Elder Academy Scheme, which was a model established to promote lifelong learning by encouraging elders to make best use of their time and to keep pace with society through acquiring new knowledge and learning new skills.

**Samustpon Tanapant**

Senior Lecturer, Thammasat University, Thailand

&

**Kalaya Kovidvisith**

Managing Director, FABLAB, Thailand

**Digital Fabrication Laboratories:  
Collaborative Learning Models between Architectural  
Academic and Practice in Thailand**

With the recent advancement of computer aided design and manufacturing technologies, Digital Fabrication Laboratory becomes a key factor to accelerate the transformation for learning processes of architectural design practice. However, many Architecture schools face difficulty in setting up the facility, and many struggle to survive. This study examines how digital fabrication laboratories have been adopted in five universities in Thailand, and how they evolve their Digital Fabrication Laboratory's models to sustain the facility. By analysing the repeating patterns and barriers to the implementation of digital fabrication laboratory, the results illustrate the relationship among five key factors: (1) ecosystem, (2) Technical, (3) Operation, (4) Curriculum, and (5) Financial factor. The new collaboration models between practice and academic that have emerged in response to the needs and constraints in Thailand are also discussed.

**Irina Ustinova**

Professor, Southeast Missouri State University, USA

## **The Expanding Circle of English**

English is the only language nowadays that fulfills a number of conditions, allowing it to play the dominant role on a global scale: it has an important demographic weight, a strong economic, intellectual, technological, and military power, a previously established international spread, and a high level of modernization. The Expanding Circle includes those who use English as a foreign language (EFL) in international commerce, tourism, science, and not as a means of communication internal to the community and the status of English in the Expanding circle is different. Europe has become a linguistically and culturally pluralistic region, where 'European English' or 'Euro-English,' is used for activities that bring together speakers of different languages. English in modern Russia is on the periphery of the emerging Expanding circle; however, the workplace, education, and business are domains in which the use of English is rapidly increasing because English proficiency is seen as the promise of economic, cultural, and individual advantage over others. The sociolinguistic survey reveals that Russian speakers learn English through instruction, and mainly for instrumental reasons, including the use of a lingua franca. The attitudes are controversial toward the issue whether English variety spoken in Russia has or has not its own distinct features. At present, Russian English is not an institutionalized variety, but all indications exist that English will continue to be Russians' language of wider communication with the rest of the world.



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&

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## **Centering: An Antidote for Stress and Catalyst for Learning among Nursing Students**

### **Background**

Prelicensure nursing students may experience stress during in-class instruction and clinical rotations that impede their ability to acquire critical skills and knowledge. Meditation and mindfulness are effective strategies to reduce stress and anxiety, but little is known about their use with prelicensure nursing students.

### **Methods**

During the 2014-2015 academic year, the instructor began each session of six prelicensure nursing courses with a centering activity. Centering activities included music only, guided imagery, positive self-talk, body scanning, mindfulness, or simply sitting in silence. Students submitted confidential feedback by completing a 10-item survey or writing a brief descriptive essay about the impact of centering activities on their learning experiences.

### **Results**

Students reported benefits from participating in centering activities that included reduced anxiety and stress, improved mental clearing and transitioning into learning mode, enhanced engagement in learning activities, and enhanced teamwork experiences.

### **Conclusion**

Centering activities before class provide multiple benefits for nursing students and their use should be expanded.

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## **Ratio of Resources to Population: The Neglected Factor for Chinese Higher Education Research**

Chinese researchers begin to pay attention to building “the Chinese models” beyond the period of adopting the Western ones in the past. The purpose of this study is to search for fundamental rational of the unique Chinese models through identifying the key variables that could be considered in the models but were absent in the Western ones. For this purpose, first, a comprehensive literature review of international higher education research was conducted with focus on the dilemmas encountered in those researches that applied the Western models in Chinese context. The effectiveness of assessment tools that designed by Western scholars implemented in those researches were also reviewed. Second, a reflective analysis of the pioneer investigations for cracking the dilemma, which mainly carried out by Chinese scholars including my colleague and myself, was also presented. In result, two important variables were identified. One was *Zhongyong*, literally meant “middle way”, the typical mode of thought of Confucianism, and the other was the virtue of Diligence. It was illustrated further through geographical and historical analysis that the common factor underlying the two variables was “ratio of resources to population” which had played an important role in shaping Chinese behavior individually and societally. Furthermore, based upon these methodological exploration, an unavoidable ontological judgment was subsequently discussed about which model, i.e. the West or the East, would be more benefit for the future of education enterprise and the human beings? Or, how to treat them in a globalized world? These were inquired through retrospecting the cognitive history of knowledge both in the West and the East. The answer was pluralistic which emphasized the rationale for social science research that scholars should not merely target the reality and truth of the models, but be aware of the responsibility to build a model leading to a better world.