THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH

Abstract Book
21st Annual International Conference on Education
20-23 May 2019, Athens, Greece

Edited by
Gregory T. Papanikos

2019

Abstracts
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(In Alphabetical Order by Author's Family name)

Preface

This book includes the abstracts of all the papers presented at the *21ˢᵗ Annual International Conference on Education (20-23 May 2019)*, organized by the Athens Institute for Education and Research (ATINER).

In total 92 papers were submitted by 99 presenters, coming from 31 different countries (Australia, Brazil, Canada, Chile, China, Costa Rica, Cyprus, Finland, France, Germany, India, Israel, Italy, Lithuania, Macao, Norway, Oman, Philippines, Poland, Portugal, Puerto Rico, South Africa, South Korea, Sweden, Switzerland, Taiwan, Thailand, Turkey, UAE, UK, and USA). The conference was organized into 25 sessions that included a variety of topic areas such as Teacher Training, Higher Education, Student Engagement, Technology and Social Media, Global Case Studies, Special Education, Primary and Secondary Education, Curriculum and Instruction, Educational Leadership, IT Education, STEM, and more. A full conference program can be found before the relevant abstracts. In accordance with ATINER's Publication Policy, the papers presented during this conference will be considered for inclusion in one of ATINER's many publications.

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

It is our hope that through ATINER's conferences and publications, Athens will become a place where academics and researchers from all over the world regularly meet to discuss the developments of their discipline and present their work. Since 1995, ATINER has organized more than 400 international conferences and has published nearly 200 books. Academically, the institute is organized into 6 divisions and 37 units. Each 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

21st Annual International Conference on Education
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Scientific Committee

All ATINER's conferences are organized by the [Academic Council](#). This conference has been organized together with the [Athens Centre for Greek & International Education](#) (ACEGIE), and the 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 & Honorary Professor, University of Stirling, UK.
2. Alexander Makedon, Head, Education Unit, ATINER & Retired Full Professor, Chicago State University, USA.
3. John Spiridakis, Academic Member, ATINER & Co-Editor, Athens Journal of Education & Professor, St. John University, USA.
4. Panagiotis Petratos, Vice-President of Information Communications Technology, ATINER & Fellow, Institution of Engineering and Technology & Professor, Department of Computer Information Systems, California State University, Stanislaus, USA.
5. Zoi A. Traga Philippakos, Academic Member, ATINER & Assistant Professor, The University of Tennessee, Knoxville, USA.
6. David Chaplin, Academic Member, ATINER & Professor, Northwest Nazarene University, USA.
7. Mervyn Wighting, Professor & Program Chair, Regent University, USA.
8. Deborah Zuercher, Professor, University of Hawaii, USA.
9. Anna Mette Fuglseth, Professor, NHH Norwegian School of Economics, Norway.
10. Leslie Woodcock, Academic Member, ATINER & Retired Professor, Leeds University, UK.
11. Rogelio Palomera-Garcia, Professor, University of Puerto Rico at Mayagüez, Puerto Rico.
12. Lettie Ramirez, Professor, California State University, East Bay, USA.
13. Florian Klapproth, Professor, MSB Medical School Berlin, Germany.
14. Christoph Karg, Professor, Aalen University of Applied Sciences, Germany.
15. Amos Olagunju, Professor, St Cloud State University, USA.
16. Sumita Chakraborti-Ghosh, Professor, Tennessee State University, USA.
17. Jean-Luc Gurtner, Professor, University of Fribourg, Switzerland.
18. Hao Bin Yuan, Associate Professor, Macao Polytechnic Institute, Macao.
19. Angela Farmer, Assistant Clinical Professor, Mississippi State University, USA.
20. Dava Roth, Assistant Professor, Hanover College, USA.
21. George Kontos, Associate Professor, Western Kentucky University, USA.
22. Nurit Elhanan-Peled, Academic Member, ATINER & Head of Communication Department / Lecturer, David Yellin College of Education/The Hebrew University of Jerusalem, Israel.
23. Elizabeth Diaz, Senior Lecturer, The University of Texas at Arlington, USA.
24. Busisiwe Ndawonde, Senior Lecturer, University of Zululand, South Africa.
25. Alistair Martin Smith, Mentor, Ontario Institute for Studies in Education / University of Toronto, Canada.
26. Daniel Bosmans, Instructor of English, Haute Ecole Pédagogique BEJUNE, Switzerland.
27. Patricia Morgan, Research Associate, The University of New South Wales (UNSW), Australia.
28. Despina Katzoli, Researcher, ATINER.

FINAL CONFERENCE PROGRAM
21st Annual International Conference on Education, 20-23 May 2019, Athens, Greece

Conference Venue: Titania Hotel, 52 Panepistimiou Street, 10678 Athens, Greece

Monday 20 May 2019			
08:00-08:40 Registration and Refreshments 08:40-09:00 (Room A - 10th Floor): Welcome and Opening Address by Gregory T. Papanikos, President, ATINER.			
09:00-10:30 Session I (Room A - 10th Floor): Teacher Training I	**09:00-10:30 Session II (Room B - 10th Floor): Higher Education**	**09:00-10:30 Session III (Room C - 10th Floor): Student Engagement**	**09:00-10:30 Session IV (Room D - 10th Floor): Technology in Education***
Chair: Despina Katzoli, Researcher, ATINER.	**Chair:** Alexander Makedon, Head, Education Unit, ATINER & Retired Full Professor, Chicago State University, USA.	**Chair:** John Spiridakis, Chair and Professor, St. John's University, USA.	**Chair:** Panagiotis Petratos, Vice-President of Information Communications Technology, ATINER & Fellow, Institution of Engineering and Technology & Professor, Department of Computer Information Systems, California State University, Stanislaus, USA.
1. Amy Ramson, Professor, Hostos Community College CUNY, USA & Karen Steinmayer, Assistant Professor, Hostos Community College CUNY, USA. Interdisciplinary Holistic Pedagogical Strategies to Promote Social Transformation. 2. Erin FitzPatrick,	1. Alejandra Rios Urzua, Diploma in Labour Skills Programme Director, Universidad Andrés Bello, Chile, Lucia Ernestina Illanes Aguilar, Associate Professor, Universidad Andrés Bello, Chile, Verónica Andrea Águila Möenne, Inclusive Education Director, Universidad Andrés Bello,	1. James Groccia, Professor Emeritus, Auburn University, USA. Student Engagement: A Multidimensional and International Perspective. 2. Ulrika Gidlund, Senior Lecturer, Mid Sweden University, Sweden. Social Relation in Secondary High School – A Way to make more Students Graduate.	1. *Rogelio Palomera-Garcia, Professor, University of Puerto Rico at Mayagüez, Puerto Rico & Rogelio Palomera-Arias, Assistant Professor, University of Texas at San Antonio, USA. Technology in Education: How much is Too Good? How much is Too Bad? 2. Aino Saarinen,

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Assistant Professor, University of North Carolina at Charlotte, USA. Practice-based Professional Development for SRSD: Teaching Fifth Grade Students in Inclusive Settings to Write text-based Informational Essays. (EDUWRI) 3. Anuli Njoku, Assistant Professor, Ferris State University, USA. Faculty Development Programs to Promote Diversity and Enhance Teaching and Learning. 4. Ling Li, Director, Associate Professor, Department of Applied Psychology, Liaoning Normal University, China. The Program of Family Education Teachers Training-Construction of Chinese Family Education Professionalism System based on	Chile & María Theresa von Fürstenberg Letelier, Diploma in Labour Skills Programme General Director, Universidad Andrés Bello, Chile. Development of an Inclusive Culture in a Higher Education Institution. 2. Mouza Said Al Kalbani, Assistant Professor, University of Nizwa, Oman & Ahmad Bintouq, Associate Professor, United Arab Emirates University, UAE. Exploring Funding and Fund-raising in Public and Private Higher Education Sectors in Oman. 3. David Chaplin, Professor, Northwest Nazarene University, USA & Nate Forseth, Independent Researcher, USA. The 'Commodification of Higher Education' Myth.		PhD Student, University of Helsinki, Finland. The Use of Digital Technologies at School and Cognitive Learning Outcomes: Findings from the Finnish PISA 2015 Data. 3. Luciane Santos, Associate Professor, UDESC – Santa Catarina State University, Brazil. Teaching and Learning with Technology in Basic Education: Developing Computational Thinking of Students.

Educational Ecology and Psychology.			

This session is jointly offered with the Computer Unit.

10:30-12:00 Session V (Room A - 10th Floor): Teacher Training II	10:30-12:00 Session VI (Room B - 10th Floor): Case Studies in Education: Global Perspectives I	10:30-12:00 Session VII (Room C - 10th Floor): Language Education
Chair: Mervyn Wighting, Professor & Program Chair, Regent University, USA.	**Chair:** Rogelio Palomera-Garcia, Professor, University of Puerto Rico at Mayagüez, Puerto Rico.	**Chair:** Leslie Woodcock, Academic Member, ATINER & Retired Professor, Leeds University, UK.
1. Rita Kumar, Professor, Co-Director of the Learning and Teaching Center, University of Cincinnati, USA. Problem-Based Learning in the University Writing Classroom: A Valid Choice. 2. Amelia Lecce, PhD Student, University of Salerno, Italy. Socio-Pedagogical Educator and Sustainable Education.	1. Te-Sheng Chang, Professor, National Dong Hwa University, Taiwan, Hung-Che Wang, Research Assistant, National Dong Hwa University, Taiwan, Mei-Mei Song, Associate Professor, Tamkang University, Taiwan, Shih-Yao Lai, Assistant Professor, National Taiwan University, Taiwan & Shang-Hsien Hsieh, Professor, National Taiwan University, Taiwan. Impacts of the Interdisciplinary Social Design Course on Undergraduates' Creativity in Taiwan. 2. Joakim Malm, Associate Professor, Lund University, Sweden & Leif Bryngfors, Director, Lund University, Sweden. Peer Assisted Study Sessions (SI-PASS) in Higher Education, a European Overview. 3. Maureen Fox, Affiliate Professor/Course Coordinator for Education Law, Farrington College of	1. John Spiridakis, Chair and Professor, St. John's University, USA, Brett Elizabeth Blake, Professor, St. John's University, USA & Em Maslak, Professor, St. John's University, USA. Working Adolescents in a Global Society: Using the Linguistic Tools of "Translanguaging" and "Glocal" Literacy Practices to Succeed. 2. Jessica Maluch, Assistant Professor, American University in Dubai, UAE & Karoline Sachse, Researcher, Humboldt University of Berlin, Germany. L2 and L1 Reading Speed in Developing Learners across Proficiency Levels. 3. Daniel Bosmans, Instructor of English, Haute Ecole Pédagogique BEJUNE, Switzerland. Using Think-aloud Verbal Protocols to Explore Foreign Language Anxiety When Learning Pronunciation as a Distance Learner.

	Education, Sacred Heart University, USA, Stephen Benigno, Assistant Professor, Texas A&M University, USA & Elisabeth Krimbill, Assistant Professor, Texas A&M University, USA. Fear and Threat, School Shootings and Violence in the United States.	
12:00-13:30 Session VIII (Room A - 10th Floor): Primary and Secondary Education	**12:00-13:30 Session IX (Room B - 10th Floor): Case Studies in Education: Global Perspectives II**	**12:00-13:30 Session X (Room C - 10th Floor): Theoretical Issues in Education I**
Chair: Anna Mette Fuglseth, Professor, NHH Norwegian School of Economics, Norway.	**Chair:** Deborah Zuercher, Professor, University of Hawaii, USA.	**Chair:** Daniel Bosmans, Instructor of English, Haute Ecole Pédagogique BEJUNE, Switzerland.
1. Mervyn Wighting, Professor & Program Chair, Regent University, USA. Theory to Practice: Researching best Practices in Preparing Teachers for Secondary Schools. 2. Leif Bryngfors, Director, Lund University, Sweden & Joakim Malm, Associate Professor, Lund University, Sweden. The Use of a Peer Assisted Study Scheme to Help the Transition from Secondary School to Higher Education. 3. Jean-Luc Gilles, Professor, The University of Teacher Education, State of Vaud, Switzerland & Oliver Prosperi,	1. Shizhong Wang, Professor, South-Central University for Nationalities, China. Policy Innovation and Practical Experience of Ethnic Higher Education in China. 2. Andrew Gillespie, Assistant Provost for International Programs, Auburn University, USA, Jennifer Mason, Director of International Initiatives, Auburn University, USA & James Groccia, Professor Emeritus, Auburn University, USA. The University is Flat: International Perspectives on Teaching and Learning Initiative.	1. E.H. Rick Jarow, Associate Professor, Vassar College, USA. Mindfulness in the Academy: Revolutionary or Revisionist? 2. Alistair Martin Smith, Mentor, Ontario Institute for Studies in Education / University of Toronto, Canada. Contemplative Education for Democracy: Exploring *The Oresteia* Through Drama and Improvisation. 3. Bruce Gatenby, Assistant Professor, American University of Sharjah, UAE. How Democracies Die: Plato, Hayek, and the Education of the Ruling Classes.

Researcher, Institute Research and Educational Documentation (IRDP), Switzerland. A Comparison of Freinet and Traditional Schools from the Liège Communal Public School System: Assessment by Pupils of their Socio-educational Environment and Results at Common External Tests at the end of Primary Education.
4. Florian Klapproth, Professor, MSB Medical School Berlin, Germany. A Longitudinal Analysis of the Effects of Grade Retention in Luxembourgish Secondary School.
5. Jacob Kirksey, PhD Candidate, University of California, Santa Barbara, USA & Michael Gottfried, Associate Professor, University of California, Santa Barbara, USA. Absenteeism in Full-Day vs. Part-Day Kindergarten in the United States: Do the Differences in Absenteeism Persist in Later Years of Primary School for Children with Disabilities.

3. Zhengyu Bi, Associate Professor, South-Central University for Nationalities, China. Cultural Analysis of Barriers to the Implementation of Education Policies in China -- A Case Study of "Rural Teacher Support Program" in Tongren, Guizhou Province.
4. Linda Helen Haukland, Senior Lecturer, Nord University, Norway. The Bologna Process and its Related Dilemmas.
5. Roman Dorczak, Adjunct Professor, Head of Social Development Department, Jagiellonian University, Poland. School as Centre of Local Community Development - Case Study from Poland.

4. Anna Blumsztajn, PhD Student, University of Gdańsk, Poland. Is Equality in Education Possible: The Not-so-Clear Controversy between P. Bourdieu and J. Ranciere.
5. Eleni Katsiai, Phd Student, University of Cyprus, Department of Education, Teacher of Modern Greek, Ancient Greek and Latin, Secondary Education, Officer, European Funds Management Unit, Ministry of Education and Culture, Cyprus. In the Search of the Identity and the Role of the Term Daimon in Homer: Daimon and the Teaching of the Homeric Epics in Gymnasium.

13:30-14:30 Lunch

14:30-16:00 Session XI (Room A - 10th Floor): Curriculum and Instruction I	14:30-16:00 Session XII (Room B - 10th Floor): Theoretical Issues in Education II
Chair: Florian Klapproth, Professor, MSB Medical School Berlin, Germany.	**Chair:** Alistair Martin Smith, Mentor, Ontario Institute for Studies in Education / University of Toronto, Canada.
1. Richard Peters, Associate Professor and Director of the Core Curriculum, Xavier University of Louisiana, USA.	1. Deborah Zuercher, Professor, University of Hawaii, USA. Consideration of Culture: Place-based

Crafting the Core: Changing the Vision and Value of General Education at a HBCU.
2. Hao Bin Yuan, Associate Professor, Macao Polytechnic Institute, Macao. The Design of Objective Structured Clinical Examination in High-Fidelity Simulations for Clinical Competency Assessment among Nursing Students.
3. Zoi A. Traga Philippakos, Assistant Professor, The University of Tennessee, Knoxville, USA. The Effects of Strategy Instruction with Components of Dialogic Pedagogy on the Procedural Writing of first-Grade Students.
4. Chuanhui Huang, Associate Professor, South-Central University for Nationalities, China. Research on the Causes and Countermeasures of the Extracurricular Tutoring of Urban Primary School Students in the Stage of Compulsory Education.
5. Yan Wang, Lecturer, Macao Polytechnic Institute, Macao. Design the Rubric Scale for Evaluating Hospice Nursing Ability.

Education.
2. Kobi (Yaaqov) Assoulin, Lecturer, Oranim Academic College and Teaching, Israel. Freedom of Speech within Educational Sphere: Not a Principle but a Pedagogical Practice.
3. Alius Avcininkas, PhD Student, Vilnius University, Lithuania. Communication on Educational Change towards a National Story: The Threat of Ethnocracy?
4. Samira Alayan, Senior Lecturer / Researcher, The Hebrew University of Jerusalem / David Yellin College of Education, Israel. How Palestinian Textbooks Represent the Collective Memories under War and Conflict: The Case of Palestine.

16:00-17:30 Session XIII (Room A - 10th Floor): Educational Leadership	16:00-17:30 Session XIV (Room B - 10th Floor): Technology, Internet, and Social Media I
Chair: Hao Bin Yuan, Associate Professor, Macao Polytechnic Institute, Macao.	**Chair:** George Kontos, Associate Professor, Western Kentucky University, USA.

1. Janet Groen, Professor and Associate Dean - Graduate Programs, Werklund School of Education, University of Calgary, Canada & Colleen Kawalilak, Professor and Associate Dean - International, Werklund School of Education, University of Calgary, Canada. Senior Leadership within the Academy Informed by Adult Education Praxis.
2. Eleni Coukos-Elder, Professor, Tennessee State University, USA & Barbara Myloni, Assistant Professor, University of Patras, Greece. The Strategic Thinking Skills of Aspiring Business Leaders in Greece: An Exploratory Study.
3. Patrick Carroll, Middle School Principal, Korea International School, Jeju Campus, South Korea. Through a Practitioners Lens: Perspectives from an Educational Leader in East Asia.
4. Aljawharah Alsalamah, PhD Student,

1. Chul Hyun Lee, Professor, Gyeongin National University of Education, South Korea. Analyzing the Difficulties pre-Service Elementary School Teachers Feel in EPL Programming Learning Process.
2. Trond Vegard Johannessen, Associate Professor, NHH Norwegian School of Economics, Norway & Anna Mette Fuglseth, Professor, NHH Norwegian School of Economics, Norway. Experiences from a Problem-based Learning Approach to Teaching Spreadsheet Modelling.
3. Mihaela-Viorica Rusitoru, Associate Researcher, University of Franche-Comté | ELLIADD, France, Ioan Roxin, Professor, University of Franche-Comté | ELLIADD, France & Federico Tajariol, Professor, University of Franche-Comté | ELLIADD, France. Skills for Educational and Social Inclusion. How Digital Competences

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University of Lincoln, UK & Carol Callinan, Senior Lecturer, University of Lincoln, UK. Key Barriers to Training Effectiveness for Female Head Teachers in Saudi Arabia: A Qualitative Survey. 5. Nicholas Dimmitt, Professor, Khalifa University, UAE. Creative Leadership: Educating Future Leaders to Make Better Decisions.	could Improve Lifelong Learning? 4. Soo Jeong Lee, Research Fellow, Korea Research Institute of Vocational & Education Training, South Korea. A Study on Development of E-learning Population Education Program in Response to Low Birthrate & Aging Society in South Korea. 5. Binyu Yang, Research Assistant, The George Washington University, USA. College Students' Use of Self-Regulatory Prompts in Online Vocabulary Learning. 6. Lorena Valerio, Faculty, Travel & Tourism Management, De La Salle–College of Saint Benilde, Philippines. Effectiveness of YouTube as an Edutainment Medium: An Exploratory Study.

21:00-23:00 Greek Night and Dinner

Tuesday 21 May 2019
07:45-11:00 Session XV: An Educational Urban Walk in Modern and Ancient Athens
Group Discussion on Ancient and Modern Athens. Visit to the Most Important Historical and Cultural Monuments of the City (be prepared to walk and talk as in the ancient peripatetic school of Aristotle)

11:15-13:00 Session XVI (Room A - 10th Floor): Case Studies in Education: Global Perspectives III	11:15-13:00 Session XVII (Room B - 10th Floor): STEM	11:15-13:00 Session XVIII (Room D - 10th Floor): Computer Science & IT Education*
Chair: Sumita Chakraborti-Ghosh, Professor, Tennessee State University, USA.	**Chair:** Jean-Luc Gurtner, Professor, University of Fribourg, Switzerland.	**Chair:** Christoph Karg, Professor, Aalen University of Applied Sciences, Germany.
1. Lettie Ramirez, Professor, California State University, East Bay, USA. You Are Not Alone: Recipes to Obtain Success for Students by Students. 2. Supakorn Phoocharoensil, Assistant Professor, Language Institute, Thammasat University, Thailand. The Key Factors Affecting Thai Graduate Students' Satisfaction. 3. Oliver Semmelroch,	1. Susan Stocklmayer, Emeritus Professor, The Australian National University, Australia & Michael Gore, Honorary Professor, The Australian National University, Australia. Science Education Research: An Endless Circuit… 2. Miguel Picado, Professor, National University, Costa Rica. How to use Historical Textbooks of Mathematics in	1. Amos Olagunju, Professor, St Cloud State University, USA. The Impacts of Agile and DevOps on Future Computer Science and Information Technology Curricula. 2. Ignatios Vakalis, Professor, California Polytechnic State University, USA. Proven Strategies for Increasing Female Undergraduate Enrollments in Computer

Educator, University of Education Weingarten, Germany & Thomas Wiedenhorn, Deputy Professorship in Primary School, Ludwigsburg University of Education, Germany. How are Parental Educational Decisions formed before and after the Introduction of Parental Educational Decisions in Baden-Württemberg? Findings from two Empirical Studies with Parents in the Transition from Primary to Secondary Education.

Primary Education?
3. Jay Plasman, Postdoctoral Scholar, Johns Hopkins University, USA, Michael Gottfried, Associate Professor, University of California, Santa Barbara, USA & Daniel Klasik, Assistant Professor, George Washington University, USA. Are More Low-Income Students Taking STEM-Focused Career and Technical Education Courses? Cross-Cohort Evidence from the United States.
4. Busisiwe Ndawonde, Senior Lecturer, University of Zululand, South Africa. Intergenerational Learning in Science Education.

Science/Software Engineering.
3. George Kontos, Associate Professor, Western Kentucky University, USA. How to Create a Web Assignment that Encourages Community Participation.
4. Marc Hermann, Researcher / Lecturer, Aalen University of Applied Sciences, Germany & Carsten Lecon, Professor, Aalen University of Applied Sciences, Germany. A Flexible Search Function for Online Courses in the Sense of Attribute Grammars.
5. Chhavi Rana, Assistant Professor, UIET MDU Rohtak, India. Learning Analytics and Educational Data Mining: A Survey from 2005 to 2015.

This session is jointly offered with the Computer Unit.

13:00-14:00 Lunch

14:00-15:30 Session XIX (Room A - 10th Floor): Special Education	14:00-15:30 Session XX (Room B - 10th Floor): Curriculum and Instruction II	14:00-15:30 Session XXI (Room D - 10th Floor): Technology, Internet, and Social Media II
Chair: Lettie Ramirez, Professor, California State University, East Bay, USA.	**Chair:** Zoi A. Traga Philippakos, Assistant Professor, The University of Tennessee, Knoxville, USA.	**Chair:** Amos Olagunju, Professor, St Cloud State University, USA.
1. Li Ju Chen, Professor, Chang Gung University, Taiwan. Choosing Major and Learning Adaptation for the College Students with Disabilities. 2. Phyllis LeDosquet, Associate Professor, Northeastern Illinois University, USA & Effie	1. Colleen Kawalilak, Professor and Associate Dean - International, Werklund School of Education, University of Calgary, Canada & Janet Groen, Professor and Associate Dean - Graduate Programs, Werklund School of Education, University	1. Jean-Luc Gurtner, Professor, University of Fribourg, Switzerland & Estelle Trisconi, Lecturer, University of Applied Educational Sciences of Lausanne, Switzerland. Completing One's Homework with or without the

Papoutsis Kritikos, Chair and Professor, Special Education/Acting Associate Dean Goodwin College of Education, Northeastern Illinois University, USA. Differentiated Instruction in Least Restrictive Environments.

of Calgary, Canada. Cross-Cultural Competencies and Citizenship Education - An Adult Educator Perspective.

2. Chad Loes, Professor, Mount Mercy University, USA. Collaborative Learning and Cognitive Development: Considering the Mediating Role of Deep Approaches to Learning.

3. Banu Ozevin, Associate Professor, Dokuz Eylül University, Turkey. Music Out of Movement.

4. Monthon Kanokpermpoon, PhD Student, Newcastle University, UK. Learning Listening from Listening-Reading Materials: Towards the Application of Cognitive Load and Processes.

Interference of Social Networks. The Role of Gender, Type of Tasks and Student Level.

2. Sumita Chakraborti-Ghosh, Professor, Tennessee State University, USA. Technology for Inclusion: Special Education, Rehabilitation for All.

3. Elizabeth Diaz, Senior Lecturer, The University of Texas at Arlington, USA. My School in a Tablet: miABCEscuela.

4. Marianna Baranovskaa, Research Fellow, Macromedia University of Applied Sciences, Germany. LectureCast and Immersion – Why 360-degree Video is (not) a Solution.

15:30-17:00 Session XXII (Room A - 10th Floor): Case Studies in Education: Global Perspectives IV

15:30-17:00 Session XXIII (Room B - 10th Floor): Curriculum and Instruction III

Chair: Angela Farmer, Assistant Clinical Professor, Mississippi State University, USA.

Chair: Elizabeth Diaz, Senior Lecturer, The University of Texas at Arlington, USA.

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1. Thomas Wiedenhorn, Deputy Professorship in Primary School, Ludwigsburg University of Education, Germany. School Reforms in the Pre-Modern Period from the Perspective of Justice and Discourse Analysis on the Implementation of the "Teutsche Schule" in Württemberg.

2. Carlos Alberto Ferreira, Professor, University of Trás-os-Montes e Alto Douro, Portugal, Armando Paulo Ferreira Loureiro, Professor, University of Trás-os-Montes e Alto Douro, Portugal, Carlos Rui Madeira, Professor, University of Trás-os-Montes e Alto Douro, Portugal & Maria Joao

1. Sebastian Lerch, Professor, Johannes Gutenberg University Mainz, Germany. "Interdisciplinarity" and "Interdisciplinary Competences". From Theory to Teaching.

2. Laura Coetzer, Senior Lecturer, Tshwane University of Technology, South Africa. The Effect of an International Student-Teacher Exchange Programme on their Professional Development.

3. Vincenza Barra, PhD Student, University of Salerno, Italy. Non Linear Teaching through the Moving Body.

4. Aikaterini Papasotiriou, PhD Student,

Cardoso de Carvalho, Professor, University of Trás-os-Montes e Alto Douro, Portugal. School Failure and Intervention: A Case Study in the Douro Region. 3. Dava Roth, Assistant Professor, Hanover College, USA. The Butterfly Project: Integrating Genocide Education with the Common Core State Standards. 4. Nurit Elhanan-Peled, Head of Communication Department / Lecturer, David Yellin College of Education / The Hebrew University of Jerusalem, Israel. Holocaust Rhetoric and the Representation of "others" in Israeli Schoolbooks: A Multimodal Analysis.	University of Nicosia, Cyprus. Effectiveness of Multimodality in Teaching Literature in High School.
17:00-18:30 Session XXIV (Room A - 10th Floor): Special Topics	**17:00-18:30 Session XXV (Room B - 10th Floor): Curriculum and Instruction IV**
Chair: Busisiwe Ndawonde, Senior Lecturer, University of Zululand, South Africa.	**Chair:** Dava Roth, Assistant Professor, Hanover College, USA.
1. Angela Farmer, Assistant Clinical Professor, Mississippi State University, USA. Student-Athlete to Professional Athlete: Confronting the Brutal Facts. 2. Nurit Paz-Baruch, Lecturer, Bar-Ilan University, Israel. Examining Gender Gaps in Mathematics Performance among Students from Different Socioeconomic Levels. 3. Paulina Bialka, PhD Student, University of Gdansk, Poland. Higher Education and the Embodiment of *Excellence* and *Quality.* 4. Jeremy Breuzard, Teacher, CPE Lyon, France, Gerard Pignault, Director, CPE Lyon, France, Nacer Abouchi, Dean of the Digital Sciences Department, CPE Lyon, France & Emmanuelle Almendra, Responsible for Communication, CPE Lyon, France. Integration of the Principles of Sustainable Development in the Management and the Teaching of Practicals at CPE Lyon.	1. Deborah Voltz, Director, Center for Urban Education, University of Alabama at Birmingham, USA & Michele Jean Sims, Associate Professor, University of Alabama at Birmingham, USA. Teaching in Diverse, Inclusive Classrooms. 2. Jioanna Carjuzaa, Professor and Executive Director of the Center for Bilingual and Multicultural Education, Montana State University, USA. Preparing Regular Classroom Teachers to Meet the Needs of American Indian English Language Learners. 3. Sandra Miller, Associate Professor, Grand Valley State University, USA. Enhancing the Pre-Service Teacher Experience with Cognitive Coaching Techniques.

20:00- 21:30 Dinner (Details during registration)

Wednesday 22 May 2019 **Mycenae and Island of Poros Visit** **Educational Island Tour**
Thursday 23 May 2019 **Delphi Visit**
Friday 24 May 2019 **Ancient Corinth and Cape Sounion**

Mouza Said Al Kalbani
Assistant Professor, University of Nizwa, Oman
&
Ahmad Bintouq
Associate Professor, United Arab Emirates University, UAE

Exploring Funding and Fund-raising in Public and Private Higher Education Sectors in Oman

This study aims to investigate and evaluate Funding and Fund raising in higher education sector in Oman either in private or public. The focus of this study is on the following areas: sources of funding at universities, the causes of financial deficit, suggestions to overcome the financial deficit. This research allows for the analysis of how funding indicators and challenges can be defined and what steps can be taken to address them. This study also presents trends and challenges facing universities in order to find out what are the best solutions for such challenges to improve higher education funding sectors in Oman.

This research has used a quantitative research method by distributing online survey which explored the research question. The date was collected from staff and faculty of two universities in Oman. The total response was sixty two. Date was analyzed using SPSS.

The results showed that 85% of participants stated that the source of funding at universities is from government while 66% of them added that a student tuition fee is another source of funding. It has been also found that the sources of financial deficit could be due to two main causes which are the accumulation of financial deficits in a university's budget year after year and the lack of financial allocations by the government to universities and/or their irregularity. The finding also revealed different reasons suggested by participants which are absence of financial transparency, which led to accumulation of debt. Also, poor understanding that investment in education comes first, Poor management of allocated funds, funds not allocated to the required areas, lack of transparency in how funds have been budgeted and then spent plus a lack of effective governance procedures to measure the true impact of how funds are spent; lack of a means to know where to cut or not to cut to make budgeting adjustments and Inadequate financial management.

Additionally this study has presented some suggestions to be addressed in the field of higher education to achieve a self-funded education which are as following: (1) Establishment of commercial and investment projects at university sites which recorded the highest percentage of 64.52%, (2) Providing the necessary financial resources for the achievement of applied research work recorded 59.68%, (3) Application of the university endowment system (Public endowment) showed a percentage of 53,23%. The participants came up with more

recommendations for example, build a closer partnerships and the development of "mutually beneficial business arrangements" between Higher Education and Private sector and Establish partnership with Industry and other educational institutions.

Samira Alayan
Senior Lecturer / Researcher, The Hebrew University of Jerusalem / David Yellin College of Education, Israel

How Palestinian Textbooks Represent the Collective Memories under War and Conflict: The Case of Palestine

This study examined the Palestinian Authority textbooks, their foci, and the processes that they underwent along the years. When examining textbook compilation and especially History textbooks, in the Palestinian Authority, one sees an effort for construction of a Palestinian national identity for the Palestinians in Palestine, alongside the maintenance of the Palestinian people's collective identity through this important vessel – school textbooks. These textbooks do not only attempt to portray historic events, but they also shape the collective Palestinian memory.

This study examined history curricula and textbooks published by the Palestinian national Authority from 2000 until 2018 the new experimental curriculum. The study followed an analytical approach – involving analysis of the content of the books and of the documents and resources of the Palestinian Ministry of Education, interviews with people in the Ministry responsible for directing policy and supervising the preparation of the history textbooks, and of other literature that has dealt with this subject. The findings of this study show that the presentation of the Palestinian –Israeli conflict in Palestinian history textbooks involves a number of different images and forms. The textbooks convey the history of the Palestinian question from a clear and distinctive Palestinian perspective, demonstrated the image of the Other present in these books, and focused on the Palestinian-Israeli conflict from a Palestinian point of view that is opposed to Zionist thought, though it shows no disrespect or racist views regarding Judaism as a religion. However since Palestinian textbooks are subject to outside supervision and censorship one finds great differences between the books used in the West Bank and Gaza and those used in East Jerusalem.

Aljawharah Alsalamah
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&
Carol Callinan
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Key Barriers to Training Effectiveness for Female Head Teachers in Saudi Arabia: A Qualitative Survey

This paper presents the results of a research study, the objective of which was to explore the barriers to training programme effectiveness for female head teachers in the context of the National Vision 2030 for the Ministry of Education to develop education in Saudi Arabia.

In a qualitative method survey explaining training experiences with 24 supervisors and head teachers who participated programmes in 2018, this research provides insights into the barriers to training effectiveness, exploring four obstacles related to trainers, trainees or training environment which minimise the positive impact of the programmes. The two most of the important obstacles are related to the trainers and the lack of trainees' motivation. Finally, the paper provides a series of guidelines which suggest some solutions to overcome those obstacles. The findings of this study will be beneficial as they reveal important insight for training centers with regard to the barriers to effective training. These results may facilitate canter trainers to get the most out of training, in order that they can meet the changing needs of school leadership and develop the managerial skills of headteachers and the Ministry of Education in the future, thus further developing the KSA educational training programmes.

Kobi (Yaaqov) Assoulin
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Freedom of Speech within Educational Sphere: Not a Principle but a Pedagogical Practice

While Freedom of speech was always considered as an uncontestable liberal principle of the public sphere, representing value neutrality, within the educational sphere it creates public disputes as to its legitimacy. My contention for this phenomenon is that within the educational sphere freedom of speech continues to be regarded as representing neutrality while on the other hand we expect the educational system to be a perfectionist system (non-neutral). Liberalism is inspired by Berlin's 'negative freedom' and Rawls' concept of public neutrality– as such there is no right to "teach" people how to be autonomous - while, paradoxically, out of equality of respect it operates from the postulate that people act **from** autonomy. As is a major part of our personal autonomy the accepted suitable metaphor for understanding and treating freedom of speech becomes that of 'a principle'. However, when this understanding meets the educational sphere it collides with our understanding of the educational sphere as being paternalistic and perfectionist. The way to bail us from this comes with Stanley Fish's pragmatic insight which claims there is no such thing as 'principle', as terms are to be understood relatively and holistically, as they complement other terms within their respected environment. That is, when it comes to the educational sphere a whole range of other terms and practices comes to live which give freedom of speech a different meaning from the political one. On the one hand, Paternalism is assumed to be a necessary measure and children are regarded as none- autonomous. On the other hand, they nonetheless have a right **for** autonomy, what makes it a duty for the education system to train and practice these children for autonomy. So now, the suitable metaphor becomes not that of 'principle' but that of 'a practice'. As such, freedom of speech - an essential ingredient of the concept of autonomy - has its procedural rules, standards, norms and limits; it becomes goal-oriented and judged by its effectiveness, suitability, creativity, credibility and autonomy developing.

Alius Avcininkas
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Communication on Educational Change towards a National Story: The Threat of Ethnocracy?

The promise of mythical tomorrow, based on the great past of the community, as the history and current situation of some regions show, is tragic at the end. And most often for those who claim themselves to be the chosen ones. The creation of apocalyptic images in languages shows the legitimacy of a certain need for action. And something more than populism finds its place here.

For the time being, it would be too bold to talk about rising nationalism propaganda in education, but the changes in the Lithuanian language and literature curriculum of the last decade show a certain degree of readiness to act, or a pre-propaganda stage, when a potential subject is sensitized to be more easily affected. Educational programs become a denotation of the political process of a certain period; this would explain the lack of a sustainable education policy when all that was created before is re-contextualized.

An attempt is made to look at the situation in Lithuanian schools through the prism of ethnocracy, when the criteria of nationality rather than citizenship are applied to the community when it comes to global educational objectives. Literature creates homogeneous community identity by introducing vague common memory. A national narrative is being created, which can basically be called an example of a "memory policy" claiming one way or another to usurp a collective consciousness. It can be assumed that there is a certain "de-facement" of the whole story; and although ideology does not have its own history, as Althusser claims, everything is turned upside down to influence society in one way or another, giving the impression that otherwise our (Lithuanian) community will disappear. This phenomenon can be explored through sociocritics. Literature is seen as a socially conditioned phenomenon, the reader is "forced" to rethink its relationship with the world and redesign it. In essence, the aim is to eliminate or refine the expressions of heterogeneous cultural memory in order to establish the deterministic idea of national consciousness. The current version of the curriculum provides that the pupil is established as an entity representing the order of the factory, and that escape from this category is possible only through the establishment of the individual. The critically acclaimed aspiration to stay away from Western culture is still supported by postcolonial thinking as a failure to develop national self-esteem.

A community that tries to create itself by ethnocratic principles requires an aura of holiness that legitimizes moral norms. The texts appearing in the programs that exalt the tragic attitude of the nation show

the turning away from the individual's needs to the depersonalized mass, when collective identity becomes more important than the individual. Program developers choose to play a continuous role as a victim in trying to create the role of national cultural crisis and ultimately position themselves as savers of this situation; in this case, the audience feels indebted and accepts the proposed point of view and ultimately creates the legitimacy of the documents, although not necessarily they agree. This creates a certain mythical perception that we all owe something to someone and we have a duty to liquidate that debt.

Marianna Baranovskaa

Research Fellow, Macromedia University of Applied Sciences, Germany

LectureCast and Immersion –
Why 360-degree Video is (not) a Solution

The use of audiovisual media serves different purposes in various stages in teaching- and learning environments. The most frequent implementation scenarios include the illustration of content and action, and, in particular, lecture recordings in academic surroundings. Not least, daily routines of the younger generation can serve as usable scientific content (cf. Reinmann 2009, p. 256) by tying in the known media usage behavior of students, which has been shaped increasingly by the reception and communication of audio-visual content (Gidion & Weyrich, 2017, S. 64; Zawacki-Richter et al., 2014, p. 32).

Current technological developments in the field of audiovisual media reduce the distance between a recorded action and its reception. By using 360-degree-Video – particularly in combination with a Head Mounted Display (VR-glasses) – a live-situation is being approached whereby an immersive projection, shielding the external world (Slater & Wilbur, 1997), aims for presence-experience (Singer & Witmer, 1998), which provides recipients with the feeling of physical presence in another place and time (Ramalho & Chambel, 2013).

Vohle and Reinmann (2012, p. 3) point out that, over handling a subject of learning within an authentic setting without pressure to act, it is highly likely to explicate and expand the one's knowledge. On that note, 360-degree-Videos, projected on VR-glasses, hold a particular learning potential due to the intended presence-experience: learners become the center of a spherical projection which they explore by choosing an image section individually by moving their head, while the physical shield composed of VR-glasses and headphones, refrains them from outside distractions (Hebbel-Seeger, 2018).

In a study undertaken with freshmen of the Media Management program in all locations of the Macromedia University, we investigated the question whether and how learning abilities of the recipients are impacted by the approach of a real-life-situation in media conveyed communication via immersive technologies (360°-Video on Head Mounted Display/VR-glasses).

All things considered, it can be stated that an immersive media format alone does not generate added value: there is no increase of attention that further enhances learning, which can be derived from the feeling (of presence) of sitting in a lecture room, even beyond the possibly initial distraction of the appeal of novelty.

Furthermore, the teacher-centered mode as represented in regular lectures is unsuitable for a spherical projection due to its spatial setting,

where only one direction is being employed. In order to exploit possible media-specific values of 360°-videos in the context of LectureCasts, it is consequently necessary to work either with a modified concept of a teacher-centered lecture, using the entire space, or to set a focus on the content by combining the recorded lecture with additional visual elements.

Our team is currently part of a federal research joint project SCoRe (Student Crowd Research), funded by the German Federal Ministry of Education and Research (BMBF), carried out by the Universities of Bremen, Hamburg and Kiel as well as Macromedia University Hamburg and the Ghostthinker GmbH, where we expand this perspective by analyzing the contribution made by innovative video formats, including 360°-video, to the research-based learning within a crowd.

Vincenza Barra
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Non Linear Teaching through the Moving Body

The Ministerial Directives have underlined over the years the pedagogical dimension of the body and its educational and didactic potential, showing a new epistemological perspective of the educational sciences able to analyze the incorporated dimension of the formative experience. The new epistemological system has allowed to capitalize the results coming from the different research fields; specifically, neurosciences have redefined a dimension of localized and integrated knowledge and, moreover, have favored the overcoming of the linear vision of the teaching-learning process. Neuroscientific studies have shown that the complexity of the subject cannot fail to be reflected in an adaptive view of teaching that sees teachers called to recognize the meaning of motor behaviors and non-verbal language.

In recent years we are turning our gaze to a new paradigm, namely the didactic declination of the "simplicity" theory of physiologist Alain Berthoz (Sibilio, 2014); the new approach "includes a tension, sometimes a contrast, between simple and complex [...]" (Berthoz, 2011, p. 10) and offers original and not simple solutions to elaborate complex, "very quickly and elegantly" situations, taking into account the past experience and anticipation of the future "(Berthoz, 2011, p. 5) The simplicity of the educational event and of a type of cooperative learning has shifted the interests of research from the study of the mind as such to the study of the body in movement that becomes a space for the expression of capacity and the elaboration of emotions.

The present project proposal, elaborated from an inclusive point of view and resuming the studies on bio-education (Frauenfelder, 1986), aims to investigate, through a possible educational declination of the properties and principles of simplicity (Berthoz, 2011), education and the inclusive potential of the body in motion, in order to strengthen this resource to favour the teaching / learning process; the expected methodology is qualitative-quantitative: through a "common space" and an essential network between knowledge, know-how and know-how and anchoring to bodily experiences that give a different meaning to the different moments of learning, we promote a possible involvement of the students in planning, implementation and attribution of meaning to shared dynamics.

The new epistemological system allowed to capitalize the results coming from the different research fields; specifically, neurosciences have redefined a dimension of located and embedded knowledge and, moreover, have fostered the overcoming of the linear vision of the teaching-learning process.

The studies on Embodied Cognitive Science (Maturana, Varela, 1992, 2001), enriching the pedagogical and didactic reflection on inclusion and cooperation, recognize the full dignity of the current body as an element that generates knowledge.

Action represents the focus of the cognitive dimension and the sense-motor system is the element that conditions the surrounding reality, since the subject acts in relation to the events that modify the environment. Theories of the extended, embodied and enactive mind (embodied, embedded, extended, enacted) shift the focus from the neutral and isolated mind to a lying mind, in the subject and in the environment, that learns in the interaction with the surrounding reality (Varela et alii, 1991).

The "didactic corporeità" constitute an incarnated representation of the principles that regulate the teacher-student-environment interaction, configuring itself as the set of elements that lead to a complex and pluriform signification process of didactic praxis, which makes visible the relationship between body and mind, between nature and culture. In this synthesis the formative action is understood as a space in which the potential of educability is developed (Frauenfelder - Santoianni, 1997, 2002; Orefice - Sarracino, 2006).

Multidisciplinary theorizations, in suggesting a holistic and multidimensional approach of the person, have addressed and resolved the issue of Mind-Body-Problem (Young, 1996; Damasio, 2000; Kim, 2010). The overcoming of this approach leads the teaching to recognize in the body a cognitive dimension (Sibilio, 2015).

The teaching-learning process sees the two trajectories unfold on the dual function of the body that it teaches and of the body that learns; in such a vision, its disturbing action in the dynamics within the class and its influence on the cognitive dimension becomes important (Sibilio, 2015).

The term "non-linear trajectories" suggests reflecting on the possibility of constructing a network of interconnections with other scientific domains and, at the same time, of avoiding defined protocols of didactic actions proper to a bio-structural approach of the systems (Sibilio, 2014).

Simplicity is an amazing invention that comes from a precise biological necessity aimed at survival on our planet. It allows you to act quickly and effectively to solve problematic situations in an original way.

The educational corpusities reflect the complexity of the teaching learning process in which simple teaching allows the adoption of an approach that recognizes motor education as a privileged tool for development individual. In fact, motor education has been revalued over time: from a mere paramilitary activity it has become indispensable in pedagogical training, highlighting the role of the body that allows a global formation of the individual (Sibilio, Aiello, Carlomagno, D'Elia, Di Tore, 2014). The institutions Italian ministries have contributed to the aforementioned conceptual innovations. The National indications issued by MIUR in 2012, in fact, for physical education identify some specific

learning objectives for primary school, between which highlights the role of the body and its relationship with space and the time, proposing "the acquisition of self-awareness through perception of one's own body and the mastery of the motor and postural patterns in the continuous adaptation to contingent spatial and temporal variables "(Ministry of Education, 2012).

Zhengyu Bi
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Cultural Analysis of Barriers to the Implementation of Education Policies in China -- A Case Study of "Rural Teacher Support Program" in Tongren, Guizhou Province

The implementation of education policy is the key link connecting the preceding and the following in the process of the operation of education policy. It undertakes the important mission of transforming the ideal of education policy into the reality of education policy. It is also the only way and important means to solve the problems of education policy. Obstacles often occur in the implementation of educational policies, which are manifested in the blindness, selectivity, restriction and substitution of policy implementation, which seriously affect the effective realization of policy objectives. Based on the cultural perspective, this paper analyzes the cultural factors that hinder the implementation of China's education policies: traditional values, traditional ways of thinking, and traditional cultural orientation, and puts forward countermeasures.

Paulina Bialka
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Higher Education and the Embodiment of *Excellence* and *Quality*

Total Quality Education is on the rise nowadays yet the *quality of education* hasn't been defined. This is an exploration of the idea of Total Quality Management approach towards higher education. This conception sees Higher Education as the issuing of products with inputs and outputs, but isn't it harmful? Researchers have to fulfill the expectations of reaching excellence and quality. Universities' accountability is getting more and more important and people forget about the main idea behind founding higher schools. How do we define quality and excellence? Do higher schools serve other institutions like Government or Industry? Should they be in service or stay independent? What is the main role of the university nowadays? In an attempt to discuss the discourse of the quality of education, it is necessary to show its socio-economic entanglement and the situation in which the idea of controlling the quality of education in Poland and in the world is born. Nowadays, the quality of education is sometimes subject to measurement based on the material obtained in the course of conducting questionnaire surveys among students, and it is from them that conclusions are drawn - what should be changed and what should be left as it was before. Returning to the question about the definition of the *quality* of education, there are new doubts, ie: is the *quality* measurable? The author tries to show the problem of universities' adaptability towards modern world and the environment in which it is supposed to exist.

Anna Blumsztajn
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Is Equality in Education Possible: The Not-so-Clear Controversy between P. Bourdieu and J. Ranciere

After the publication of Bourdieu and Passeron's critical analysis of the school system as a system of social reproduction in 1970, researchers and policy makers searching for the possibility of an egalitarian school were left in a difficult position: not only was the meritocratic idea of equality of educational opportunities dismissed, but the mere conceptualizing of school as a vehicle for equality was under question. In the late 1980's a new thinking about equality in education, based on Ranciere's presumption of "equality of intelligence" and radically opposed to Bourdieu's concept of *habitus* emerged, showing the way to new possibilities of thinking education as a "place of equality". The paper is thus an attempt to go beyond the controversy between Bourdieu the sociologist and Ranciere the philosopher on their understanding of equality (and inequality) in education, to try and reflect on possible incarnations of egalitarian education.

First, I will go back not only to Bourdieu's early research (especially the ideas presented in *Les heritiers* first published in 1964), but also to his participation in the French educational reform of 1985, when he chaired a committee on curriculum changes in French schools. Both of these works – *Les heritiers* and his notes and propositions for the French education reform – show his position towards the possibility of a more egalitarian school as more nuanced and complex than one would think knowing only *Reproduction in education, Society and Culture* or *Distinction*. Back then he seemed to acknowledge the specificity of education as a sphere within the social world, a sphere that could be made a more egalitarian one, especially through curriculum change.

But, as Ranciere argues, Bourdieu's thinking was misunderstood and his work simplified by policy makers. Resulting was a new way of confining the dominated in their domination by "assigning [them] the value of an «autochtonous» culture. (...) To adapt school to the less privileged, isn't it to declare them intelectually inferior?" (Ranciere, 2010, p. IX). As Ranciere wants to demistify the sociological determinism that accompanies Bourdieu's critical theory, he proposes, with a pedagogical experiment narrated in *The Ignorant Schoomaster*, a new approach to equality, neither meritocratic nor critical: equality should be treated as an an axiome, a starting point, based on the potential equality of intelligence: everyone can learn (everyone learns how to speak a language), as long as there is no declared inferiority. As I would like to show, and as Ranciere himself notices, there is a connection between this conception of education and the recommendations Bourdieu himself gave for school reform and

curriculum change. It seems that, in some respects, and at some periods, despite major conceptual differences, Bourdieu and Ranciere's thinking about equality in education not only wasn't contradictory, but perhaps even pointed in the same direction.

I will try to show what that direction, leading to a possibility of equality in education, could be, mainly on two examples. The first would be the analysis of Masschelein and Simons' concept of school as *schole* (2013), or school as free-time. The authors elaborate on a vision where school could be suspending real-world rules, especially the weight of the past and the fear of the future. Once again, the similarities between this work, inspired by Ranciere, and Bourdieu's late reflections is interesting. Finally I will try to relate the concept of a pedagogy of friendship formulated by the Polish pedagogue and politician Jacek Kuroń to the not-so-clear controversy between Ranciere and Bourdieu about equality in education.

Daniel Bosmans
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Using Think-aloud Verbal Protocols to Explore Foreign Language Anxiety when Learning Pronunciation as a Distance Learner

Think-aloud verbal protocols (TAPs) have been used in a number of language research studies to investigate thought processes and emotions related to L2 learning. However, there has been major criticisms on the use of TAPs in the literature. A case for the use of TAPs is made here, particularly when exploring language learning factors which cannot be observed fully using more traditional research instruments. For instance, foreign language anxiety (FLA) is being explored as a fundamental variable to contend with when learning a foreign language. Students' perception of the virtual learning environment (VLE) is also explored more thoroughly here through the use of TAPs. This study is thus seeking to deepen our understanding of learners' emotions and thoughts, and the experience of learning pronunciation at a distance. As technology continues to undergo rapid change, so do pedagogical applications to language learning. The qualitative findings from the present study offer thus an invaluable resource for providing insights into what it is like to learn pronunciation outside the classroom.

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Gerard Pignault
Director, CPE Lyon, France
Nacer Abouchi
Dean of the Digital Sciences Department, CPE Lyon, France
&
Emmanuelle Almendra
Responsible for Communication, CPE Lyon, France

Integration of the Principles of Sustainable Development in the Management and the Teaching of Practicals at CPE Lyon

The chair of sustainable development of the École Supérieure de Chimie Électronique de Lyon (CPE Lyon, associate member of the University of Lyon) structures the actions of the school around the subject. The chair, created in 2009 with the support of Dow Chemical, federates several actors of the school actively engaged in the area of sustainable development (the top management, the teachers, the pupils, the communication and business relations department, the technical services, the research laboratories...). It brings coherence and creates momentum around all the otherwise scattered initiatives present in the various departments of the school. The chair helps information sharing, building of a common analysis framework and collective decision-taking, which impact, among other areas, the curriculae, the research topics, the actions of the technical services. This article details the efforts made in the third- and fourth-year laboratories on subjects in line with the principle of green chemistry and ensuring safer practices for students and teachers.

Leif Bryngfors
Director, Lund University, Sweden
&
Joakim Malm
Associate Professor, Lund University, Sweden

The Use of a Peer Assisted Study Scheme to Help the Transition from Secondary School to Higher Education

This presentation will give an overview of a peer learning model called Supplemental Instruction - Peer Assisted Study Scheme (SI-PASS). SI-PASS invented at the University of Missouri in Kansas City, USA in the early1970s and was then directed to Universities and for the university students. In this presentation, the focus and discussion will be on how SI-PASS been implemented in secondary schools using an adaptation of the model, called SI-Platform. The Platform is used as a link between secondary education and Higher education to prepare students both academically as well as socially in their transition. A part of the objective with the platform is to use it as a tool in the University mission of widening participation.

What is then SI-PASS? SI-PASS is an academic support model with large international prevalence with the purpose of preventing dropouts and strengthen students' study abilities and results. SI-PASS is a collaborative form of peer learning in groups of about 5-15 students who meet on a weekly basis facilitated by an SI-PASS leader, an older student trained in the model. The SI-PASS leader helps the students to succeed in high-risk courses in heterogeneous groups. A relaxed atmosphere, inner motivation and a collaborative academic-social learning characterize the SI-sessions.

The SI-Platform is a cooperative program where six Higher Education Institutes in the Southern part of Sweden works together with a number of secondary schools in the region. At the moment it is active in over 20 municipalities of 40 possible in the provinces of Skåne, Halland och Blekinge. The goal is to reach out to all in a range of two more years. At present it includes around 30 upper secondary schools and 10 lower secondary schools. During the last academic year over

1000 SI participating students were involved, and of these approximately 70% were active on a weekly basis. Around 50 teachers at secondary school been trained in the SI-PASS model.

SI has been used in a broad range of subjects such as Mathematic, Language, Economy, Chemistry, Physics and Music. Examples of outcomes from the SI-Platform project so far is

- a considerably stronger link between secondary and tertiary education in southern Sweden,
- secondary school students getting

- o new study strategies where learning in collaboration is seen as a resource,
- o an alternative view of the studied subject,
- o a more personal view of higher education studies from the SI-PASS leader

Jioanna Carjuzaa
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Preparing Regular Classroom Teachers to Meet the Needs of American Indian English Language Learners

English Language Learners (ELLs) represent the fastest growing segment of K-12 students in the United States. Although Montana is the fourth largest state geographically in the US, it was not until 2012 that the total population reached the million mark for the first time (World Population Review, 2016). Yet, the American Indian population in this sparsely populated state (6.5%) is substantially greater than the national average and the K-12 American Indian student population at 13.7% is more than 10 times the national average for American Indian students attending public elementary and secondary schools (Office of Public Instruction (OPI), 2014). Currently, Montana has the highest percentage of ELLs who are American Indian/Alaska Native (nearly 80%). These American Indian ELLs do not necessarily speak their heritage languages; yet, their academic English skills are inadequate to support content mastery. Students whose first language is an American Indian language and who are learning English as a second language (ESL) are easier to identify as ELLs. Students who do not speak a heritage language but have not acquired academic English proficiency are harder to identify. This unique group of ELLs had their English acquisition framed by parents/grandparents or guardians themselves who were ELLs who did not fully acquire Standard English in the oppressive Indian Boarding Schools and therefore, speak and model a non-standard or non-academically proficient variety of English.

In this article, recommendations for how to broaden policy perspectives to facilitate comprehensive educational support for the full range of culturally and linguistically diverse American Indians in all classrooms across Montana, as well, as insights regarding the challenges and successes in preparing regular classroom teachers to meet these ELLs' needs are shared. With the implementation of the full inclusion model and a scarcity of ESL teachers, all K-12 teachers need to learn how to enhance their instruction and adapt their materials to make their content comprehensible to ELLs in the regular classroom. The Culturally and Linguistically Diverse Education (CLDE) certificate program at Montana State University in Bozeman is unique; it was designed to provide secondary teachers with the knowledge and skills for helping ELLs develop academic language and literacy skills. The current research, controversial issues, and best practices surrounding second language acquisition theories and language learning and teaching are explored in this program. An examination of second language development and socio-

cultural factors that affect American Indian ELLs' academic performance is conducted. The 8 interrelated components and 30 features of the SIOP (Sheltered Instruction Observation Protocol) Model, a comprehensive, research-validated approach to making content comprehensible for ELLs, is reviewed. Analytical reading and writing, effective communication and interaction, critical thinking and creativity, in addition to vocabulary development, are covered. The challenges and successes in preparing secondary teachers to help their ELLs develop the skills they need to be college and career ready are highlighted.

Patrick Carroll
Middle School Principal, Korea International School, Jeju Campus, South Korea

Through a Practitioners Lens: Perspectives from an Educational Leader in East Asia

This proposed research and paper will analyze insights from a practicing educational leader in East Asia. The researcher/scholar/ practitioner, is an educator who has spent almost 20 years working in international style schools and universities in East Asia. Thus, the researcher/scholar/practitioner will bring a perspective to the table that includes that of an educator in a truly multicultural K-12 school, as well as that of an education leader in an international style secondary school. Educational leadership in such environments are fraught with the usual challenges that face school leaders but also contain the additional complexities of cultural expectations that are sometimes at odds with each other. Parents, teachers, staff, and students are all at varying places on the educational culture spectrum and a school leader in this environment needs to take regular stock of all groups and work a constant balance to harmonize them. This becomes especially complex with shifting customer demographics that are particularly sensitive to the ebb and flow of international economic trends. Lastly, school leaders in environments such as these must also adhere to local laws and regulations which are sometimes counter to the professional norms of established Western style education. As the current head of the Middle and High Schools at SMIC Private School in Shanghai, and the recently appointed Middle School Principal at Korea International School, Jeju (starting July 2019), the researcher/scholar/practitioner will provide a unique perspective to the panel which could serve as an interesting bridge to tie other panel members together, and may also help to shed light on the globalization of schools around the world.

Sumita Chakraborti-Ghosh
Professor, Tennessee State University, USA

Technology for Inclusion:
Special Education, Rehabilitation for All

Technology is a key aspect of today's and tomorrow's life and for any form of communication, daily living, education and functional activities. The primary focus of this presentation is solely targeted to the effective use of technology for students with exceptional needs in inclusion classrooms The presentation will include an interactive discussion of how use of different technologies for different purpose in daily life and for academic and functional independence through the information that are explained and described in the book "Technology for Inclusion: Special Education Rehabilitation, for ALL" authored by the presenter.

Te-Sheng Chang
Professor, National Dong Hwa University, Taiwan
Hung-Che Wang
Research Assistant, National Dong Hwa University, Taiwan
Mei-Mei Song
Associate Professor, Tamkang University, Taiwan
Shih-Yao Lai
Assistant Professor, National Taiwan University, Taiwan
&
Shang-Hsien Hsieh
Professor, National Taiwan University, Taiwan

Impacts of the Interdisciplinary Social Design Course on Undergraduates' Creativity in Taiwan

In recent years, creativity has become one of the most important topics in engineering education in Taiwan. Many interdisciplinary programs in Taiwan have focused on the subject and hundreds of web pages have displayed information on how to be more creative and achieve innovation in engineering education. The purpose of this study was to assess changes in undergraduate students' creativity before and after taking an Interdisciplinary Social Design course (ISD) in Taiwan. This study employed a quasi-experimental design: An experimental group with nine students taking the ISD course and a control group with 10 students taking another course of similar nature from a university in Taipei.

The ISD course was designed and taught by a teaching team which was led by three professors from different academic fields (civil engineering, architecture design, and future study). The course was carried out by the model of design thinking which consisted of 5 steps: Empathize, Define, Ideate, Prototype, and Test. The teaching process incorporated the concepts of participatory design, future thinking, and visual communication. In addition, the course integrated the social issues analysis with the future triangle and the future round in order to promote students to conduct cross-disciplinary cooperative learning and stimulate their engineering creativity.

Two research instruments used to measure students' creativity in this study were: The Engineering Creativity scale (ECS) and the Creative Self Efficacy Scale (CSES). The ECS included five dimensions: Fluency, Flexibility, Originality, Elaboration, and Usefulness. The CSES consisted of three dimensions: Creative thinking belief, Countering negative evaluation belief, and Creative product belief. The ANCOVA method was applied to test the difference between the experimental group and the control group in the scores measured by these two instruments.

The results indicated that after the course, the experimental group reported significantly higher scores than did the control group in Fluency and Originality. However, there was no significant difference between these two groups in their creative self-efficacy scores. The implication of the interdisciplinary course for research and practice were discussed.

David Chaplin
Professor, Northwest Nazarene University, USA
&
Nate Forseth
Independent Researcher, USA

The 'Commodification of Higher Education' Myth

Despite concerns over the commodification of higher education in North America, Great Britain, and Oceania (Shumar, 1997; Sappey, 2005; Kaye, Bickel & Birtwistle, 2006; Lewis, 2010) the evidence does not justify such fears. Drawing on price elasticity of demand data and enrollment patterns for public, elite private (Ivy League) and Council for Christian Colleges and University member schools, it is clear that the market for higher education is anything but commodified. That is, the very low price elasticity of demand across time and types of schools, as well as the thriving of each of the following categories of colleges and universities, point to a richly-differentiated, monopolistically-competitive market in which there is room for all college and university types to flourish. We strive to provide an appealing "middle ground" between the "doomsdayers" who see no future for higher education in its traditional form, and the very micro-oriented studies of price-elasticity of demand for particular schools or categories of schools.

Li Ju Chen
Professor, Chang Gung University, Taiwan

Choosing Major and Learning Adaptation for the College Students with Disabilities

There were 13711 students with disabilities studying in college in 2017 academic year. The major learning difficulties always disturb the students' academic achievement, and then, their occupational achievement. This research is to explore the related factors in choosing an appropriate college major and the learning adaptation for the students with disabilities. The research had 3 findings: (1) Most students with disabilities decided to attend college and major in their third grade in high school; (2) Most students with disabilities indicated that their academic performance was behind their classmates. More than half students (54.8%) indicated that the most trouble problem for college students was course difficulty. Personal adaptability, teacher attitude and class style were critical factors for students to adapt to learning in the department. 58.7% of the students indicated that the current curriculum content is somehow contradict with the pre-study expectations, and up to 42.5% indicated that they regret studying in the current department; (3) Five factors are related the learning adaptation: students are satisfied with the current course content and so on. Six factors are related the professional development the expectations towards the department before attendance and so on. The research reinforce that individualization is critical to promote the success in professional learning for the students with disabilities.

Laura Coetzer
Senior Lecturer, Tshwane University of Technology, South Africa

The Effect of an International Student-Teacher Exchange Programme on their Professional Development

After two tertiary institutions jointly decided to initiate the concept of co-operation, a student teacher exchange programme was launched during 2013. The Tshwane University of Technology (TUT) from Pretoria in South Africa and a university in the Netherlands decided to promote the project and proceeded with the practical implementation thereof. The idea came to fulfilment with the first group of student-teachers from the Netherlands arriving in South Africa during 2013. Later that year a replication of the exercise could be confirmed when a corresponding group of South African student-teachers was hosted in Zwolle. The research herein is based on information gathered and processed over a five-year period. The project was based on a clear and defined purpose. One of the ancillary objectives of the project was to observe and to study the impact and change in attitudes when students were exposed to circumstances set in direct contrast to what they were used to in their home environment. The focus in this project is on teacher internship at selected schools in both countries and forms part of their teaching practice assessment.

The contrasts were indeed stark and sometimes intensely taxing, especially due to the conditions at the schools and some fundamental culture differences of the respective population groups involved.

The similarities on professional level indicated that education has an 'international language' that speaks independently from all origins, social background and economical situations. The impact of the entire experience did, however, cause some of the students to re-assess their attitudes and careers.

Professional development was the ultimate objective and internationalisation was deemed to be probably the most appropriate conduit to achieve that goal.

Eleni Coukos-Elder
Professor, Tennessee State University, USA
&
Barbara Myloni
Assistant Professor, University of Patras, Greece

The Strategic Thinking Skills of Aspiring Business Leaders in Greece: An Exploratory Study

In *Developing the Leader's Strategic Mindset: Establishing the Measures*, Pisapia, Reyes-Guera, and Coukos-Semmel (2005) developed an instrument --the *Strategic Thinking Questionnaire* (*STQ*)--to measure the use of three cognitive processes (systems thinking, reflecting, and reframing) that are important preconditions to using the dimensions of strategic leadership. The STQ has been accepted as both valid and reliable in statistical tests.
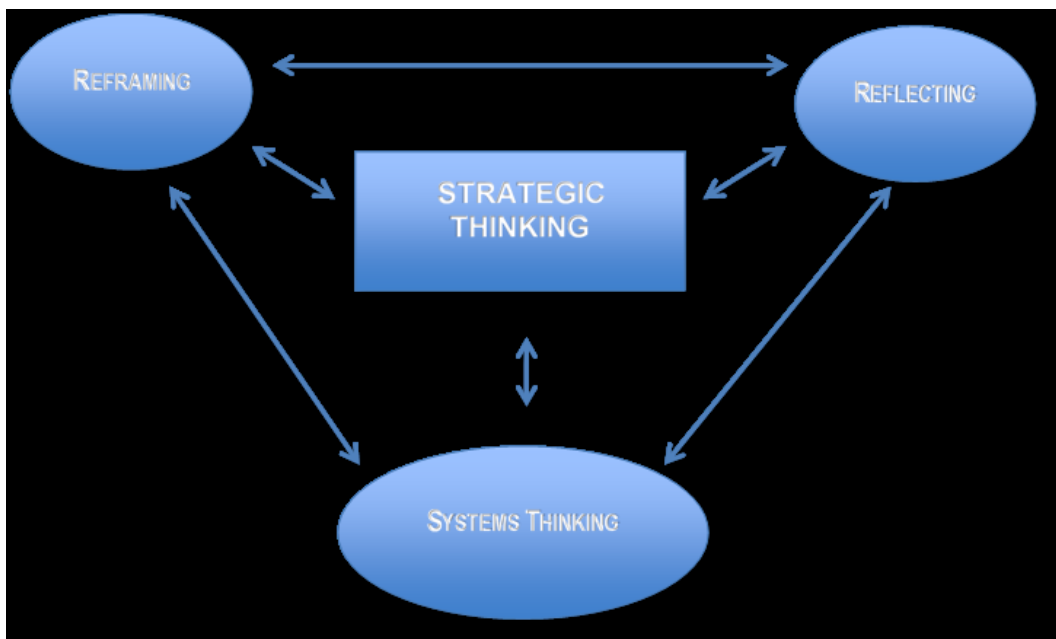
When applied correctly, these mental tools enable individuals to think strategically and opportunistically, and therefore become more successful leaders. *Reflection* is a skill, a skill that can and should be taught in order for individuals to gain insight and perspective on past behaviors and performance. If used to its fullest potential, the art of reflection can change the manner in which information is processed and judgments are made, which in turn can guide future actions (King & Kitchner, 1994; Lynch & Wolcott, 2001; Pisapia, 2010). *Reframing* is a cognitive function, one that can be taught and a skill that an individual can become quite adept at using. Cognitive reframing or cognitive restructuring is the ability to put a new frame around an old idea or though process. It is essentially a

paradigm shift. Reframing offers an individual the opportunity to view problems and questions in a new way. *Systems Thinking* is the ability to view organizations in a holistic manner. It can mean the difference between success and failure as well. Not just for leaders and managers, but for students as well.

When applied, these cognitive processes should aid in creating a strategic mindset that helps one make sense of the complexities facing the organization. The strategic mindset enables the leader to identify, predict, respond, and adapt to non-linear change opportunities and challenges--strategic opportunism.

This study will address three primary questions: (1) how do students in Greece preparing for business administration use strategic thinking skills?(2) How do contextual variables, such as age, gender, parents' level of education affect the use of strategic thinking skills? And, (3) How do students from Greece compare to individuals from other geographic areas (i.e., United States, Hong Kong, Kuala Lampur, Shanhai, and Borneo)?

The STQ instrument and consent form have been translated into Greek (**STQ-GR**). The Greek version will be psychometrically tested with the Greek dataset, and a confirmatory factor analysis (CFA) will also be performed to extract the common factors. The instrument and consent form are in the processes of being uploaded to the QUALTRICS ®server. Study participants, identified as undergraduate students in the Department of Business Management at the University of Patras, will be invited to participate in the study through receiving a personalized link to the survey as soon as IRB approval is granted.

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

My School in a Tablet: miABCEscuela

Nowadays, there are mobile applications for Banking, Cooking, Fitness, Videos, Movies, Languages. My tablet is full of different applications with different functionalities. We propose to have one Application that encompasses my whole school with all the subjects, grades, teachers ,lesson plans, content for each class.

miABCEscuela is a bilingual web-based application. miABCEscuela is made up of three different levels: level of administration, level of teacher, level of student, At the school level, it allows the school administration to register: all the teachers, all the grades, all the program objective per grade. At the teacher's level, it allows the teacher to prepare his/her classes as well as it lessons plan. miABCEscuela allows teachers to prepare their lesson plans and its corresponding content so that their students can either prepare themselves ahead of time or just take the class away from school. At the student level, it allows students to take their classes whenever they want, wherever they are. Students can take their classes, activities, practices in either English or Spanish. miABCEscuela can be used as a tool for missing classes or it can be used as a Homeschooling System. It can be used just to reinforce classes which might be difficult for the students. miABEScuela is the perfect tool to level up students who has come from other countries and do not have a command of the English language. Classes being in both languages make easier for students to do their regular classes in their own language and then to review the classes in English. It might be the other way around, it can be used for English speaking students who are learning Spanish. Our goal is to have all our students to be fluent in both languages at any time, at any place. miABCEscuela allow students to have online classes at their own pace and at their own rhythm,

miABCEscuela allow students to use old test for practices, allow students to watch videos and games related to any subject to reinforce their learning while they are playing. miABCEscuela is a tool to teach you while you are playing in your own language. Any school or any student can subscribe to miABCEscuela. We are planning to allow students to join their grade even if their school does not have a subscription. This mechanism will expose students to another level, to a content different from their teacher, from their school. miABCEscuela is a virtual bilingual STEM school.

Nicholas Dimmitt
Professor, Khalifa University, UAE

Creative Leadership:
Educating Future Leaders to Make Better Decisions

How can leaders make better, innovative and creative choices and decisions that inspire their team or organization? This is the question that was investigated in this action research study of science and engineering students in a university course on Leadership Communication. This undergraduate course was developed to help students learn more effective ways to identify and deal with problems and challenges they now face in their university life and will encounter in their future careers. A design thinking approach was employed to give students an innovative, creative method to understand problems and discover more effective solutions. Through a number of iterations the curriculum was customized and improved to better deliver the concepts and activities. A variety of examples of how this was done will be discussed. Outcomes and results including student and observer evaluations will be summarized. By asking the question; *How can we make better choices and decisions that will lead to the best solutions?* - we are developing a leadership mindset that can be used by anyone.

Roman Dorczak
Adjunct Professor, Head of Social Development Department, Jagiellonian University, Poland

School as Centre of Local Community Development – Case Study from Poland

Schools are traditionally organizations designed to support learning and development of younger generations. Together with growing life expectancy educational needs of adults and older people become more and more visible. Educational and social systems neglected such needs for many decades. Today it seems to be necessary to develop an offer for such groups and schools seem to be organizations that can best respond to such social needs. They have both material and human resources that may be used to prepare, offer and successfully deliver such educational offer.

Paper presents an attempt to develop educational offer for local community based on local school, that was open for adults and older people in local community but also integrated in traditional school offer. Presented case is an example of a

local school turned into Local Centre of Knowledge and Education (LOWE), a community centre offering different types of educational experience to adult and older members of local community. Case study presents results of evaluation of work of such this centre, opinion of participants of its activities as well and those designing and delivering educational offer.

The work of that centre was a part of a project aiming at development of such adult education model for local communities prepared and run in 15 local communities across country in 2018. Experiences and recommendations from this project will be used to propose development of such educational offer in the country.

Nurit Elhanan-Peled
Head of Communication Department / Lecturer, David Yellin College of Education / The Hebrew University of Jerusalem, Israel

Holocaust Rhetoric and the Representation of "Others" in Israeli Schoolbooks: A Multimodal Analysis

Israeli attitude towards "others" is tightly connected to the dominance of the Holocaust in Israeli consciousness. The constant fear of extermination and the feeling that "everyone is against us", that prevail in Israeli social, political and educational discourse, the extreme importance of a Jewish majority and the inculcation of uncritical admiration towards the military from a very early age, cannot be understood nor overcome without studying the role of the Holocaust in Israeli education and Israeli interpretation of post-Holocaust slogan "Never Again!"

My question is, what semiotic resources do textbooks use to contribute to the construal of the mindset or the identity of Israeli children as Holocaust victims in the 21st century, and how does this view affect the representation of contemporary "others"?

The study adopts Social Semiotic mode of inquiry and applies a multimodal analysis to the chosen textbooks.

From a Social Semiotic point of view, schoolbooks are a perfect example of what Kress calls 'momentary congealing of semiosis' or 'a punctuation of semiosis', for they bring 'the process of semiosis […] which is always multimodal […] to a temporary standstill in textual form'. Following Kress' observation, my assumption was that Holocaust textbooks would reflect the current position of the state regarding the post-Holocaust slogan "Never Again!", which would inevitably be reflected in the representation of "others", their integration or their exclusion.

Therefore I explore the semiotic resources used in Holocaust textbooks, History and civic studies textbooks to represent the Holocaust and try to establish the connection between "Holocaust Rhetoric" and "othering" or the depiction of Israeli "others" in 10 history textbooks, 4 civic studies books, 4 holocaust textbooks, and 4 books of the series "Israel's Culture" - all for junior and high school, as well as in 4 "homeland" books for younger students (grades 2-4) and in the Holocaust curriculum for pre-schools.

Dominick La-Capra distinguishes between two forms of remembering the Shoa and writing historically about it – acting out and working through. The difference between the two approaches should engender differences of discourse, genres, modality and visuals. My study suggests that Israeli education has chosen the acting out approach so far, and hence the limited interpretation of "Never again for us!" using "Holocaust" rhetoric with its two facets: the rhetoric of victimhood in the

representation of "us" and the rhetoric of Power in the representation of "others".

Angela Farmer
Assistant Clinical Professor, Mississippi State University, USA

Student-Athlete to Professional Athlete: Confronting the Brutal Facts

Less than two percent of student athletes ever play professional sports at any level for any duration (Goldman, 2012); however, that does not seem to resonate with many of the thousands of student-athletes across the United States who enter a university, singularly focused on the rare chance that they will have an opportunity to join the ranks of professional athletes.

This study proposes to showcase the complexity of expectations that student athletes experience as they attempt to rise from student to star. It is this paradox that is considered worthy of further exploration, discussion, and explanation in an attempt to offer educators a data driven platform as they support student-athletes' journey toward an aspiration of athletic greatness, while remaining focused on the academic underpinning to ensure that degree completion is a concomitant area of emphasis.

Carlos Alberto Ferreira
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Armando Paulo Ferreira Loureiro
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Carlos Rui Madeira
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&
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Professor, University of Trás-os-Montes e Alto Douro, Portugal

School Failure and Intervention:
A Case Study in the Douro Region

The school failure is a complex phenomenon (Fernandes, 1991; Marie, 2006), which can be caused by personal, social, economic, cultural, regional/geographic and institutional/school factors (Ferguson et al., 2005; Dale 2010). It happens when the students do not attain the goals set by the school and the teachers (Rangel, 1994). This may take place either at the instruction//theoretical and technical knowledge, with expression in negative grades per course, in terms of socialization, with expression in indiscipline and its corrective measures (Araújo, Sousa, Costa, Lena & Portela, 2012; Costa, Loureiro, Mahmoud & Araújo, 2013). Beasides these indicators, we have, yet, that what we consider, like other authors, though under slightly different perspectives, the global failure: early school dropout (Sil, 2004; Justin, 2010; Fernandez, Felix, and Perdigão, 2015).

The failure of the negative school outcomes, which leads to student failure, still has some expressiveness in Portugal and, in particular, in the Douro region, which lies in the north of this country. This led us to question the failure of instruction in basic and secondary education in this region and the disciplines where it assumed higher values, that is, those in which students were more critical of the evaluation carried out by teachers at the end of the school year and in the assessment by compulsory written exams in the 6th and 9th years of schooling (basic education) and in the 11th and 12th years of schooling (secondary education). In this way, the goals of the study that frame this communication are to verify the rates of school failure-failure and withdrawal- in the basic and secondary education of the Douro region, to verify the disciplines in which the students of the basic and secondary schools of the Douro had negatives classifications and propose the educational actions of intervention in the school failure.

The geographical area of this study corresponds to the area of the Intermunicipal Community of Douro (CIM Douro), which includes 19 municipalities and their groupings of schools and non-grouped schools (24 in total), which were established as our units of analysis.

In order to answer the guiding questions of the study and thus to fulfill the defined goals, we conducted a case study (Yin, 2006) with the analysis the most recent documents of the Ministry of Education about the school failure, by years of schooling, in the country, in the north of Portugal and in the CIM region Douro. We also consulted and analyzed the reports of the General Inspection of Education and Science and documents of the Groupings of Schools and Non-Grouped Schools, such as educational projects, strategic plans of action, among others. For a more detailed and understanding of the statistical data of the documents and also for the audit of intervention proposals in the school failure, we held interviews with the councilors of the education of the 19 municipalities of CIM Douro and the directors of schools in the Douro region. There were 19 sessions of collective interviews, from March 1 to 8, 2017.

The data collection and analysis was carried out according to the following dimensions of analysis: degree of failure, comparing the results of the Douro region with those of the north of the country and those of Portugal; comparative analysis of the data among the different municipalities of the Douro region; study cycles and disciplines in which the results were more critical; and measures/actions to suggest to try to overcome the problem.

Based on the diagnosis, we could verify that, in the 2014/2015 school year - the most recent year in which there were statistical data in the official documents – the school failure in CIM Douro was high: 6.6% in basic education and 15.6% in secondary education. The percentage of school failure in basic education was similar to that of the same year in the north of Portugal (6.7%), but higher in secondary education, since in the north it was 14%. In that school year, six of the municipalities of CIM Douro had retention/ dropout rates in basic education above 10%. As regards secondary education, nine counties had rates of 16% or more and two of these had rates of 23% or higher. However, the percentages registered in CIM Douro were lower than those of Portugal as a whole (7.8% in basic education and 16.4% in secondary education). The subjects with negative results were Mathematics, Portuguese and Sciences. With a view to a pedagogical intervention in this problem, we proposed the following measures/actions: the creation of laboratories of Sciences and Foreign Languages; support, advisory and tutoring; increasing the use of information and communication technologies in the teaching and learning process; parental education; the continuous training of teachers, the sharing of good practices among schools in different municipalities, which began to be implemented in the current school year.

Erin FitzPatrick
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Practice-based Professional Development for SRSD: Teaching Fifth Grade Students in Inclusive Settings to Write Text-based Informational Essays

The complex task of reading, understanding, analyzing, synthesizing, and subsequently writing in response to a prompt about multiple texts required by the Common Core writing standards is difficult for many students, especially struggling writers and students with learning disabilities. The majority of elementary teachers report having less than adequate preparation in writing pedagogy and identify writing as the area they feel least prepared to teach. In this multiple probe across participants study, two teachers, a special education teacher and a cooperating general education teacher in whose classroom he worked, served as teacher participants. The special education teacher implemented Self-regulated Strategy Development (SRSD) for informational writing citing text-based evidence from two sources following practice-based professional development (PBPD) with small groups of students. Three female and five male fifth-grade African American students teacher-identified as struggling writers or receiving Special Education services for a specific learning disability (LD) participated in the study. Research questions were: To what extent can SRSD be implemented with fidelity in small groups by a special education teacher in an inclusive general education setting? To what extent does SRSD instruction in the informational genre citing text-based evidence improve the writing skills of fifth grade students with LD or those who struggle in writing in terms of (a) analytic quality, (b) evidence of strategy use, and (c) length? To what extent is SRSD considered to be a socially valid intervention for use in inclusive education settings by the participating teachers and students? A teacher survey of classroom writing practices and observations of classroom writing practices were conducted prior to the intervention to contextualize current writing practices. Student writing probes were assessed for plagiarism, academic vocabulary, number of essay elements, evidence of strategy use, and length. Fidelity was collected for writing prompt administration, PBPD, and SRSD. The teacher implemented with high fidelity and rated PBPD favorably both before and after intervention. Following intervention, student analytic quality, evidence of strategy use, and number of words written increased. Instances of plagiarism were decreased following intervention. SRSD was rated high on measures of social validity by both students and teachers.

Maureen Fox
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College of Education, Sacred Heart University, USA
Stephen Benigno
Assistant Professor, Texas A&M University, USA
&
Elisabeth Krimbill
Assistant Professor, Texas A&M University, USA

Fear and Threat, School Shootings and Violence in the United States

The first school shooting took place in Charlottesville, Virginia on November 12, 1840. The last school shooting took place May 25, 2018 in Noblesville, Indiana. In between there have been 556 school shootings. To say the least, school shootings are not an anomaly to United States educators.

My first personal experience, as an educator with exposure to school violence, took place in Stockton, California on January 17, 1989. My last experience took place in Tulsa, Oklahoma on May 19th, 2014. The Stockton incident was the first mass school shooting in United States history. Five children were killed and thirty were wounded. In between those incidents, there have been 5 occasions where a gun has been brandished or discharged at or near one of my schools of employment.

Administrators and particularly principals are faced with complex issues when addressing the utilization of the instructional, classified and counseling personnel (Benigno, 2017). School administrators are also responsible for developing supervisory responsibilities in and around the school buildings. Effective schools have specific characteristics that make the operation of the entities receptive and conducive to the transformational development of a productive school culture (Benigno, 2017). School administrations must be able to move beyond the traditional supervisory concepts that have been used for decades.

The content of this presentation and paper will explore the existing administrative roles and responsibilities with respect to school safety and pro-active preparation in many of our public schools and the implementation and supervision of those procedures. Also discussed during the presentation will be the role of teachers, instructional design, outcome focused instruction and their possible effect on student morale, initiative and efficacy.

Bruce Gatenby
Assistant Professor, American University of Sharjah, UAE

How Democracies Die:
Plato, Hayek, and the Education of the Ruling Classes

Plato's *Republic* is the Western foundational philosophical text for governing and the education of a ruling class. In Book 8 of *The Republic*, Plato/Socrates distinguishes between five types of government: aristocracy, timocracy, oligarchy, democracy, and tyranny. Plato is in favor of aristocracy, of a king, and being a philosopher [which was not a popular profession at the time: *The Republic* is basically "A Defense of Philosophy" and its claim to absolute truth], is in favor, naturally, of a philosopher-king. Plato is not a fan of democracy: "Democracy comes into being after the poor have conquered their opponents, slaughtering some and banishing some, while to the remainder they give an equal share of freedom and powers; and this is the form of government in which the magistrates are commonly elected by lot." The problems with democracy are 1) that it ignores the qualities of a statemen (defined by the philosophers, of course) and promotes to honor anyone who portrays themselves as the people's friend and 2) its qualities are "the freedom and libertinism of unnecessary pleasures." According to Plato, these are the grounds out of which tyranny springs. In *Law, Legislation and Liberty*, F.A. Hayek argues that it's the concept of social justice that "necessarily leads to a gradual transformation of the spontaneous order of a free society into a totalitarian system conducted in the service of some coalition of organized interests." He also argues, contra Plato, that this is not a necessary consequence of democracy, but can happen when a certain shift occurs. For Hayek, the role of government is "not the direct satisfaction of any particular needs, but the securing of conditions in which the individuals and smaller groups will have favorable opportunities of mutually providing for their respective needs" through the preservation of the conditions of spontaneous order (a.k.a. the free market). While Plato advocates for the education of a ruling guardian class to keep order in a society, Hayek argues for the spontaneous order of the free market. What role should educators play in a democracy and are they unwittingly contributing to the death of democracy by advocating social justice policies?

Ulrika Gidlund
Senior Lecturer, Mid Sweden University, Sweden

Social Relation in Secondary High School – A Way to Make More Students Graduate

In the beginning of 21st century the level of youth unemployment in Sweden had become higher compared to other countries. This had happened despite the fact that only about 2 % of the Swedish youth do not start a secondary high school program. Due to this, a reform of the secondary high school was introduced in 2011. One of the aims of this reform was that: *"Every student should graduate"* and complete their upper secondary diploma within three years. As few students as possible should drop out of their upper secondary education". This has not worked out well. One out of three students do not graduate from secondary high school in Sweden today (2017). The students have either dropped out some time during these three years or not reached the learning goal and grades. This is even more evident on vocational programs than on higher education preparatory programs. The overall aim with this study is to investigate the result of a project aim to offer a vocational education that is available to all, regardless learning disability or difficulty, in which the students participate in their learning and have possibilities to succeed and become employable. The theoretical framework is relational pedagogy, which all the involved teachers in the project had received in-service training on and worked in accordance with. Empirical data were collected through interviews and focus-group interviews with the involved teachers and students. The interviews were analysed by constructivist thematic content analysis. The grades of the students from the three cohorts of the projects implementation and progress were analysed. The findings indicate that the teachers' systematic and conscious work with social relations had been effective. Both the students and the teachers felt more satisfied with the lessons since the interaction and communications between them had improved. This improved social relation resulted in more students graduating, and there were significantly less truancy and fewer dropped-out. The overall conclusion is that when the social relation between teachers and students improves and deepens their sense of well-being in the classrooms and the students reach higher grades and are less likely to drop out.

Jean-Luc Gilles
Professor, The University of Teacher Education, State of Vaud,
Switzerland &
Oliver Prosperi
Researcher, Institute Research and Educational Documentation (IRDP),
Switzerland

A Comparison of Freinet and Traditional Schools from the Liège Communal Public School System: Assessment by Pupils of their Socio-educational Environment and Results at Common External Tests at the End of Primary Education

The controversy over the advantages of Freinet pedagogy has persisted for decades in terms of both the added value of socio-educational environment and level of academic proficiency. Our study carried out in the communal public school system of the city of Liège (Belgium), where more than 1500 pupils are enrolled in Freinet schools (14% of the school population) shows that at equivalent socio-economic level, pupils of Freinet schools obtain performance levels in French, maths and early-learning studies similar to those of traditional schools, but are distinguished by their systematically more positive statements in their socio-educational environment.

Andrew Gillespie
Assistant Provost for International Programs, Auburn University, USA
Jennifer Mason
Director of International Initiatives, Auburn University, USA
&
James Groccia
Professor Emeritus, Auburn University, USA

The University is Flat: International Perspectives on Teaching and Learning Initiative

The University Is Flat: The International Perspectives on Teaching and Learning Initiative Auburn University (Auburn, Alabama) created a Global Teaching Academy to recognize and celebrate superlative faculty teaching efforts and activities that contribute to the internationalization of our students and curricula. These teaching and learning efforts span the globe and can take place at overseas locations or at home on campus. And they can be focused on Auburn-enrolled students or students of sister institutions (or both), with technologies allowing Auburn faculty to teach from anywhere in the world. All of our Global Teaching Academy faculty are inducted into Phi Beta Delta as part of their Academy membership. Working together as part of the Global Teaching Academy, our faculty have discovered commonalities in both opportunities and challenges in pedagogy across disciplines and geography. In exploring these commonalities and opportunities, Auburn Global Teaching Academy faculty instituted a project to synthesize and to collaborate on these ideas with other like-minded colleagues around the globe. In this presentation, Auburn Global Teaching Academy faculty and administrators will share the goals, development process, program content, and outcomes of an innovative strategy in promoting global learning conducted in June 2018: The International Perspectives on University Teaching and Learning Symposium. This was a three-day meeting exploring new and innovative avenues of global teaching and learning informed by theory, research, and practice, as well as current and future trends impacting international undergraduate and graduate education. The symposium created a unique micro community of faculty, graduate students and administrators from diverse cultural, national, and academic backgrounds to discuss global issues affecting teaching and learning in the academy. Based upon a premise, with apologies to Thomas Friedman, that the "University is Flat", the symposium fostered this community through an intimate setting that included pre-conference workshops, concurrent presentations, keynote speakers, and multiple shared meals and experiences to encourage networking. Additionally, a unique feature of the symposium was our Conversation Starter book of presenter-contributed essays and an associated speed-dating-style roundtable format designed to guide

participants, in intimate small groups, through a discussion of important topics rather than listening passively to presentations. The key role that campus members of our Academy Phi Beta Delta chapter played in facilitating these discussions as well as in presenting their individual approaches to encouraging global learning will also be discussed.

James Groccia
Professor Emeritus, Auburn University, USA

Student Engagement:
A Multidimensional and International Perspective

The concept of student engagement has played an increasingly significant role in efforts to understand and improve university student learning and persistence as well as overall institutional quality in the United States. I will present a multidimensional model (Groccia, 2018) that expands the definition and application of student engagement in higher education and discusses the increasingly important need for engaging today's university student. The impact of student engagement in learning, teaching and research as well as with faculty, community and other students is explored and suggestions are provided as to how the entire academic community can support these activities.

Although comprehensive in scope and analysis of student engagement, this presentation is not, of course, the last word on the topic. Rather, it represents the current state of our understanding of student engagement and its effects on students as they navigate the tricky waters of higher education. An underlying premise of this presentation is that the development and application of the concept of student engagement is equally critical to enhancing international as well as US higher education.

This presentation demonstrates that student engagement is a *shared responsibility* involving virtually all members of the academic community—teachers, administrators, staff, and other students—as well as individuals involved in partnerships with entities within the larger community in which the institution resides. Clearly, all these constituents share responsibility to see that students become engaged in their academic work.

Janet Groen
Professor and Associate Dean - Graduate Programs, Werklund School of Education, University of Calgary, Canada
&
Colleen Kawalilak
Professor and Associate Dean - International, Werklund School of Education, University of Calgary, Canada

Senior Leadership within the Academy Informed by Adult Education Praxis

As two professors located in the scholarship of *Adult Education/Adult Learning*, we critically reflect on our experiences over this past decade as formally appointed 'Senior Leaders' in a School of Education at a Canadian, research intensive university. As professors in adult education/adult learning, we are uniquely situated in our education faculty, as many who hold senior leadership positions in our School draw from pedagogical frameworks associated with learning and leadership in elementary and secondary school systems—our lens is broader to span lifelong learning from the cradle to the grave and encompasses informal and incidental learning. In particular, against a rapidly changing culture impacted and influenced by neoliberal agendas and strategic plans, we consider how sometimes competing values, principles, and philosophical/historical underpinnings of adult education/adult learning inform an alternative vision— a quest to cultivate and sustain a more *relational ethos* whereby supporting interactions and interconnectivities with one another to advance collective change and well-being is paramount. Indeed, this goal is mirrored in an oft described orientation to adult education: "the rootedness in the community and the focus on preparing the community and its inhabitants to respond to structural and educational disadvantage" (Rubenson, 2010, p. 7). As we prepare this paper, we take this opportunity to recognize, reflect, and deepen our understanding on the influence and impact our praxis as adult educators has on our leadership work in the academy.

Jean-Luc Gurtner
Professor, University of Fribourg, Switzerland
&
Estelle Trisconi
Lecturer, University of Applied Educational Sciences of Lausanne, Switzerland

Completing One's Homework with or without the Interference of Social Networks. The Role of Gender, Type of Tasks and Student Level

By the age of 15, students attending swiss schools are confronted almost every day with 1 to 2 hours of homework in 3 to 5 different subjects. While some of the requests made by their teachers consist in rather routine tasks or simple consolidation of a newly learned skill, others are more challenging and require a higher dose of mental efforts and creativity.

In the first part of her PhD, the second author of this contribution investigated whether types of tasks, their anticipated facility or difficulty are taken in account by students when starting their homework. Do they plan ahead, monitor their investment based on tasks characteristics or do they simply proceed linearly on a first in first serve basis or follow their preference for a given subject? Results show that total time on task is higher when students start their homework with the tasks they consider as the more difficult, but that, at the same time, only a small proportion of students really evaluate the level of difficulty of each task before starting their homework.

In the second part of the dissertation, the possible interference of social networks solicitations on students' homework organization and completion was tested using a simulation. We compared four types of tasks – two tasks for a language class (chase the intruder in a vocabulary list and writing the end of a short text), two math tasks (express fractions through surfaces and solving word problems). Results confirmed some of our expectancies - that girls and more able students are more capable to resist to the intrusion of a solicitation while completing a cognitive task than boys or less able students, for instance. In contrast to what we had predicted however, resistance to a solicitation proved lower in more difficult and more creative tasks such as the "finish writing" task than in more routine and less demanding tasks such as "chase the intruder", or "shade surfaces", independently of its order of presentation. Given that intrusion of a solicitation was also less disruptive in the "word problem solving" task than in the "finish writing" task, we interpret this result as dependent on the nonlinear character of the writing process.

Since the likelihood of being distracted by social networks during homework is affected by student and task characteristics, we suggest that students should be at least informed, as best trained, to handle efficiently the presence or the absence of their smartphone on their desk while completing their homework.

Linda Helen Haukland
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The Bologna Process and its Related Dilemmas

The Bologna Process has made a great impact on the development of European higher education, though the strongest impact is not from the process itself, but from other national reforms introduced together with it. Having a relative young higher educational system, Norway was ahead of most European countries in implementing the Bologna Process and reforms indirectly linked to it. Due to path dependencies and the Higher Educational Institutions being to a certain extent autonomous and carriers of their own culture, we cannot draw conclusions on the local level without empirical studies. Therefore, the case of North University shows us how this process directly and indirectly affected the Higher Education Institutions in Norway.

The Higher Education Institutions integrated horizontally in an educational system being increasingly hierarchical and competitive. The need of standardization in order to secure equality and efficiency revived the dilemma between, in Weberian terms, bureaucracy and democracy. Second, there was a dilemma between independency and dependency in relation to the state, enhancing the shift from an autonomous to a heterogeneous system, where professional, substantive and procedural institutional autonomy was replaced with a administrative and procedural institutional autonomy. Third, dilemmas arose from the Higher Education Institutions' increasingly stronger relationship with society, especially from the increasing demand for utility, equality, efficiency and quality, resulting in an evolving accreditation institute. The relationships between Higher Education Institutions, the state and society gained strength during the period, meaning these dilemmas did become more present along with tensions related to academic freedom.

The Bologna Process played the role both as supplier of terms and a catalyst of these dilemmas, and hence contributed to the development of new universities in Norway.

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&
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A Flexible Search Function for Online Courses in the Sense of Attribute Grammars

Attribute Grammars are mostly used when specifying a compiler or a software program: A context-free grammar is enriched by variables (attributes) rules and conditions. This approach can also be adapted for a flexible search function – in our case in the context of online courses for e-learning: In general, a course consists of chapters – each composed of subsections (and sub-subsections, etc.). Furthermore, chapter as well as subsections have some metadata, for example title, learning matter (subject), points (of exercises), level (beginner, well-advanced, expert), prerequisites, etc. Our data model allows defining inferred attributes alongside the hierarchical connections between objects (parent/ children relationship). By doing so, it is also possible to apply aggregate functions like sum or average. For example, if a chapter has the title 'SQL', this value can inherit to the subsections, so that a search for 'SQL' will not only results in the chapter but also in the subsections – with less weighting. One the other hand, the points of exercise subsections can be transferred to the superior chapter using a sum function, so that a search for all exercises with a specific total point is possible.

Furthermore, another way of structure oriented searching is possible: The (recursive) structure of the learning object can be described by object-valued attributes. For example, the titles of all objects of a hierarchy can be described as a character string o6.titlepath='Databases/Languages/SQL'. In this manner, also regular expressions can be used, for example in order to look for all subsections of chapters with the title 'Data Models' or 'SQL': */('Data Models'|'SQL')/*.

When generating online courses, we use an XML document, so an easy access to structure information as well as to the metadata is possible.

Chuanhui Huang
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Research on the Causes and Countermeasures of the Extracurricular Tutoring of Urban Primary School Students in the Stage of Compulsory Education

Extracurricular tutoring refers to the form of additional educational services purchased by the family in addition to normal schooling. The method of tutoring includes hiring a tutor to teach the children or sending the children to the tutoring class. At present, the large-scale and wide-ranging tutoring education for primary school students in big cities in China is so wide. What are the causes and motives of the extracurricular tutoring phenomenon in the big cities in China? What is the attitude of society, schools and parents to the phenomenon of extracurricular tutoring? This paper takes the pupils of extracurricular tutoring classes in a certain city in China as an example to analyze the phenomenon of extracurricular tutoring. The purpose of this paper is to analyze the causes and motives of extracurricular tutoring in the big cities in China, and to explore the current situation of extracurricular tutoring and the interests behind the extracurricular tutoring. This paper drives and summarizes the impact of extracurricular tutoring on primary school students, and analyzes the differences in the extracurricular tutoring of primary school students with different family economic backgrounds、 the attitudes of parents and students on extracurricular tutoring. The research results will be used as a reference for the society, parents and students to take a rational view of extracurricular tutoring.

E.H. Rick Jarow
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Mindfulness in the Academy: Revolutionary or Revisionist?

"Mindfulness" has become something like a meme in contemplation and higher education discourse and is often presented as a panacea for all sorts of ills in the academy and beyond.

This paper looks at how "mindfulness" has been appropriated from its roots ("*sati*") in Pali and why it cannot possibly do what it is often purported to do. Behind this discussion is a greater issue of how "health" and "well-being" may, or may not be related to "knowledge," and more pointedly, under what psychological paradigms and power constructs various forms of knowledge tend to house themselves.

The paper builds on the work of Michelle Foucault's examinations of the relationships between knowledge and power) and on James Hillman's contention (in *Revisioning Psychology*) that all states of psyche are under the rubric of a specific archetypal constellation.

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&
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Experiences from a Problem-based Learning Approach to Teaching Spreadsheet Modelling

The spreadsheet is an important tool to support decision makers. However, evidence exists that critical errors occur in spreadsheets applied in managerial business processes. Furthermore, experience with spreadsheets does not seem to increase expertise considerably Therefore, bachelor students in a business school should acquire spreadsheet skills during their studies.

This paper reports our experiences from teaching a section on spreadsheet modelling based on principles of problem-based learning. The spreadsheet modelling section was part of a compulsory 7.5 ECTS credits introductory course on business data processing for around 400 students at the bachelor level. The section on spreadsheet modelling comprised 1/3 of the course.

A quasi-experiment was conducted to analyse the effects of teaching. We compared a sample of N=117 students' answer to similar spreadsheet tasks, one before and one after the course.

According to the principles of problem-based learning (PBL), the course section was organised to help the students develop their conceptual understanding of spreadsheeting and prepare them for real-life spreadsheet modelling through a series of problem-solving sessions of increasing complexity. However, in a class of around 400 students, it is not possible for a course facilitator to have the extensive contact with the students assumed in the PBL approach. Therefore, we complemented the PBL approach with aspects of the flipped-classroom approach. Instead of plenary lectures, the course facilitator developed a set of videos. The problem-solving sessions were organised in groups of 20 – 40 students administered by experienced student assistants, who had been trained by the course facilitator. However, the course facilitator took care of the debriefing discussions with the students, challenging their solutions.

The pretest revealed that around 90% of the sample of 117 students lacked basic technical spreadsheet skills, and that they did not know how to structure a spreadsheet so that their model was useful for decision support. The posttest, conducted at the end of the spreadsheet modelling section, showed that more than 90% of the same students had acquired basic spreadsheet skills and managed to model a similar task according to the principles of spreadsheet design taught.

It is not surprising that most students had acquired spreadsheet skills after the course. In our analysis, we therefore emphasise the weaknesses of the students' answers, particularly that 26% (N=30) of the students still used constants in some of their formulas and, thus, had hidden assumptions in their model.

In the paper, we discuss possible explanations of the weaknesses in order to enhance the understanding of how to improve spreadsheet teaching. Limitations of our study are discussed together with suggestions for further research.

Monthon Kanokpermpoon
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Learning Listening from Listening-Reading Materials: Towards the Application of Cognitive Load and Processes

Learning English as a foreign language (EFL) is not an easy job, nor is it too challenging in terms of cognitive processing. When listening in a foreign language, a learner needs to engage with different sources of information, such as lexical, syntactic and phonological complexity. Some researchers (e.g., Schroeders *et al.,* 2010, Sydorenko, 2010, Lee and Mayer, 2015) postulate that teaching EFL listening, even though the listening information is challenging, is possible when instructional materials are designed in accordance with learners' cognitive capacity and the use of different modes of intakes, such as listening and reading. However, when it comes to learners who listen and read in a foreign language simultaneously, their cognitive capacity might be filled up to retain and process listening information efficiently (Moussa-Inaty *et al.,* 2012). In this research presentation, different cognitive load types (based on Cognitive Load Theory, Swller *et al.,* 2011) will be discussed to discover which presentation mode is the most effective in the design of English listening-reading instructional materials. It also aims at discovering how Thai learners of English engaged with listening-reading materials in terms of information retention, learning and processing. The results of a mixed-methods study (experiments, subjective ratings and semi-structured interviews) will be discussed to reveal how different presentation modes of listening-reading instructional materials were processed by Thai EFL learners. Implications of materials design on EFL listening will also be presented.

Eleni Katsiai
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In the Search of the Identity and the Role of the Term Daimon in Homer: Daimon and the Teaching of the Homeric Epics in Gymnasium

Scholars of Greek religion were mostly engaged with the gigantic role that the gods were called to play in the epic story neglecting other equally significant to the gods, religious terms. This paper will recall upon the pedagogical value of term *daimon*, a term which in the past created a scholarly problem. It examines its usage as an innovative Homeric teaching technique, in the framework of the classroom.

In contrast to scholars' (i.e. Tsagarakis, 1977, M. P. Nilsson, 1964, Burkert, 1985) attempts to offer a uniform interpretation to the term *daimon*, this paper follows a different methodology. It is based on the frequent usage of *daimon* in many contexts (i.e. Goddard, 1998, Cruse, 2000) and on the term's association with diverse significations (i.e. divine, human and superhuman). It explores the term's newly preserved role as a Homeric narrative device (i.e. the vocative δαιμόνιε) in the disposal of both teachers and students; It contributes into the unraveling of the composite nature of the activities of the term's associated aspects (i.e. the gods (i.e. *Il.* 3.399: Aphrodite being a δαιμονίη goddess) and mortals (*Od.* 23. 166: Penelope as a δαιμονίη wife) and of their equal share to *daimon's* mysterious attributes, which brings the two worlds even closer together.

My aim is to examine how *daimon* as a modern methodological teaching technique could contribute in the effective teaching of the epics in Gymnasium. How the role of *daimon* as a *polysemantic* narrative device of teaching, may be used by both students and teachers to understand better Homer's technique and the term's literary and semantic value for the Homeric epics. This paper argues that the Homeric usage of *daimon* leads teaching to new goals' positioning and it is used to reveal the epic's pedagogical value.

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&
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Cross-Cultural Competencies and Citizenship Education – An Adult Educator Perspective

Higher education plays a crucial role in supporting its community members (students, staff, and faculty) to take up significant roles as participants, facilitators, mediators and leaders in diverse, cross-cultural contexts, at home and abroad (Gopal, 2011). Higher education contexts are, indeed, complex cultural landscapes, rich in opportunities, challenges, and invitation(s) to respond to cultural differences with sensitivity, thoughtful intention, and informed cultural understanding and response. As detailed in the University of Xxxxx (Canada) *International Strategy (Reference removed for blind review purposes),* "advancing cultural competencies across the campus community facilitates the engagement with complex interdependent global processes. [Further], students, faculty staff, and administration require the capacity to meaningfully engage across cultures, and the ability to place their own and other perspectives in historical and political contexts in order to reach common goals" (p. 9).

In this paper, the author, a senior leader (Associate Dean International) in a Faculty of Education at a Canadian research-intensive university, will share some of the challenges in advancing a cross/intercultural agenda across the campus community in support of an active commitment to embrace and value diversity in *all ways transparent*. All ways transparent refers to all that is evidenced in day-to day relationships amongst students, staff, and faculty and in all aspects of the curriculum—the full experience (formal and informal) of all community members. In sum, opportunities and challenges regarding Internationalization of the Curriculum (IoC) and Internationalization at Home (IaH) are discussed. This paper will focus on the critical importance of realizing that a culturally competent institution involves *all members* of a campus community, *and* on the co-creation of work and learning environments in support of *enhancing competencies for modern citizenship.*

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&
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Absenteeism in Full-Day vs. Part-Day Kindergarten in the United States: Do the Differences in Absenteeism Persist in Later Years of Primary School for Children with Disabilities

Across the world, children begin their first primary year of schooling at various ages, in different structural forms, and with different purposes. With this variation, educational researchers have considered how these different educational contexts relate to child outcomes in the formative years of schooling. One case study worth examining is the policy debate over the participation in full-day kindergarten vs. part-day kindergarten in the United States. In the U.S., most children begin formal schooling at age 5 in kindergarten, and educational settings in kindergarten have been linked to numerous educational outcomes in later years. The policy push for full-day kindergarten began as an effort to improve equity and opportunities for students from disadvantaged backgrounds, but little research exists to illustrate whether participating in full-day kindergarten has positive or negative outcomes for children with disabilities. An important outcome for this group of students is absenteeism, as children with disabilities exhibit higher rates of absences from school than do children without disabilities. Only one study to date has examined whether attending full-day kindergarten relates to absenteeism in kindergarten for children with disabilities. Moreover, no studies have examined whether participating in full-day vs. part-time kindergarten relates to absenteeism of children with disabilities in later years of primary schooling. Our study fills this important gap by examining whether children who participated in full-day kindergarten had lower or higher rates of absenteeism in kindergarten and 1st and 2nd grade (the two years that follow kindergarten) compared to children who attended part-day kindergarten. Using a nationally representative sample of children with disabilities in the U.S. (n=2,050), we employ county fixed effects and propensity score matching to illustrate that attending full-day kindergarten relates to an increase in absenteeism for children with disabilities in kindergarten but has no relationship to absenteeism for these children in later years of primary schooling. Thus, it may be necessary to provide additional supports for children with disabilities in full-day kindergarten programs, but these supports might only be needed during this initial transitional year into schooling. As educational research and policy continue to provide incentives and govern how children are introduced into formal schooling across the world, our research advocates

for additional consideration for how attending longer school days might vary in effects for children with disabilities. These effects also likely vary in duration, which informs policy goals for ensuring all children have the necessary supports to succeed from the start of school.

Florian Klapproth
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A Longitudinal Analysis of the Effects of Grade Retention in Luxembourgish Secondary School

Meta-analyses (Hattie, 2009; Jimerson, 2001) suggest that grade retention rarely has positive, yet more often shows negative effects on students' performance and psycho-emotional well-being. The occurrence of negative effects may be due to the prevention of new learning experiences (Pagani, et al., 2001). However, in the short term, positive effects of grade retention are quite likely to occur (Klapproth, et al., 2016). In Luxembourg, more than half of the students repeat at least one grade within their entire school career (Klapproth & Schaltz, 2015). Since grade retention is conducted quite frequently, the aim of the current study was to examine long-term effects of grade retention. A representative sample of N = 2,835 students of Luxembourgish secondary school was used for this study, and propensity score matching was applied to select a control group of promoted students who were similar to the retained students on a variety of characteristics. Furthermore, a type of comparison was used by which the outcome variables of the retained and promoted students were compared at different times while the grade and age-cohort were held equal between groups. With respect to school marks as an indicator of students' academic achievement, this study showed that retaining students in 8th grade in secondary school lowered the school marks on average in grades 10 to 13, compared to matched promoted students. The largest effect was obtained for students in 11th grade, $\ddot{E}$ = .72, $F(3, 33)$ = 4.20, p = .013, $ç^2$ = .28. Hence, the results of the current study confirm previous meta-analyses on the efficacy of grade retention.

George Kontos
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How to Create a Web Assignment that Encourages Community Participation

A collaborative project is described. In this project, students in a web design class contacted local businesses and created web sites (collections of web pages) to benefit these businesses. Two phases of the project, planning and implementation, are described. The project, suitable for both online and face-to-face instruction, required that students keep a journal. The instructor did a follow-up investigation to assure that the websites that students created were indeed what the businesses asked for.

In this presentation, the importance of training our students properly in web page design will be emphasized. Participants will learn how to help their students understand that the overall process of developing a web site is not just creating the web pages and linking them together. Good planning includes sketching the navigation structure of the web site and determining the content and navigation of each web page. In addition, keeping a journal of student-business meetings and interactions is important.

Ideally, participants should have some interest in teaching web design but anyone who wants to know how to help students work collaboratively with the community is welcome.

Rita Kumar
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Problem-Based Learning in the University Writing Classroom: A Valid Choice

Convinced of the power of PBL to promote students' critical thinking as demonstrated by its application across disciplines, we designed a series of problems for students in a second year writing course. However, we were concerned whether putting students in charge of their learning would hinder their writing development. To determine the influence of PBL on students' critical thinking about writing, we collected samples of their writing before and after implementation of PBL. Using a simple pre-/post design, we collected samples of student writing before they engaged in problem-based learning activities and a writing sample after engaging in PBL based writing activities. Analysis of the rubric scores with a Wilcoxon Signed-Rank Test and a paired-sample t-test indicate that students' writing did improve after PBL engagement. Although PBL pedagogy alone may not account for the improvement in student writing, it is an indication that PBL does not hinder students' learning, and may, in fact, lead to greater engagement. Our findings suggest that students' critical thinking about writing improved with the use of PBL pedagogy. PBL helps student writing by forcing students to attend to audience and purpose in each writing situation. Students developed critical thinking skills relevant to writers when they began evaluating their audience's needs and developing a purpose for their writing projects. Each problem set up different audiences and purposes for writing--often requiring students to write in a new genre. For instance, in problem two, students wrote both a letter and a White paper on the same topic. Switching the genre, audience, and purpose forced students to work through how to evaluate the writing situation to create the most appropriate text. Our findings are similar to Rosinski and Peeples (2012) who found that "PBL activities did indeed have the advantage of inviting students to behave more like 'real' and what we have come to call 'successful' writers, based on an interactionist model of writing." Likewise, our students were developing thinking about writing that grew out of their immersion in problems that caused them to examine the rhetorical situation and develop an approach to meet the exigencies of the situation, which led to better writing. The one area where students need more support in developing their writing according to our results is in establishing the importance of the topic they are writing about. Establishing the significance of a topic is essential to any writer, so we need to explore ways to help students see why it is important and ways to help them show readers the importance of a topic. Smart, Hicks, and Melton (2012, p.75)

suggested that "Fundamental to effective communication, writers must develop an awareness of both the situation and the audience to craft an appropriate message give the context and purpose of the communication to that audience." Although our students were able to "craft an appropriate message," they were not able to more fully articulate why that message should matter to their readers in a way we were hoping to see in their writing. Our findings suggest that PBL pedagogy has a positive influence on students' critical thinking and needs to be explored further in a writing classroom.

Amelia Lecce
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Socio-Pedagogical Educator and Sustainable Education

The changes that have characterized contemporary complex societies and the need to affirm the values of social inclusion have led the Italian educational policy makers to debate on the professional quality within the educational field, to study its changes and its social impact.

This debate has gradually led to a redefinition of the professional profile of the educator and the pedagogist giving rise to a legislative provision aiming at recognizing, regulating and protecting these professionals.

According to this law, in particular, the socio-pedagogical educator and the pedagogist are required to have specific competencies for the realization of activities that could take into account the specificity of these professions and the social and inclusive function of Sustainable Education (Sterling, 2006)

The present theoretical argumentative paper aims at presenting a synthesis of the long debate that led to the approval of Law 205/17 in Italy, involving policy makers and Italian scholars and academics in the redefinition of the educational professions. Specifically, it aims at highlighting the rational and the characteristics of the context which have supported the long legislative process within a conceptual dimension that considers inclusive education as an unavoidable framework for social sustainability.

Phyllis LeDosquet
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&
Effie Papoutsis Kritikos
Chair and Professor, Special Education/Acting Associate Dean Goodwin
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Differentiated Instruction in Least Restrictive Environments

For many years the trend in education has been to include students with exceptional learning needs to the utmost extent possible in regular educational settings (Miller, 2010). However, many teachers in regular education do not have the educational background or training to know how to teach a student whose learning needs may vary from the norm. Also, classrooms frequently do not have consistent access to well-trained special education educators in the areas of individual learning styles and preferences, previous educational and life experiences, and the nature of their ability and disability (Chu & Garcia, 2018).

One way to ensure successful education for all students is by providing Differentiated Instruction (DI). Differentiated Instruction is a model that is founded on the basic principles of Universal Design for Learning. This form of support ensures that regardless of the students' learning preferences and cognitive learning profiles, they have an opportunity to learn through approaches that are suitable to their needs. When implemented by classroom teachers, it not only improves the educational outcomes of the students with special needs but benefits all students in that it accommodates learning styles as well as the scope of unique learning needs that are evident in the typical classroom setting. Differentiated Instruction also is recognized as an evidence-based best practice in education and is highly effective when it is actively implemented in Tier One, Tier Two, and Tier Three of the Response to Intervention (RTI) model (Walker-Dalhouse et al, 2011). While many are familiar with the term, Differentiated Instruction, what is missing is that many teachers do not understand what strategies are implemented in the classroom that create the unique learning environment for each student within the same setting.

In this presentation, we will illustrate the fundamentals of Differentiated Instruction and provide a variety of strategies that are considered best practices in enhancing the learning of all students in the educational setting.

Chul Hyun Lee

Professor, Gyeongin National University of Education, South Korea

Analyzing the Difficulties pre-Service Elementary School Teachers Feel in EPL Programming Learning Process

Programming education using EPL (Educational Programming Language) in elementary schools plays an important role in developing computing thinking skills. Despite the importance of EPL programming education, elementary school teachers have vague fears and negative perceptions about programming. This is due to programming difficulties. Because programming requires the correctness of grammars and logic, there is a high probability of errors, which makes programming difficult. Therefore, it is necessary to develop an EPL education program that can systematically learn EPL while reducing programming difficulties and errors. To do this, it is necessary to grasp the difficulties that pre-service elementary teachers feel in the process of EPL programming. In this study, we investigate and analyze the difficulties pre-service elementary school teachers have in the process of solving EPL programming fundamentals tasks.

First, after completing the EPL programming tasks for students who have been in the Entry (https:/playentry.org/) programming lessons for 5 weeks, we survey the difficulties they felt in the EPL programming process. Next, Think Aloud is applied to collect and analyze qualitative data about the real-time difficulties experienced by pre-service elementary school teachers during EPL programming. The learner's main difficulties in EPL programming learning process is the concept of object movement and direction rotation in screen, when and how to apply variables, using block commands with multiple parameters, finding of the generalized rules for problem solving, and when to use block commands related to lists(array) can be. Once we know the difficulties that pre-service elementary school teachers have in the EPL programming learning process, we will be able to develop a more effective EPL programming education program to reflect these points.

Soo Jeong Lee
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A Study on Development of E-learning Population Education Program in Response to Low Birthrate & Aging Society in South Korea

The objective of this study is to explore the possibility by verifying the effects of consumption education using SNG(Farmville game) in Home Economics lesson for middle school.

Regarding the results of study, in the results of analyzing correlations between contents of consumption education in Technology & Home Economics curriculum for middle school and elements of SNG(Farmville game), their contents were closely related, so that there was the possibility of utilization for consumption education lesson. Second, in the results of analyzing the economic preference, economic understanding, and consumption habit of an experiment group performing SNG(Farm Ville game) and a comparative group without it, the mean value of economic understanding of the experiment group was statistically significantly higher than the comparative group's. The economic preference and economic understanding of male students were statistically significantly higher than female students', so that lesson activities using SNG(Farmville game) had effects on the consumption education for middle school students. This study suggested the necessity of new approaches including lessons using SNG in accordance with changes in teaching/learning environment, in the consumption education of Home Economics for high school.

Sebastian Lerch
Professor, Johannes Gutenberg University Mainz, Germany

"Interdisciplinarity" and "Interdisciplinary Competences". From Theory to Teaching

Currently the terms "interdisciplinarity" and "interdisciplinary competences" are in great demand what explains their frequently appearance in scientific, public and political discussions (cf. Sukopp 2013). This has mainly to do with how tasks are structured at work. More and more frequently people are working together in teams or project-based, which is why there is a high demand for interdisciplinary competences (cf. Lerch 2017). These competences are deliberately used and verbalized at application procedures or in further education. It is also possible that they are required in everyday situations, for example when an engineer is talking to clients, colleagues or to the sales department of his own company. Another example would be a landscape gardener who is going into a discussion with an architect and a client. Beside such explanations which are situated in working contexts, there are also political or scientific intentions. Although, or precisely because there is a kind of shine to the term "interdisciplinarity" people have a positive connection with it. Still it remains unclear, what exactly this term describes. That is a conclusion which is also important for the contemplation about the methodical-didactical design in order to support "interdisciplinarity".

Can "interdisciplinarity" be taught at all and if so, how can it be done? The presentation will be structured in the following way: First I´ll give a brief outline of interdisciplinarity, then I´ll declare Interdisciplinarity as preconscious or unconscious way of thinking. After that I`ll show a systematic identification of interdisciplinary competence. Finally I`ll try to fix some consequences for teaching.

Ling Li
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The Program of Family Education Teachers Training-Construction of Chinese Family Education Professionalism System based on Educational Ecology and Psychology

In order to strengthen the construction of family education system and promote the scientific, standardized and professional development of family education, the initiative began in 2005 and was successfully piloted in 2007. In 2015, it was officially listed in the training certification program by the Ministry of Human Resources and Social Security of the People's Republic of China. And in 2016, a formal project was developed to form a national expert committee on Professional Competence of family educators. The outline of professional competence training for family education professionals was compiled, the "Professional competence training course for family education professionals", and the evaluation question Bank has been established; In 2017, it was popularized in Liaoning Province and agreed with Beijing Normal University Press to prepare for the publication of the Academy. The results of project research and development and pilot are regarded as the training and evaluation system of family education professionals with scientific, standardized and professional characteristics so far in China.

The guiding ideology of the project is "professional activity-oriented, professional skills as the core", highlighting the practical operation of professional competence training characteristics, the structure is aimed at the quality level of family education, and is divided into primary, intermediate and advanced according to the practice level module. It is divided into 6 chapters of basic knowledge and 5 chapters of operational skills. The content corresponds to the outline requirements.

The project has the following characteristics: 1 advanced Concept; 2 complete system; 3 highlight three teaching co-ordination, Chinese-western and ancient-modern comparison methods; 4 strong sense of innovation, committed to training professionals engaged in family education-family educators; 5 There is a certain forward-looking, as with the Chinese economy, Chinese education has entered the deep-water zone. The era calls for education reform, and family education has a lot to do. The promotion of the "Family Educator Professional Competence" project will definitely promote the reform and development of Chinese education.

Chad Loes
Professor, Mount Mercy University, USA

Collaborative Learning and Cognitive Development: Considering the Mediating Role of Deep Approaches to Learning

I examine the influence of collaborative learning on cognitive development among 3,081 university freshmen from 19 institutions in the U.S. Net of a wide battery of potential confounding influences including precollege academic ability, race, and a pretest of the outcome measure, for example, I find that collaborative learning is associated with gains in cognitive development at the end of the first year of university. I also find that this relationship is mediated by three deep approaches to learning. Specifically, exposure to collaborative learning activities increases the use of higher-order learning, integrative learning, and reflective learning, which, in turn, leads to enhanced levels of cognitive development.

Joakim Malm
Associate Professor, Lund University, Sweden
&
Leif Bryngfors
Director, Lund University, Sweden

Peer Assisted Study Sessions (SI-PASS) in Higher Education, a European Overview

The paper/presentation gives an overview of Peer-Assisted Study Schemes (SI-PASS) in Higher Education in Europe. SI-PASS is a method of improving student performance in "difficult" courses combining "how to learn" with "what to learn". SI-PASS sessions are scheduled parallel to the regular education and are guided and facilitated by a "senior" student, the SI-PASS leader. The sessions are based on collaborative learning activities to understand difficult parts of the course material. The original and most commonly used name for SI-PASS is Supplemental Instruction (SI). In Europe, however, SI-PASS is often preferred as it better describes the actual programme. SI-PASS was created at the University of Missouri, Kansas City, in the early 1970s in order to come to terms with declining retention numbers. Since then the use of SI-PASS has spread widely and staff at more than 1500 universities in some 30 countries have been trained in the method.

In a European context, SI-PASS-programs exist at some 70 Higher Education Institutes in nine countries involving more than 5000 SI-PASS leaders that facilitates learning activities for some 70.000 students annually. SI-PASS-programmes supports courses in all subject areas and are often applied to first-year courses. The reason for having SI-PASS in introductory courses is to help students bridge the gap between secondary and tertiary education. Some of the main benefits of SI-PASS are well researched. Increased student performance and learning as well as a decrease in student drop-out rates have been documented in many different Higher Education environments. However, several benefits from student/staff perspectives are qualitative. Some European examples:

- "SI-PASS provides the comfort of discussing problems in the course with fellow students, which develops understanding as well as confidence." (Student, Lund University, Sweden)
- "SI-PASS eases some of my course stress by answering my questions and giving me an idea of what will be expected of me, not only in the coming weeks but in the future as well." (Student, University of Winchester, England)
- "SI-PASS gave me the opportunity to get to know my fellow classmates and also from talking to my SI-PASS Leader etc. it made me see that there are so many opportunities if I stuck it out and it also showed me that I

wasn't the only one in this position as our SI-PASS Leaders felt the same in their first year and also some of my other peers felt the same" (Student, Athlone Institute of Technology, Ireland) "…It really encourages students, when they arrive to become quite independent and autonomous and looking after their own learning. So, I think in some sense, SI-PASS helps in building up that confidence, that social sense of being part of the University. Which is actually really educational, because the educational dimension of University is all about being able to do things yourself, such as finding your own materials and coming up with your own ideas (…) all in all, it certainly seems to create a lot more confidence in the students who come along to the sessions in all areas." (SI-PASS Coordinator, University of Edinburgh, Scotland)

Jessica Maluch
Assistant Professor, American University in Dubai, UAE
&
Karoline Sachse
Researcher, Humboldt University of Berlin, Germany

L2 and L1 Reading Speed in Developing Learners across Proficiency Levels

Reading speed, one of the major building blocks of fluency, is a vital component for successful reading (Nation, 2005). It has been found that students increase the speed that they read in their mother tongue (L1) incrementally as they progress through school (Carver, 1999). With regard to second language learning, it is widely acknowledged that individuals do not read as easily or quickly in their second language (L2) as in their native languages (Alderson, 2000). However, it remains unclear how L2 reading speed develops in school-age readers and to what extent L2 reading speed is associated with L1 reading speed. In the present study, we seek to fill this gap by investigating reading speed in an understudied population of readers, whose L2 proficiencies span across a range of levels, from beginner to intermediate, and who are still developing fluency in their L1 reading. We examine the patterns of reading speed across L2 proficiency levels and the relationship between L2 and L1 reading speed with a sample of German eighth-grades, who are studying English as a foreign language (N = 124). Utilizing a standardized test based on the Common European Framework of References for Languages (CEFR) as well as tasks in German and English that measure students' reading speed, the results show that L2 reading speed increases incrementally from beginning to intermediate readers. Furthermore, the increase in L2 reading speed is strongly associated with L1 reading speed although this relationship is stronger at earlier stages of L2 reading development. The results will be discussed in terms of the pedagogical implications for classrooms as well as language testing.

Alistair Martin Smith

Mentor, Ontario Institute for Studies in Education / University of Toronto, Canada

Contemplative Education for Democracy: Exploring *The Oresteia* through Drama and Improvisation

Aeschylus' *The Oresteia* takes us on a dramatic journey from revenge in *Agamemnon* through Orestes' madness in *Libation Bearers*, to the establishment of social justice with the advent of trial by jury in 5th century B.C. Athens in *Eumenides*. This is a vital lesson at a time when social media is transforming contemporary democracy. One foundation of Athenian democracy was intergenerational justice, which urged that decisions not be taken without considering the past and the future; yet today, we live in a capitalist world which is becoming increasingly tyrannical in its pursuit of capital, without regard to social wellbeing or the environment. In the democratic countries of the west, money has become the false god our politicians worship, ignoring the cost of human suffering. "Contemplation can … be a displacement of the ordinary, a paradigm shift that becomes a temporary refuge when human suffering reaches the extent of spiritual and psychic dissolution" (Holmes, 2017, 47-50). In this context, it is vital that education considers how young people acquire a personal knowledge about democracy, its history and values. Contemplative education practices such as drama and improvisation help to create a connection with the body, so that decisions can be made reflectively, considering our diverse history, traditions and the future we are creating for those who have not yet been born. By exploring key scenes in *The Oresteia*, this paper will help to shed light on the significance of Aeschylus' trilogy to the ancient city-state and to our contemporary political landscape. Practical suggestions for incorporating drama and improvisation as contemplative education practices into the secondary school social studies curriculum are offered. The paper will reflect on how we might use new media to enhance contemplative education and democracy, by encouraging a reflective and body-centred use of in-role videoconferencing.

Sandra Miller
Associate Professor, Grand Valley State University, USA

Enhancing the Pre-Service Teacher Experience with Cognitive Coaching Techniques

This presentation will describe the Cognitive Coaching model and discuss ways in which it can be used to facilitate student teachers' examination of their own teaching practice. In this model, paraphrasing, perception checking and non-judgmental questioning strategies are utilized during planning and reflecting conferences to stimulate conversations that enhance student teachers' critical thinking and self-directed learning. Utilizing this process with student teachers as a planning conversation tool has been seen to boost their feelings of self-confidence, strengthen beliefs regarding their knowledge base and validate their sense of self-worth. As a reflecting tool, Cognitive Coaching strategies have strengthened student teachers' beliefs regarding their knowledge base and their problem-solving abilities, aided in their accepting responsibility for their lesson results and energized their thinking about future lessons.

Busisiwe Ndawonde
Senior Lecturer, University of Zululand, South Africa

Intergenerational Learning in Science Education

One of the difficulties African learners face in learning science is that the subject is decontextualised, and alienated from what they know. This is despite the fact that science provides us with so much life imperatives that every human being has to be scientifically literate. The onus is, therefore, on the teachers to help learners to appreciate the roles of both science and indigenous knowledge in uplifting our society. This article aims to illustrate how science can be demystified through a combination of home based experiences and science-teaching in the classroom. For instance, in Life Sciences, preparing a fermented porridge (*amahewu*) could be used to comparatively indicate the enzyme activity with scientific based methods as expounded in science literature. Data was collected through participant observation of fourth-year students studying a Bachelor of Education degree in one of the South African universities. It was concluded that with the introduction of IK in the school curriculum, this article intends to explore an opportunity to involve indigenous knowledge from local communities in teaching and learning of science concepts.

Anuli Njoku

Assistant Professor, Ferris State University, USA

Faculty Development Programs to Promote Diversity and Enhance Teaching and Learning

Purpose: Differences in health outcomes between U.S. population subgroups, related to race, ethnicity, socioeconomic status, and geographic location are concerning. This encourages development of effective curricula to equip students with skills to tackle disparate health outcomes as future health professionals. Faculty development programs can enhance knowledge, skills, and motivation for teaching among faculty, and help faculty prepare students to address healthcare needs of underserved populations.

Objective: This paper examines the role of faculty development programs and effect of intentional teaching strategies in promoting health disparities awareness among 118 students at a rural Midwestern USA university.

Methods: Faculty within a newly developed Public Health program participated in several professional development programs at the university. These programs included interactive workshops that encouraged faculty to explore inclusion and diversity-related topics that affect educators and students; a Junior Faculty Fellows Program which helped faculty in their second or third year at the university advance their teaching, scholarship or service goals within an accountable and supportive learning community; and a collaborative course design institute that facilitated development of a learner-centered syllabus and active learning strategies for an online multicultural health course. Concurrently, a cohort of 118 students completed baseline and follow-up surveys to report health disparities knowledge and attitudes. Paired t-tests were used to identify change in students' responses between the pre- and post-survey.

Results: Preliminary results show that intentional teaching strategies promoted an increase in health disparities knowledge among students. Faculty development programs, including the JFFP initiative and course design institute, gave instructors an opportunity to enhance their teaching and students' learning and increase inclusive teaching practices.

Implications: Faculty development programs may be influential in promoting diversity, enhancing teaching and learning, and inspiring faculty to develop effective curriculum to promote health disparities awareness among students. Future research is encouraged to elucidate these findings.

Amos Olagunju
Professor, St Cloud State University, USA

The Impacts of Agile and DevOps on Future Computer Science and Information Technology Curricula

Self-organizing cross-functional teams often collaborate to develop the requirements and solutions to software products. DevOps is designed to facilitate rapid code deployment to production by teamwork of developers and operators of computerized systems. With DevOps, an organization can increase the distribution speed of applications and services to better serve its clients, and to remain resilient in market competitions. DevOps enables Agile teams to implement continuous integration and continuous delivery, to launch products faster into the market. What are the current viable DevOps tools used to gather the requirements, develop, test, integrate, deploy, maintain and monitor large-scale software products? This paper evaluates a variety of DevOps tools for managing geographically separated and parallel teams, infrastructure automation, configuration and security management, application build and deployment automation, code sharing and versioning, performance management, log management and systems monitoring.

All computing science students ought to learn the concepts of adaptive planning, evolutionary growth, unceasing enhancement, timely delivery, and fast and supple response to software modification that agile software development promotes. To be prepared for the future information technology workforce, students must absorb the hands-on skills for secure software development and operations. Students ought to learn how to run software products from inception to retirement. A survey was administered to seek the opinions of academicians, industry and government personnel on the practices and needs for Agile software development and DevOps tools in computing curriculum. The survey results reveal that: Agile software development skills are increasingly important in hiring decisions; the industry is increasingly using Agile, DevOps and cloud practices in software development and digital pipeline applications; and there is a concern about the readiness of the current university graduates and existing workforce for digital transformation, and the capacity of the universities to produce the workforce for future information technology. This paper presents the barriers to the incorporation of Agile and DevOps into computing curriculum. The paper details the use of DevOps and other tools in the implementation of simulation laboratories for understanding virtualization and automated software management, containers, OpenStack and software-defined networking, and complex IoT infrastructures.

Banu Ozevin
Associate Professor, Dokuz Eylül University, Turkey

Music Out of Movement

The expression of "Music out of Movement" comes from Carl Orff, who presented Orff-Schulwerk Music and Dance Pedagogy to the contemporary music education world, besides his masterpieces. Orff (1932) states that "The teaching, for both children and non-professionals should start from the person himself. In the case of the child is starts with the drive to play, for the adults with the drive to move." Body is the source of expression. Body moves, feels, expresses. Body has its own silence and his own unique sound. With this understanding, training of the body is important. When body starts to open, it finds his unique musical (or rather artistic) way to express.

The purpose of this paper is to share the experiences both with children (4-5 and 10-12 years old) and adults. How they use their body? What is inherent and what is hidden? How to use our body as an artistic expression tool? How movement of our body produce "music"?

Rogelio Palomera-Garcia
Professor, University of Puerto Rico at Mayagüez, Puerto Rico
&
Rogelio Palomera-Arias
Assistant Professor, University of Texas at San Antonio, USA

Technology in Education: How much is Too Good? How much is Too Bad?

The benefits of using technology in education have been documented in multiple publications, and are seen along all stages, from kinder to graduate education. When used appropriately these benefits range from just been a source of information (replacing books), to programs helping the development of skills, to social channels promoting group interactions, virtual access to remote areas, and so on. There is no doubt that we will continue to find applications and develop new forms of technology to improve our profession.

But on the other hand, the improper use, or the excessive use, of technology can produce serious drawbacks and give unwanted results and outcomes in the education system.. This becomes more evident in postsecondary education, where we are aiming to form professionals whom we expect to be productive in a relative short time. There might be multiple causes. Perhaps the pressure from industry to produce graduates with skills in specific software packages, or simply the fact that a student can be more productive faster when he/she masters a particular tool, motivates courses and curricula to emphasize the use of software tools at the expense of developing the basic knowledge and skills that the software performs. We can mention some examples.

Example 1: The course of numerical methods was eliminated from the engineering curriculum at many universities because software like Matlab and Mathcad can be used instead.

Example 2: A manufacturing company complains that recent graduates hired have excellent skills using AutoCAD, but are unable to read or generate layouts for new products on their own.

Example 3: Engineering students in upper classes had problems in an exam doing simple arithmetic operations because calculators were not allowed. Other professors complained saying that nowadays those skills are not necessary because calculators are available.

Example 4: The use of graphic calculators in the precalculus course at university X was abandoned after two years because the students from those courses demonstrated poor skills in problem solving in later courses that require understanding of curve properties and characteristics.

The above examples are just some among hundreds of examples that the authors and many colleagues have identified in many post secondary institutions in the US and also in Latin America. Several professors, specially administrators, have argued that those are anecdotical examples. But empirical evidence show that these are not unexpected problems.

Our experience, and empirical observations, as well as that from many colleagues whom we have discussed this issue, has shown that for most subjects, students who start learning the fundamentals without using technology, learn the software packages faster and make better use of them, than those students that start with technology from the beginning.

Our concern is that many curricula for professional education are emphasizing the use of technology beyond rational limits, sacrificing teaching of basics and fundamentals. We want to bring this misuse of technology to the light, for an in depth discussion analysis and organized research.

Aikaterini Papasotiriou
PhD Student, University of Nicosia, Cyprus

Effectiveness of Multimodality in Teaching Literature in High School

This study aims to investigate the effect of a multimodal teaching approach to literature in terms of reading comprehension. More specifically, this study aims to evaluate the use of multimodal teaching to 16-year-old Greek students, based on their views about the contribution of Multimodality to reading comprehension and to attracting their attention. The research questions of this study are: a) Is there a significant difference in reading comprehension when comparing a multimodal approach and a traditional-method teaching of the same literary text? b) What are the students' views on the contribution of a multi-modal approach to their reading comprehension skills? c) What are the students' views on the contribution of the multimodal approach to attracting their attention in class?

This experimental research study was carried out with 50 16-year-old students in a Literature class of a Greek Lyceum (25 students in the experimental group, 25 students in the control group). A multimodal teaching approach was used in the experimental group and a traditional teaching method was used in the control group. The data for this study were collected through the use of three instruments: two achievement tests in reading comprehension were used as pre-test and post-test, as well as a questionnaire in order to investigate the students' views on the use of Multimodality.

The results of the study will be analyzed with the use of descriptive and inferential statistics, in SPSS 25.

Nurit Paz-Baruch
Lecturer, Bar-Ilan University, Israel

Examining Gender Gaps in Mathematics Performance among Students from Different Socioeconomic Levels

Gender differences in mathematics achievement have been long-lasting problems in mathematics education. The existence and magnitude of gender differences in mathematics performance varies as a function of many factors, including socioeconomic status nation, ethnicity, and age (Braun, Chapman, & Vezzu, 2010; Steinmayr, Wirthwein, & Schöne, 2014; Dronkers & Robert, 2008; Huang, Craig, Xie, Graesser, & Hu, 2016).

Previous studies maintained that girls might do as well as, or even better than boys on tests of computation, which require relatively simple cognitive processes, while male superiority emerged for tests requiring more advanced cognitive processing, such as complex problem solving (Else-Quest, Hyde & Linn, 2010).

The current study examined gender differences in mathematics performance of students from different socioeconomic (SES) levels. 178 fifth grade students (97 boys and 81 girls) were tested on three types of mathematical tasks: operations with numbers, geometry, and word problems. Multivariate Analysis of Variance (MANOVA) was run on numbers operations, geometry and word problems performance scores as dependent variables with factors gender and SES (Low vs. average vs. high). The MANOVA found the gender factor significant (Wilks: $F(3, 170) = 3.52$; $p < 0.05$). According to univariate ANOVAs gender differences in geometry ($F(1, 178) = 5.15$; $p < 0.05$) and word problems ($F(1, 178) = 9.52$; $p < 0.001$). Boys performance was significantly higher than girls in geometry (Boys: $M = 63.50$, $SD = 28.72$; girls: $M = 54.81$, $SD = 25.05$) and in word problems (boys- $M = 65.02$; $SD = 23.17$; girls: $M = 54.40$, $SD = 24.39$).

The MANOVA found the SES factor was significant (Wilks: $F(6, 340) = 7.19$; $p < 0.001$). According to univariate ANOVAs SES differences in word problems ($F(2, 178) = 11.21$; $p < 0.001$) and operations with numbers ($F(2, 178) = 5.78$; $p < 0.05$) were found. Differences were found in operations with numbers and word problems among students from high and moderate SES compared to low SES. No differences were found between students from different SES regarding geometry performance.

According to univariate ANOVAs an interaction effect was found in SES and gender concerning word problems ($F(2, 178) = 2.88$; $p < 0.05$). Word problems performance of boys and girls was similar among moderate and high SES students. In contrast, word problems performance of boys was significantly higher for boys compared to girls among low SES students.

This study results adds to the literature by reporting the effect of SES to individual differences in mathematics performance and can enlighten educators and instructional designers, thus enabling them to better plan

effective educational programs tailored to gender differences in mathematics performance.

Richard Peters
Associate Professor and Director of the Core Curriculum, Xavier
University of Louisiana, USA

Crafting the Core: Changing the Vision and Value of General Education at a HBCU

Approximately three years ago, Xavier University of Louisiana, a small liberal university in New Orleans, decided to revamp and reconstruct its core curriculum. While the initial committee was tasked with primarily reducing the credit requirements of the core, the faculty unanimously believed that this opportunity was a distinct pivot point to enact a core curriculum that prioritized competencies over courses and progressed the university from a functional perspective to one that identified and assessed diverse learning outcomes.

While this change was largely applauded by stakeholders across the university, the implementation of the new core has been both challenging and convicting. Its ambitious demands have forced the campus to face its limitations, but simultaneously provided avenues for innovation and previously undiscovered synergies.

Through this discourse, these will be revealed to highlight the struggles institutions face, especially ones which are resource deficient, as they attempt to alter the landscape of their offering and the outcomes of their efforts.

The paper will provide clear insights and informational content to present 'dos and donts' that can be helpful to organizations as they ponder, plan and pilot similar practices.

Supakorn Phoocharoensil
Assistant Professor, Language Institute, Thammasat University, Thailand

The Key Factors Affecting Thai Graduate Students' Satisfaction

This presentation primarily deals with the satisfaction level of graduate students in an English program concerned with English for Specific Purposes in a Thai public university. The data were collected from a convenience sample of thirty-three students who were about to graduate from this MA program. The major part of the questionnaire focused on institutional factors, i.e. Curriculum, Instructors and Instruction, Classroom, and Course Evaluation, while the students' attitudes and opinions toward factors influencing graduate student satisfaction were elicited from the open-ended part. The findings demonstrated that the most satisfactory factors were Instructors and Instruction and Course Evaluation, respectively. Classroom was found to be the dimension with which the students were the least satisfied. As revealed by the qualitative data, a number of students were pleased and impressed with the service quality of the program support staff. It is highly recommended that classroom facilities as well as library service be improved to enhance the students' satisfaction level.

Miguel Picado
Professor, National University, Costa Rica

How to Use Historical Textbooks of Mathematics in Primary Education?

In Costa Rica, curricular provisions for mathematics education emphasize the presence of the history of mathematics to teach concepts and procedures in primary and secondary education. Problem solving, active contextualization, use of digital technologies, strengthening of positive attitudes and beliefs, and the use of the history of mathematics are the five disciplinary axes that strengthen the curriculum.
Methodologically, the Ministry of Public Education proposes that teaching strategies accentuate the links between mathematical areas and other disciplines, enhance the contextualization of tasks, strengthen multiculturalism, and support the development of beliefs and positive attitudes about mathematics, among others. As a resource, the history of mathematics is shown as a way to present anecdotes and the chronology of mathematical events, resorting to certain sources that allow the treatment of several topics and the presentation of problems from the conditions of their origin.
For the teacher, it is suggested that he/she implements the use of posters about mathematicians (biographies), the assignment of projects on history of certain concepts, role plays, and the presentation of videos.
Authors such as Sierra (1997) and Lupiáñez (2002) highlight the use of history in the teaching of mathematics. From their proposals, history is identified as part of two methodological purposes: as a didactic resource and as an information source for tasks design in school planning. The latter aims to highlight the use of historical mathematics textbooks as a source of information for school planning in primary education. According to the curricular provisions of the time in which these texts were prepared, they are documents prepared for mathematics teaching in a specific country. The proposal includes five elements that are suggested to take into account: (a) representations of mathematical concepts, (b) non-routine procedures presented by the author, (c) resources and suggested materials for teaching, (d) situations in which the mathematical tasks are shown, and (e) suggestions shown on students' learning.
As a part of the curriculum organizers, this proposal leaves aside the consideration of the intended concepts, objectives and skills, and evaluation strategies, since they are particular components of the educational curriculum in every country. To illustrate these historical elements for school planning, a textbook edited in 1897 in Costa Rica for teaching arithmetic in primary education is taken as a resource.

Jay Plasman
Postdoctoral Scholar, Johns Hopkins University, USA
Michael Gottfried
Associate Professor, University of California, Santa Barbara, USA
&
Daniel Klasik
Assistant Professor, George Washington University, USA

Are More Low-Income Students Taking STEM-Focused Career and Technical Education Courses? Cross-Cohort Evidence from the United States

In the United States, there have been recent federal policies to provide more funding for high schools to offer career and technical education (CTE) courses. Part of the push of these policies is to highlight the need to increase participation in CTE courses for "special populations" – including low-income students – especially in high-growth areas like science, technology, engineering, and math (STEM). Considering the numerous academic benefits associated with STEM Career and Technical Education (STEM-CTE) coursetaking, it is thus surprising that no prior work has examined whether special populations, like low-income students, are indeed taking these courses that have been shown to offer so many benefits. Hence, this study is the first to do so – we examine changes in the profiles of low-income student STEM-CTE coursetaking in cohorts prior to and after one of these federal reauthorizations. We asked four research questions:

1. How has STEM-CTE coursetaking for low-income students changed between 2004 grad class and 2013 grad class – i.e., before and after the 2006 federal reauthorization?
2. Are there changes in the timing of when students take these courses in high school (i.e., early in high school versus later in high school)?
3. Do female low-income students or low-income students with disabilities exhibit specific changes in STEM-CTE coursetaking?
4. How do changes in STEM-CTE coursetaking compare to other popular CTE clusters?

To answer these questions, we utilized two different nationally representative datasets within the United States. To examine the class of 2004, we used the Education Longitudinal Study of 2002 (ELS). The High School Longitudinal Study of 2009 (HSLS) provided data for the high school graduating class of 2013. We found low-income students in the class of 2013 were more likely to participate in AS-CTE compared to the class of 2004, and that this change was due predominantly to increases in the freshman year. We also found that low-income female students in the

class of 2013 were expected to complete fewer AS-CTE units. Implications are discussed.

Lettie Ramirez
Professor, California State University, East Bay, USA

You are not Alone:
Recipes to Obtain Success for Students by Students

The research for this book was born from students who participate in Sophomore Transition Enrichment Program (STEP). This is a comprehensive research based program that has been designed to support students attending California State University, East Bay (CSUEB). STEP has three goals: (1) Increase the retention and graduation rate of students; (2) Shorten time to graduation and (3) Improve sense of belonging by participating in lectures by different professors across four colleges.

The information in this book was collected using interviews, research books, and internet. Students were motivated to participate because there is a large number of students who drop-out during the first and second year of university. 30% of freshman and 40% sophomores drop-out. In addition to this book students are participating in conferences and doing schools presentations.

Amy Ramson
Professor, Hostos Community College CUNY, USA
&
Karen Steinmayer
Assistant Professor, Hostos Community College CUNY, USA

Interdisciplinary Holistic Pedagogical Strategies to Promote Social Transformation

A panel of two professors, in psychology and law, who teach at an urban community college will discuss the pedagogies they employ to develop well-rounded/holistic students equipped to live and work in a multicultural, global environment. Members of our diverse student body regularly encounter others whose places of origin, ethnicities and cultures differ from their own. While diversity can enrich human experience, it can also lead to hostility. The psychology professor will present a program of holistic education which involves students in research investigating how individuals construct their Place Identities, unique, biographical narratives of who they are and where their place in the world is. Research results are used to communicate these personal, subjective experiences to others, creating an intersubjective experience of increased mutual understanding. Finally, students are helped to connect these experiences and shared communications to third-person, cognitive analyses such as "master narratives" of urban scholars who describe globalization as a process of urbanization driven by capitalism and colonialism that brings people together in the urban core through immigration. The law professor will explain how service learning, a modality of experiential education linking academics and community service, facilitates the development of many emotional competencies through structured reflection. Studies conducted by the law professor found that service learning experiences engaged in by immigration and family law classes provided transformative opportunities that stimulated self-awareness and growth. In a naturalization event, citizens exhibited a profound change in their perceptions of immigrants, achieved by confronting and transcending prejudices allowing them to view immigrants as individuals who had successfully faced obstacles. The family law students observed urban societal ills in family court. This intimate confrontation with poverty allowed students to understand problems and inequities faced by inner city residents, which led to the development of empathy for others, a quality needed for successful maturation.

Chhavi Rana
Assistant Professor, UIET MDU Rohtak, India

Learning Analytics and Educational Data Mining: A Survey from 2005 to 2015

Higher Education is at a point of unparalleled ambiguity and transformation with financial changes leading to increased focus on student focused model that emphasize on student engagement that leads them to better performance and employability [5,6,8]. The stakeholder in Indian Higher Education system faces stiff competition from International Universities and other organizations that are offering flexible education online. Learning analytics (LA) is the process of using this data to improve learning and teaching and refers to the measurement, collection, analysis and reporting of data about the progress of learners and the contexts in which learning takes place. Educational Data Mining is an emerging discipline, concerned with developing methods for exploring the unique types of data that come from educational settings, and using those methods to better understand students, and the settings which they learn in. In this paper, a comparative study is carried out using the output from projects implementing learning analytics around the world and there is an attempt to compare the strategies both LAK and EDM are using to contribute in this field.

Alejandra Rios Urzua
Diploma in Labour Skills Programme Director, Universidad Andrés Bello, Chile
Lucia Ernestina Illanes Aguilar
Associate Professor, Universidad Andrés Bello, Chile
Verónica Andrea Águila Möenne
Inclusive Education Director, Universidad Andrés Bello, Chile
&
María Theresa von Fürstenberg Letelier
Diploma in Labour Skills Programme General Director, Universidad Andrés Bello, Chile

Development of an Inclusive Culture in a Higher Education Institution

Inclusion as global trend, has been gradually gaining space, raising awareness regarding inequity issues and diminishing discrimination and exclusion, as well as promoting respect for human rights and fundamental freedoms (Vásquez and Alarcón, 2016).

UN Convention on the Rights of Persons with Disabilities was ratified by Chile (2008), committing to "promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities," (Article 1).

The goal of this work is to analyze the experience than an Institution on Higher Education has gone through, developing a programme for students with special needs (Labour Skills Programme), thus constructing an inclusive culture as response to the diversity of their students, their access, permanence and employability of those with disabilities.

It is a qualitative study, with narrative subjects design.

The results demonstrate that for 12 years, the institution has being implementing internal politics, mechanisms, and actions in response to the student's diversity, and an example of that is the "Labour Skills Programme" (2006).

Currently, thanks to the Inclusive Education Direction, is possible to identify the barriers that students with disabilities face at their regular careers, laying the foundations to build a real inclusive culture.

Dava Roth
Assistant Professor, Hanover College, USA

The Butterfly Project: Integrating Genocide Education with the Common Core State Standards

The concept of best practices in teaching is not a new one, and the discussion of how to implement the most effective strategies in social studies education is ongoing. With the implementation of the Common Core State Standards (CCSS) at the national and state levels, many teachers are concerned with the increased complexity of planning for instruction and how to integrate these standards seamlessly into existing curriculum. Considering the importance of critical thinking in the CCSS and the development of executive function skills in adolescents, it is imperative that teachers are provided with strategies including the use of primary resources and art to strengthen their ability to successfully facilitate learning in this new paradigm. The Butterfly Project is one example of a unit conducive to such, particularly when embedded with the use of primary resources, artistic and creative explorations of content, which are demonstrated to be effective through qualitative study procedures.

Mihaela-Viorica Rusitoru
Associate Researcher, University of Franche-Comté | ELLIADD, France
Ioan Roxin
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Skills for Educational and Social Inclusion.
How Digital Competences could Improve Lifelong Learning?

Context and background: Societal challenges are generating major transformations in education, training, and pedagogy. The arrival of the new technologies in the field of education started to revolution the educational principles. The social gap between different categories of learners is more visible. Education has the mission to face these social challenges. It seems that the human being needs to update and improve constantly his skills and competencies. He is called to be involved in a "*lifelong learning*" process.

Purpose and research question: Lifelong learning became an economic imperative of our societies. To adapt to this moving and changing society, learners of all ages have to acquire new knowledge and skills. For this reason, the main aim of this contribution is to analyse *which are the most valuable skills for the new millennium and in what manner could digital competences fully improve the learning offering?*

Methodology: To answer to this research question, we will realise a comparative analysis by starting from the international and European approaches in this regards. The European Union proposed a list with eight core competencies. UNESCO and other international organisations promote skills and competencies which enable learners to be competitive. Digital skills are present in these educational and legal tools. Moreover, "media education" doesn't exist for the moment in these regulations, but needs to be more debated.

Research conclusions: Education for learners of all ages becomes an imperative for our society. Each human being must deploy this potential and benefit of an integral development. Thus, citizens will be "armed" with necessary skills for lifelong learning, while not only the economic-based skills are promoted but also media education.

Aino Saarinen
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The Use of Digital Technologies at School and Cognitive Learning Outcomes: Findings from the Finnish PISA 2015 Data

Background: In the PISA 2000, 2003, and 2006 studies, Finland was ranked among the best countries in cognitive learning outcomes across all countries. In the PISA 2012 and 2015 tests, however, the ranking of Finland substantially declined. Simultaneously, extensive investments were made in digital technologies at schools in Finland. This study investigated whether the use of digital technologies at school is linked to students' learning outcomes in Finland.

Methods: We used the Finnish PISA 2015 data (N=5037). Cognitive learning outcomes (i.e. scientific literacy, mathematical literacy, reading literacy, and collaborative problem-solving) were evaluated with a 2-hour pattern of computer-based tests. ICT (information and communications technology) use at school, ICT availability at school, and students' perceived ICT competence were assessed with self-rating questionnaires.

Results: When adjusted for age, gender, and the index of parental economic, social, and cultural status (ESCS), it was found that frequent ICT use at school predicted weaker performance in all the cognitive learning outcomes, i.e. lower scores of scientific literacy, mathematical literacy, reading literacy, and collaborative problem-solving. Further analyses revealed that frequent ICT use had a negative effect on students' cognitive learning outcomes at all levels of students' ICT competence, but the effect was more negative at high levels than low levels of students' ICT competence. Moreover, frequent ICT use at school had a negative effect on students' cognitive learning outcomes at high levels but not at low levels of ICT availability at school.

Discussion: Frequent use of digital technologies at school appears to be linked to weaker cognitive learning outcomes in Finland. This finding appears not to be accounted by low levels of students' ICT competence or scarce availability of ICT devices at school.

Luciane Santos
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Teaching and Learning with Technology in Basic Education: Developing Computational Thinking of Students

We live, in the contemporaneity, changes in our professional practices, school, social, among others, because of the uses we make of digital technology. These changes are accompanied by benefits and challenges arising from the new possibilities of equipment, devices, programs and applications with which we interact in our day to day. In this context, both teachers and researchers in the area of Education seek to understand the phenomena of insertion and use of technology in teaching and learning processes, which shows that the process of technological innovation in education deserves our attention and our studies. One of the issues that has been discussed concerns the insertion of programming teaching in Basic Education. There is a link between these approaches and the resources to which we now have access thanks to the increasing and continuous technological innovation. Among them, we can mention (i) the use of digital games as a way of approaching the universe of most students and (ii) teaching methodologies that value students as content producers. This paper presents the results of a research that investigated the development of computational thinking of Elementary School students who participated in a mini-course of digital game programming with Scratch software in school. The objective of the research is to evaluate situations of children's computational thinking development in educational contexts, as well as to discuss the teaching of programming as a trend in Education. Learning situations were proposed to students using active teaching methodologies. They produced digital content to math in game format. Analyzing the possibilities and conditions of insertion of programmatic teaching in the basic education curriculum, the idea is discussed that the children can participate in computer programming activities in Basic Education, because it develops the computational thinking, that can help in the learning of different school contents, focusing on problem solving and on the use of Information and Communication Technologies.

Oliver Semmelroch
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&
Thomas Wiedenhorn
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How are Parental Educational Decisions Formed Before and After the Introduction of Parental Educational Decisions in Baden-Württemberg? Findings from Two Empirical Studies with Parents in the Transition from Primary to Secondary Education

For several decades now, educational discourse has been advocating the thesis that educational decisions contribute significantly to the genesis of educational inequalities. This is particularly noticeable at the joints in the educational process and proves to be a relevant factor for the emergence and maintenance of educational inequalities in the German education system. Nowhere is social selection so evident in the (structured) school system as it is in the transition from primary school to types of secondary school (Ditton 1992), because the distribution based on performance assessments has direct and indirect effects on educational attainment (Cortina, et al. 2008). The first educational decision has therefore been identified in numerous empirical studies as a decisive and hardly revisable course for the future educational careers of children and young people (cf. e.g. Maaz et al. 2010).

In recent years, empirical educational research has increasingly documented that differences in performance do not arise independently of socio-cultural differences between pupils and their parents and thus lead to disparities in the participation in education of different educational pathways, even independently of the formal transition system. But even with comparable school performance, the parents' choice of school differs markedly in terms of its social and cultural characteristics, as numerous, above all quantitative, studies have shown (cf. Stocké 2014, Baumert & Maaz 2010). In addition, primary school teachers advise on uncertain performance constellations against the background of family support options (Wiedenhorn 2011). Children from socially disadvantaged families are therefore less likely to be found in higher education.

In order to reduce educational inequalities, the political trend in Baden-Württemberg is not the only one to move from limited to free school choices. With the implementation and conversion of the community school as well as the newly formed secondary schools, Baden-Württemberg has also taken a further step towards achieving this goal. Building on the quantitative-qualitative study on "educational decisions

from the perspective of pupils, parents and teachers" (Wiedenhorn 2011), it seems important to pursue further qualitative approaches that do justice to the complexity of the formation of these decisions, in addition to quantitative analyses of the already well-documented connections between educational decisions and social origin. The results of the two studies show the educational decisions before and after the discontinuation of the educational recommendation and are to be explained by the following questions on which the conference contribution is to be based:

1) How are parental educational decisions formed before and after the introduction of parental educational decisions or the reform of the education system in Baden-Württemberg?

In particular, the following key questions are to be answered:

1. how do parents justify their choice of school, e.g. in the case of alternative (formally seemingly equal) educational concepts?
2. what arguments underlie parental school decisions and what types can be identified?
3. by whom or what are parental decisions on education and school choice significantly influenced?

On the basis of qualitative data obtained from the two dissertation projects on which the research is based, the individual article is intended to present and critically discuss initial indications for answering and discussing the above questions.

John Spiridakis
Chair and Professor, St. John's University, USA
Brett Elizabeth Blake
Professor, St. John's University, USA
&
Em Maslak
Professor, St. John's University, USA

Working Adolescents in a Global Society: Using the Linguistic Tools of "Translanguaging" and "Glocal" Literacy Practices to Succeed

Adolescents work. Individuals of both lower secondary school-ages (12-14 years of age) and upper secondary school-ages (15-18 years of age) need skills to succeed in their jobs, whether they be part-time to provide pocket change, or full-time to supplement a family's income. Adolescents typically obtain an education in three ways. Some adolescents acquire skills from a formal education through a vocational program that is offered in the middle school and/or secondary school setting. Others (who do not enroll in school) acquire skills from job training in non-formal educational programs. And all obtain an informal education through personal interactions in a variety of social settings in which they live and work. Adolescents need these types of education, which are directly related to their development and maturation, to not only succeed but also advance in their work environment (Dumas, 2012; Lau, et al., 2000; Fass, Benson & Kaestle, 2013; Maslak, 2008; 2014; 2018; Maslak, Kim & McLoughlin, 2010; Waintrup & Unruh, 2008). Yet quite often, adolescents either work without training that is needed to succeed in the job or obtain inappropriate training prior to obtaining the position (Heinrich & Holzer, 2011; Lau et. Al, 2000). This situation creates a crisis in adolescents' inability to work.

Today, in our increasingly global society, among both migrant and refugee adolescents (particularly in (Europe), the crisis of work is exacerbated by the new linguistic and language skills that they must acquire and utilize when they arrive to their new country. Studies, including our own, have suggested that immigrant/refugee students engage in both "glocal" literacy practices, a description for the economic and political phenomena where people use local and global connections to adapt and adopt new literacies (Blake, 2004, 2014, 2017; Sarroub, 2008; Sirin & Fine, 2005) and "translanguaging," a perspective that views language as a social resource without clear boundaries, and places the speaker at the heart of the transaction both in school and work settings.

In this presentation, we first summarize the research on what is known on adolescents and work. We will then highlight how the linguistic skills of "translanguaging" and "glocal practices" found in various

learning settings can aid and support adolescents in and at work. The social, economic, political, and linguistic implications are profound and crucial as Europe (in particular) experiences its greatest wave of migration since the end of World War II.

Susan Stocklmayer
Emeritus Professor, The Australian National University, Australia
&
Michael Gore
Honorary Professor, The Australian National University, Australia

Science Education Research: An Endless Circuit…

The teaching and learning of science have been shown to have a plethora of associated alternative conceptions which impede understanding and hinder successful problem-solving. For many decades, problems with learning science - physics in particular - have been identified for students from primary school to university level around the world. Teachers, too, have been shown to hold alternative conceptions. Despite this large volume of research from many countries, however, the problems persist and continue to be reported.

How much have textbooks changed, to reflect this research and explore other ways of teaching physics topics? In this paper, the authors will review the presentation of selected physics content in a representative range of school science textbooks from several countries over the past twenty years. Using the case study of electrical circuitry, the pervasive nature of the electron-flow model in textbooks and in prescribed curricula will be discussed, together with the likelihood of fostering alternative conceptions through the text. Are there alternative models which have been ignored? The wider context of the importance of connecting science education research with textbook content will be addressed.

The *endless circuit* – whereby we teach outdated and discredited models, followed by identifying problems through research, by designing and attempting remedial strategies, and then by teaching the models just as before - must be broken, if we are to change the way students approach science content and improve their learning outcomes.

Zoi A. Traga Philippakos
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The Effects of Strategy Instruction with Components of Dialogic Pedagogy on the Procedural Writing of first-Grade Students

This study on genre-based strategy instruction that incorporated components of constructivism and dialogic pedagogy was conducted with 121 first graders and six classroom teachers. The purpose of the study was to examine the effects of this specific approach that emphasized oral language and enactment of processes at the planning and revision stage on the quality of first graders' procedural papers. Students and teachers were randomly assigned to condition and both conditions taught procedural writing. Instruction lasted for nine days and professional development and coaching were based on virtual observations of classroom teachers. All teachers were observed and all teacher taught students how to write procedural papers and apply the writing process. However, students in the treatment condition learned how to complete the tasks following a specific process (strategy for teaching strategy) while they also learned to enact the tasks at planning and revision. Treatment teachers and 20 students (n =10 treatment) were interviewed at posttest to receive their feedback about the approach and coaching and examine their understanding about procedural writing and the writing process, respectively. Statistically significant differences were found for writing quality with the treatment group outperforming the control (p <.001). Comments by teachers were positive about the instructional approach and about the coaching they received. Students in both conditions seemed to be able to refer to the steps as an element of the genre; however, treatment students had a better understanding of the process and of all elements of the genre. Both groups seemed to be challenged with explanation and oral expression.

Ignatios Vakalis
Professor, California Polytechnic State University, USA

Proven Strategies for Increasing Female Undergraduate Enrollments in Computer Science/Software Engineering

Many computing departments at universities in the USA, and beyond, are experiencing significant increases in enrollments. While these increases are largely welcome, the percentage of female students majoring in computer science or software engineering remains (very) low. Computing is one of the most important disciplines, which is enhancing a plethora of scientific disciplines; shaping societal interactions; expanding expressions in the area of fine arts and is also serving as a key component to major current and future innovations. Certainly creativity, in additional to in depth technical knowledge are necessary components for success. Unfortunately, the field of computing still experiences a lack of gender diversity.

For the last 11 years, the Department of Computer Science/Software Engineering at Cal Poly State University in San Luis Obispo, has achieved great success in dramatically increasing the number of undergraduate female students.

The paper will first present compelling reasons/cases for diversity and inclusion of women in computing (and more generally in information technology). Social justice, innovation and business cases will be outlined.

The Department of Computer Science-Software Engineering at Cal Poly -San Luis Obispo (public; 1200 undergraduate majors; lab intensive curriculum) has successfully implemented a cadre of evidence-based approaches, via a multi-year strategic plan to attract and retain, educate, empower many more young women in Computer Science- Software Engineering.

The presentation will outline the cadre of interlinked approaches that have been developed:

- Instituting a first year (first quarter) menu-based course, featuring different "tracks" and reflecting student interests (robotics, games, visual art, music, mobile apps, and recently, cybersecurity). All "tracks" employ project-based learning with common learning outcomes.
- Developing two interdisciplinary, cross-departmental minor programs: Computational Art (CS and Art/Design), and Data Science (CS and Statistics). Many more female students are taking CS courses since the departments of Art/Design and Statistics have 70% and 55% female majors respectively.
- Enriching mentoring. Female students (during first year courses) are paired with upper-division female students. In addition, there is mentoring with members of the Industry Advisory Board.

- Strengthening the "Women in Computing" student club. Membership has tripled during the last few years. Club activities include: recruiting, mentoring, tutoring, and developing corporate connections.
- Providing support to female students (cohorts of first year and upper division, approximately 80-100 each year) to attend the Annual Grace Hopper Celebration.
- Deploying female students to recruit additional female students from their respective high schools, thus creating a distributed and scalable recruiting strategy. Roadshow materials infused with personal experiences make captivating presentations.

The percentage of female students has risen: from 9% in 2010 to 28-30% in 2018. In addition, the retention rate of students is now at 92%.

Lorena Valerio
Faculty, Travel & Tourism Management, De La Salle–College of Saint
Benilde, Philippines

Effectiveness of YouTube as an Edutainment Medium: An Exploratory Study

Most research on edutainment is focused on children and primary education when educators utilize games, interactive activities, television, and computer to engage primary students. Although the concept of edutainment has been around for decades, edutainment has not been fully explored in the area tourism and hospitality management courses in higher education, when social networking sites (SNSs) have become a necessity to the new generation of learners called digital natives or the Google-eyed YouTube generation. Studies shown that the use of social networks (SNS) complements and enhances teaching in traditional classrooms. YouTube it is a social network tool, which has progressed as one of the fastest-growing social network sites in the world, because aside from entertainment, educators use it to support their teaching. The primary learning theory that will be used to reinforce edutainment is social learning. This study will focus not only on the entertainment aspect of the medium but more importantly on its pedagogical aspect by revealing the effectiveness of YouTube video and the attitudes of tourism and hospitality management students enrolled in sales and marketing subject. Convenience sampling method will be used. In this study, students being surveyed are under the classes (Sections A&B) of the researcher-teacher. Section A (experimental group) will be shown a YouTube video, and Section B (control group) will learn from conventional way of teaching. YouTube video (selected by the teacher based on the following criteria; relevance to the session topic in the syllabi, minutes of the video, entertainment value, i.e. animation, graphics, etc.) will be shown to the surveyed students before the teacher discusses the lesson. After watching the selected YouTube video, the teacher will assess the learning of the students in Section A. for Section B, conventional method of teaching will be applied (no use YouTube video), after the discussion, same set of quiz will be given to the students. T-Test will be employed to reveal the results comparing the learning effectiveness of the intervention. That is, the experimental group will be exposed to the YouTube video, while the control group will be exposed to the conventional method. The result of this study will benefit educators in developing or choosing videos from YouTube or other online sources to be used in the classroom, and how educators can design syllabi integrating edutainment media. This study can benefit the developers of educational videos keeping in mind the edutainment factor, which enhances learning.

Deborah Voltz
Director, Center for Urban Education, University of Alabama at
Birmingham, USA
&
Michele Jean Sims
Associate Professor, University of Alabama at Birmingham, USA

Teaching in Diverse, Inclusive Classrooms

The focus of this presentation is a professional development sequence that empowers teachers to design, deliver, and evaluate instruction for diverse groups of students in inclusive, standards-based classrooms. This professional development sequence is composed of four modules: a) instructional methods and materials for differentiated instruction; b) design of the classroom physical and social environment; c) collaborative planning and problem-solving for differentiated instruction; and d) use of assessment to guide instruction. Each of these modules includes interactive, team-based training, followed by job-embedded practice, coaching, and reflection. An implementation guide will be shared, along with data involving impact on teachers' instructional practices.

Shizhong Wang
Professor, South-Central University for Nationalities, China

Policy Innovation and Practical Experience of Ethnic Higher Education in China

Since the founding of New China, China has accelerated the development of ethnic higher education with differential policies, continuously upgraded the ability and level of ethnic education to serve the national strategy, the development of ethnic minorities and ethnic areas, fully guaranteed the rights of ethnic minorities to receive higher education, and achieved great results, and accumulated a lot of Chinese experience. Under the background of socialism with Chinese characteristics entering a new era, how to speed up the development of national higher education, especially how to overcome and break the obstacles of the system and mechanism that restrict its "unbalanced and insufficient development" and further improve the top-level design of policies, is an important issue before us.

Yan Wang
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Design the Rubric Scale for Evaluating Hospice Nursing Ability

Based on the purpose of hospice nursing education, according to the analysis of the dimension of hospice care ability, we designed and applied the Rubric scale for the hospice nursing ability. Hospice nursing ability is to care for the dying person. By literature review, the hospice nursing ability was identified as seven dimensions, including ①application of principles in hospice care, ②terminal symptom control, ③comfort improvement, ④communication with the patients and families, ⑤bereavement relief, ⑥obedience to the legal and ethical rules, ⑦team work.

The situational examination is commonly used in nursing education to evaluate complex ability, which is suitable for the evaluation of hospice nursing ability. By setting a case in a clinical situation, the student cares for the patient within the prescribed time, and the teacher scores the overall performance of the student. Because of the many points involved in the situational examination, it is difficult for students to master. Moreover, the subjective nature of teacher ratings may make evaluation unfair.

The Rubric scale is a structured evaluation tool designed by evaluators to evaluate a student's learning process and results in a narrative scoring scheme. The Rubric scale for the hospice nursing ability designed in this research include seven abilities in hospice nursing, and every ability has four grades: beginning, developing, competent, and good. Every degree of the ability was described in details. The total score of this scale is 28, and the higher score indicates better performance of the students. The Rubric scale can and provide an objective basis for teachers' teaching and evaluation. The items in the scale can be regarded as the training objectives and evaluation standards. Students can understand their performance in the exam from the rubric scales than from a simple score. The degree in rubric also could effectively guide the students' learning from a lower degree to a higher degree.

Thomas Wiedenhorn
Deputy Professorship in Primary School, Ludwigsburg University of Education, Germany

School Reforms in the Pre-Modern Period from the Perspective of Justice and Discourse Analysis on the Implementation of the "Teutsche Schule" in Württemberg

In the field of research on education and schools, the 16th century is described as the era of school regulations. During the Reformation, many European countries established groundbreaking educational concepts. One major starting point for the implementation of institutionalized public education in Württemberg was the Große Kirchen- und Schulordnung (cf. Reyscher 1834). Implementation of the "Teutsche Schule" as a standardized, comprehensive school is a discourse which passed on ideas of justice.

This contribution raises the question of the structural, symbolic and subject elements of the discourse on the challenges the state faced for its ordinances to be accepted by the public in pre-modern and modern periods. To do this, the two relevant sets of school regulations are analyzed in terms of the "power-strategic and domination-strategic functions of the (practical) solution to social problems presented discursively" (Caborn, et al., 2013, pp. 24). Two source texts on the implementation of public education in Württemberg and Habsburg form the basis for the discourse analysis: First regulations concerning "Teutsche Schulen" in the Große Kirchen- und Schulordnung (1729) and the "General school Regulation" (1774). The discourse to be analyzed refers back to temporary practices, which themselves in turn are reproduced by specifically conditional proto-modernisation to modernisation subjective practices. Does this mean that every type of school has its own general policy of truth (cf. Foucault 2003) which only temporarily serve as true discourses?

Mervyn Wighting
Professor & Program Chair, Regent University, USA

Theory to Practice: Researching Best Practices in Preparing Teachers for Secondary Schools

This research explored the relationship between effective teaching theories and practical application within the classroom in order to identify best practices in preparing teachers for secondary school classrooms. The study examined teaching strategies taught in a teacher preparation program and how the theory of using them aligns with practical application in the classroom. The participants involved are first year teachers who have recently completed a program of six teacher education courses.

An initial survey of teacher candidates was conducted on completion of their coursework. This survey was used to determine which teaching strategies, learned in the program, they perceived would be the most effective in the classroom. A follow-up survey, a classroom observation and an interview were conducted mid-way through their first year of teaching, and a final survey and an interview were conducted at the end of the first year to determine which practices had actually been the most effective.

Results of this research and lessons learned will be reported, and samples of the instruments used will be provided so that others may replicate the study.

Binyu Yang
Research Assistant, The George Washington University, USA

College Students' Use of Self-Regulatory Prompts in Online Vocabulary Learning

While online learning has become an integral part of higher education and offer students the freedom to learn at any time, from any places (Means, Toyama, Murphy, & Baki, 2013), the lack of self-regulation has been identified as a significant factor that could influence online learners' learning experiences and academic outcomes (Oh & Reeves, 2013). Because students' self-regulation will not improve spontaneously without purposeful interventions (Barnard-Brak, Paton, & Lan, 2010), many instructional designs, strategies, and supports have been applied and provided in traditional classrooms to activate students' self-regulated behaviors and enhance their self-regulated strategies. However, the literature focusing on learners' self-regulated learning (SRL) and SRL interventions in online learning environments still remain limited. Thus, further research on guided practices for activating student's self-regulation in online contexts is urgently needed.

Three constructs within Zimmerman's (2000) theoretical framework of self-regulation will be integrated into the self-regulatory prompts (SRP): goal setting, metacognitive monitoring, and self-evaluation. Using a mixed method design, this study is to examine whether the SRP enhance students' self-regulatory processes, and how high and low-level self-regulation students respond to the SRP differently. In my study, approximately 90 Chinese college students will be involved in a 12-session online English vocabulary course, and the students will either be randomly assigned in an experimental group who receive SRP or a control group who do not receive them. In addition, a microanalytic method will be applied on six college students from the experimental group, three high-level self-regulated (SR) students and three relatively low-level SR students, aiming to have a more comprehensive and accurate recording of their use of self-regulatory prompts. The expected outcomes of this study are that both high-level and low-level SR students' self-regulatory processes/shifts could be documented, and the SRP could help activate and enhance students' self-regulation in an online English course.

Hao Bin Yuan
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The Design of Objective Structured Clinical Examination in High-Fidelity Simulations for Clinical Competency Assessment among Nursing Students

Clinical competency refers to the comprehensive abilities to problem solving, decision making, critical thinking, case management and client communications and ethical consideration. This paper describes the design of the Objective Structured Clinical Examination (OSCE) in high-fidelity simulations for assessing nursing students' clinical competency. The OSCE stations includes nursing assessment, decision making, nursing interventions, health education. All scenarios are designed using the high-fidelity simulator which is a computer-controlled human patient simulator (HPS, SimMan). The SimMan is a full-body manikin with a realistic upper airway, chest movement, variable cardiac and breath sounds and a palpable pulse, an ability to verbal some symptoms and respond to interventions. Student standard patients are involved for enhancing the realism of interactions in the scenario. The first station for nursing assessment (10 minutes) incudes collecting current medical history, past history, family history, physical examination and psychosocial assessment, etc., mainly assessing nursing assessment ability, communication skills, data collection skills and professional attitude as well. The second station for nursing diagnoses (10 minutes). The candidates should analyze the medical records and collected data, and propose the nursing diagnosis/care problems and think about what kinds of nursing interventions should be taken for the problems. It is used to evaluate the abilities of case analysis, condition observation and problem handling, and familiarity with nursing diagnosis. The third station is nursing skill exam (20 minutes). The relevant nursing skill is implemented for the nursing diagnosis/reasonable problem. The fourth station is health education (10 minutes). It is used to assess the ability of health education and communication skills. It is the observational measurement with three levels (Incorrect or Omitted, Partially Correct, Correct). The OSCE is used to evaluate students' clinical competency in a specific simulated situation by two raters. The higher score indicated the better competency in clinical performance. The inter-rater reliability should be established for minimizing the possibility that the scores would vary from rater to rater. The simulation offered a realistic learning environment for tutors to assess students' clinical performance. The OSCE can be used to assess nursing students' comprehensive clinical skills, clinical thinking, problema-solving and communication ability in clinical setting. It is necessary to enhance the realism of the scenario with physical props and psychosocial interactions.

Deborah Zuercher
Professor, University of Hawaii, USA

Consideration of Culture:
Place-based Education

Presenters demonstrate that education can be reframed and reclaimed by using culturally responsive pedagogy to intentionally create democratic communities where there is a healthy balance of individual identity formation and sense of responsibility and leadership for the common good of the community. Dewey (1938) believed that democracy is social communication that the school must constantly nurse through the living relationships between people and institutions. Teacher quality has been constrained by external measures of accreditation and accountability. Hawaii educators and students particularly struggle to recreate a sense of identity following colonization by the United States of America. These challenges resulted in the development of culturally responsive instructional interventions to support the socialization of new teachers able to question undemocratic practices that silence or marginalize some students while privileging others in a highly diverse learning context. Hawaii offers a unique case study of democratic tolerance amidst diversity. There is no dominant ethnicity in Hawaii where more than 20,000 students speak over 50 different languages (Vogt, Jordan & Tharp, 1987). Hawaii public schooling is driven by imported textbooks that are aligned to Common Core State Standards. The imported curriculum and the hegemonic US impositions are not faring well for Pacific Island students. Lagging behind other states in academic achievement, only 82% of Hawaii's students graduate (Hawaii Department of Education, 2016). Deering (2006) asserts that assessment measures, imported from the continental United States, as well as mandated instruction, have not been effective in Hawaii schools. Pacific students are challenged with navigating their own individual identity formation (Erikson, 1968) while sorting through intertwined Pacific and United States cultural and national identities.

Presenters will share examples of emergent culturally responsive pedagogy (CRP), which foster teacher voice, resistance, and resilience. CRP is a democratic pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes (Culturally Relevant Teaching Resources, 2015; Ogbu, 2003; Ladson-Billings, 1992). Universal democracy seeks to establish a balance between individual rights and duties to community (Khan, 2003). Kriesberg (1992) encouraged educators to create communities where democracy is practiced every day. Rather than using imported texts, examples of curriculum materials that were collaboratively created for relevancy to the learning community and aligned to academic

standards and Hawaiian Na Hopena Ao cultural values (Hawaii Department of Education, 2015) will be shared. Democratic participatory instructional strategies will be modeled.