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MESSAGE FROM THE HOSTING PARTNER

The University of Northern Colorado (UNC) is a proud hosting partner of the Third International Conference on Education to be held in Kuala Lumpur in April of 2017. The University is excited to be a part of a conference that allows scholars and practitioners in education from around the world, and especially South East Asia, to present their research and their practical ideas in order to enhance education.

We have a long tradition in education, having been founded in 1889 as a State Normal School to prepare elementary school teachers. Since then it has grown to become a comprehensive university of about 12,500 students that offers over 100 undergraduates programs and a wide range of graduate programs, especially in education. UNC prepares the largest number and broadest array of teachers in the Rocky Mountain Region of the United States. Our graduate programs, offered on campus and online, prepare educators for virtually every job in a school including superintendent, principal, teacher leader, teacher, educational coach, school psychologist, nurse, nutritionist, audiologist, and educators working with students with special needs, including the visually and hearing impaired.

UNC's education programs have earned a range of prestigious awards including the Christa McAuliffe Award for Excellence in Teacher Preparation. Some of our programs have been nationally ranked by US News and World Reports. Our faculty members publish in high quality journals and are regularly the recipients of large grants, such as a recent \$2.2 Million grant to collaborate with rural school districts in Colorado, USA.

This International Conference on Education fits with the mission of UNC to improve scholarship and educational practice worldwide. We believe that researchers and practitioners, coming together at conferences such as this one, can advance the quality of education received by students worldwide.

More information about UNC and our programs can be obtained from our website (www.unco.edu) or by talking to Eugene Sheehan (eugene.sheehan@unco.edu), Dean of the College of Education and Behavioral Sciences and Conference Chair, or Christy Moroye (christine.moroye@unco.edu), conference keynote speaker.

University of Northern Colorado (UNC)
USA

MESSAGE FROM THE CONFERENCE CHAIR

It is my great pleasure to serve as conference chair for the second time for the International Conference on Education, organized by the International Institute of Knowledge Management (TIKM). The University of Northern Colorado, my home institution, is proud to be the hosting partner. I attended the first conference in Beijing and was chair last year for the conference in Bangkok. Both conferences were lively events where education researchers and practitioners from around the world came together to discuss a wide array of important issues in education.

This year promises to be equally stimulating. The theme around global education and mobility is rather broad so we have an eclectic array of papers ranging over a variety of themes including such topics as curriculum development, mobility, technological enhancements, culturally and linguistically diverse, and more.

I want to thank TIKM for organizing the conference and for attending to all the logistical details including the hotel, meals, program, and all aspects of conference planning.

I hope during your time at the conference that you take the opportunity to engage with your peers to discuss your ideas for research and practice and that you ask questions of the presenters. There will be a researcher forum and a student gathering. We will all benefit from our combined participation at this Third International Conference on Education.

I also hope you spend some time exploring this wonderfully diverse city.

Eugene P. Sheehan
Dean, College of Education and Behavioural Sciences
University of Northern Colorado
USA

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KEYNOTE SPEECHES



ENSURING A QUALITY TEACHER IN EVERY CLASSROOM: IMPROVING TEACHER PREPARATION

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ABSTRACT

That the quality of a teacher affects student learning is indisputable. Therefore, ensuring a high quality teacher in every classroom should be a priority in all schools and school districts. However, preparing high quality teachers is no easy matter. Research and best practices suggest several strategies that can enhance teachers' effectiveness in their classrooms. These include: taking a longer view of the teacher pipeline to include recruitment in high school and post-graduation induction; the provision of deep and meaningful clinical experiences; access to student performance data to inform teacher preparation program improvement; partnerships with schools in the preparation of teachers; the elevation of the teaching profession; and improving teaching in universities.

TEACHING IN THE MOMENT: EDUCATIONAL EXPERIENCE IN THE AGE OF TOMORRO

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ABSTRACT

When we look at schools from a curriculum perspective, we may ask, What should be taught? To whom? Toward what aims? Who decides? Such questions often garner responses centered on preparing students for the future, and include elements such as high stakes testing, college and workforce readiness, and global competition. But with a focus on the future and on external assessments, I argue that such educational foci marginalize students' present and very real experiences in education. How might we, through a curricular lens, restore balance between the significant contexts and experiences of students with the demands of the future in our globalized societies? I suggest that we attend to John Dewey's criteria for educative experience, and through that lens I offer two kinds of experiences that may be fostered by educators: aesthetic and ecological.

**EDUCATION MOBILITY AS ONE OF THE GRAND STRATEGIES FOR HIGHER
EDUCATION INSTITUTIONS' SUSTAINABILITY IN 2020S: AN ACADEMIC
PERSPECTIVE**

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ABSTRACT

Global Prominence (eighth shift), comprising internationalization and education mobility, is considered as one of the supreme key result areas in Malaysian Education Blueprint 2015-2025 endeavors. In relation to this, this paper focused and discusses Education Mobility as one of the grand strategies for higher education institutions' sustainability in 2020s from an academic perspective. The discussion starts with the introduction of several education management related theories such as educational strategic management theories, education internationalization theories, education mobility theories and higher education institutions sustainability theories. Next, the paper introduces and discusses the application of those theories in International Islamic University Malaysia (IIUM) long term strategic planning. The paper ends with suggestions and recommendations for IIUM's strategic planning effective implementation.

Keywords: Global Prominence, Internationalization, Education Mobility, Strategic Management & International Islamic University Malaysia



ORAL PRESENTATIONS

[01]

**EXTENT OF VIABILITY OF UTILIZING INTERNET SHOPS AS AN
ALTERNATIVE LABORATORY IN INTERNET AND COMPUTING
FUNDAMENTALS: BASIS FOR A PROPOSED ACADEME-INDUSTRY LINKAGE
PROGRAM**

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ABSTRACT

Considering the large number of students and the limited learning and financial resources of Glan School of Arts and Trades (GSAT), there are students who are not able to use the school's computer laboratory. It is in this view that this study is conducted to determine the extent of viability of utilizing internet shops as an alternative laboratory in Internet and Computing Fundamentals taking into consideration the marketing; technical; management and organization; financial and socio-economic aspects of a feasibility study. Respondents of the study were internet shop owners in Barangay Poblacion, Glan, Sarangani Province whose shops are in close proximity to GSAT. The study found out that the extent of utilizing internet shops as an alternative laboratory for grade nine Internet and Computing Fundamentals students of GSAT is much viable. Hence, an academe-industry linkage program is proposed. This program will serve as a guide in the implementation of the venture which is an innovative approach to address the gap between grade nine students who have access to the school computer laboratory from those who do not have.

Keywords: Extent of Viability of Utilizing Internet Shops, Internet Shops as Alternative Laboratory, Internet and Computing Fundamentals, Academe-Industry Linkage Program

[02]

CURRICULUM AND PEDAGOGY FOR SCIENCE TEACHER EDUCATION: A MULTINATIONAL SYNTHESIS

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ABSTRACT

The improvement of science education is a common goal worldwide. Countries not only seek to increase the number of individuals pursuing careers in science, but to improve scientific literacy among the general population. As the teacher is one of the greatest influences on student learning, a focus on the preparation of science teachers is essential in achieving these outcomes. A critical factor for developing science teachers is the university teacher education program, where pedagogy and content coalesce. It is here that future science teachers begin to focus simultaneously on the knowledge, dispositions and skills for teaching science in meaningful and effective ways. In this paper, I provide a comparison of science teacher education programs across ten countries and six continents. I analyzed detailed descriptions of the national context, course structure, curriculum, teaching strategies, and assessments used within particular science teacher education programs as described by the teacher educators who designed them. Using thematic analysis, I provide a synthesis of common themes and unique features across contexts, and offer directions for future research on science teacher education. The findings from this international comparison explain the ‘behind the scenes’ thinking for designing subject-specific teacher education programs, describe practical teaching and assessment strategies, provide a platform for educators to learn about science teacher education innovations in different national contexts, and lead to useful implications for preparing the next generation of science teachers.

Keywords: Science, Teacher Education Programs, Teaching Strategies, Assessment

[03]

GREEN SKILLS: INNOVATION IN THE SUBJECT OF DESIGN AND TECHNOLOGY (D&T)

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ABSTRACT

This study explores the innovation of disseminating green skills through the process of teaching and learning in order to develop environmental sustainability. Green skills need to be inculcated in the lives of children as they are the agents of sustainable development. This study investigates the elements of green skills applicable to the practice for the subject of Design and Technology in the primary schools, as a measure to protect and conserve the environment. By using a qualitative research design, excellent teachers for the subjects of Living Skills and Design and Technology (D&T) were interviewed. The focus group method was used to collect data by using semi-structured questions. The findings show that these green skills elements can be instilled in the students: solid waste management, green practices and the concept of 3R (Reduce, Reuse and Recycle). It is proposed that the Ministry of Education could utilize the results of this study to draft the curriculum for the subject of Design and Technology, which in turn would facilitate the production of teaching modules and introduction of green skills elements among the primary school students. This would be a step in the right direction in preserving and conserving the environment.

Keywords: Green Skills, Sustainable Development, Innovation, Design And Technology, Green Practice

[04]

AN INVESTIGATION OF SECONDARY SCHOOL STUDENTS UNDERSTANDING TONGUE AND TASTE BUDS RELATIONS

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ABSTRACT

A common misconception about taste buds is that each section of the tongue contains taste buds that specialize in tasting a specific type of taste such as sweet, sour, bitter, salty, or umami. This myth appears in a bunch of textbooks, so it's not surprising that it's persisted.

It is well known that the taste buds are clusters of taste receptors all over our tongue. Histologically taste buds themselves are too small to see, they usually are called papillae. The taste receptors are activated when chemicals in food bind to them a message sends to our brain and within a few seconds the taste receptor adapts to the flavor and fires much less strongly.

The present study was aimed to find out how persistent misconceptions about taste buds about on secondary level students.

The findings of present study have shown the misconceptions related to tongues' special region are more persisted for secondary school students even after teaching properly the correct concept in the class. Students mostly insisted with the classic "tongue map," where the sections of the tongue responsible for detecting sweet, sour, bitter, and salty tastes are described. This theory is taught widely at schools and is considered to be a fact by most people.

Keywords: Misconception, Taste Buds, Secondary School, Biology Education

[05]

PIONEERING THE USE OF E-ASSESSMENT IN TEACHER EDUCATION, THE MAURITIAN CONTEXT

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ABSTRACT

With the increasing use of technology in education, e-assessment, which is fairly a new concept (Buzzetto-More and Alade, 2006) is gathering more and more impetus in educational systems. Ridgway, McCusker, and Pead (2004) define e-assessment as the use of electronic technologies to drive student learning assessment. Whilst there is ample literature that reviews the application of e-assessment at various levels of education, the use of e-assessment in teacher education has hardly, if ever, been researched in the Mauritian context. This paper, therefore, attempts to explore the use of e-assessment in influencing trainee teachers' engagement in a particular module in an initial teacher education course. As part of their assessment task in the course, students had to work over fifteen weeks on an e-portfolio. During the same period data was collected from three main sources, that is, through (i) systematic observations in classroom, (ii) online presence and interactions of students/tutors, (iii) the e-portfolios produced by individual students. Subsequently, data was analysed using the conceptual framework of Tinoca, Pereira and Oliveira (2014) for e-assessment in Higher Education. The main findings reveal that e-assessment, in the form of e-portfolio, provides for the authentic assessment of learning in a range of domains and at different levels of cognitive complexity and competence, by enhancing students' conceptual understanding and contextual meaning making. Amongst others, one major challenge that emerged pertains to the difficulty that learners faced to cope with the transition in mindset required to engage with a continuous mode of assessment involving the use of diverse technology and higher order thinking skills, as opposed to the accustomed and traditional paper and pencil testing. The authors conclude by highlighting the cost effectiveness of e-portfolio in terms of learning gains derived by both tutors and students when using such assessment method.

Keywords: E-Assessment, E-Portfolio, Teacher-Education

[06]

**RESPONSIBILITY THEORY® A NEW CONSIDERATION IS CLASSROOM
BEHAVIOR MANAGEMENT**

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*Central Queensland University, Australia***ABSTRACT**

The Responsibility Theory® program points out that there is immense potential in recognizing the power of one's own thinking. The students are informed from the outset that their thinking changes their neurology. Responsibility Theory® brings with it a specific question that is followed by 10 precepts, which focusses on providing an immediate insight into one's personal and behavioral power. With this recognition, Responsibility Theory® has two broad goals. The first is the application of the theory; where the goal is to inform students that it is through their self-motivated thinking and application of the Responsibility Theory® precepts that the student – as the research has shown – will begin to develop and apply their own individualized self-empowering possibilities, that brings with it a positive flow-on effect in helping the student to develop greater confidence, self-esteem, self-efficacy and associated learning gains. The second goal is to achieve enduring, positive classroom behaviors. The intended outcome with the second goal is to also inform and empower the teacher and student equally about their responsibilities. The teacher's role is to provide (along with many other requirements) a safe, positive and academically authoritative learning environment. The empirical classroom evidence informs that when students are asked the question: "Who's got the power?" – Each student is able to enthusiastically respond with the following confident authentic self-belief: "I've got the power?" Positive thinking, the presentation of positive behaviors and the action of positive choices also leads to elevated mood states.

Keywords: Self-Directed Learning, Neurology, Self-Talk, Self-Empowerment, Positive Choices

[07]

**THE EFFECTS OF PRONUNCIATION AND CREDENTIALS ON THE JUDGMENT
OF CREDIBILITY OF TEACHERS AND COUNSELORS AMONG FILIPINO
COLLEGE STUDENTS**

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De La Salle University, Philippines

ABSTRACT

The purpose of this study is to know effects of pronunciation and credentials on judgment of credibility in two contexts; the teaching and counseling profession. The researchers aim to test the effects of pronunciation and credentials on students and clients' judgment of their teachers and counselors' credibility. Two experiments were conducted; study 1 focused on the teaching profession and study 2 focused on the counseling profession wherein a total of 414 undergraduate students of a private university participated in the experiment. A two-way analysis of variance was used in analyzing the results. Results for both studies showed a main effect for pronunciation only, $F(1, 209) = 63.238, p < 0.001$ (Study 1) and $F(1, 197) = 3.934, p < 0.001$ (Study 2). The results suggest that regardless of the degree of the teacher or the counselor, students will be highly sensitive to the pronunciation of the professor. This study implies that in order to be rated credible, a teacher or a counselor should possess good communication skills.

Keywords: Pronunciation, Credentials, Credibility, Teachers, Counselors

[08]

**PRE-SERVICE TEACHER TRAINING PROGRAMS IN INDONESIA AND EGYPT:
A COMPARATIVE STUDY**

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ABSTRACT

This study aimed at comparing the implementation of pre-service teacher training programs held by Faculty of Teacher Training and Education (FTTE), Sriwijaya University, Indonesia and Faculty of Graduate Studies for Education (FGSE), Cairo University, Egypt. The data were obtained through documentation, survey, and interview. Survey and interview were conducted to lecturers and management of the two institutions. They were analyzed quantitatively and qualitatively. Quantitative data obtained from the survey were analyzed using SPSS, while qualitative data from documentation and interview were analyzed using thematic analysis. Five main findings were revealed. First, both FTTE Sriwijaya University and FGSE Cairo University apply different recruitment methods in accepting prospective students by considering minimum qualification required, recruitment process, entrance test, and terms and conditions of acceptance. Second, the two faculties also run the pre-service training program differently in terms of period of study, number of credits required, kind of curriculum applied, level of curriculum, lecturer qualification, student grade point average, and grading system of subjects. Third, the graduates of both faculties have the qualification to become teachers at both the primary education and secondary education. Last, both FTTE Sriwijaya University and FGSE Cairo University encounter problems in running the pre-service teacher training program. The problems vary from student recruitment, process of educating, training, and preparing student during their study timeline, and problem related to long job-waiting time and number of vacancy provided.

Keywords: Pre-Service Teacher, Teacher Education, Comparative Study

[09]

**CONTENT AND PEDAGOGICAL COMPETENCE OF MATHEMATICS
TEACHERS IN THE SECONDARY SCHOOLS IN LA UNION, PHILIPPINES**

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ABSTRACT

The research looked into the competence of mathematics teachers in the secondary schools in San Fernando City, La Union, Philippines. It looked into the profile of the teachers; their competence along content and pedagogy and their strengths and weaknesses along this; the significant relationship between and among teacher's profile, content and pedagogical competence. It used validated questionnaires and covered 13 schools with heads, faculty, and students as respondents. It found out that the teachers are licensed, pursuing graduate studies, new in teaching and had inadequate seminars. Their level of content competence was average. They scored highest in conceptual and computational but lowest in problem-solving. Conversely, their level of pedagogical competence was very good. They were rated highest in management but lowest in teaching. Moreover, there was a significant difference in the perceptions between students and heads. There was a significant relationship between highest educational attainment and instructional competence. The teachers' conceptual and computational skills were strengths. Equally, reasoning and problem-solving were weaknesses. All the other skills under instructional competence were strengths except on the quality of utilization of information and communication technology. The researcher concluded that the mathematics teachers were all qualified with very good subject and instructional skills. It was recommended that the two-pronged training program be administered.

Keywords: Pedagogy, Content Know-How, Mathematics Teaching, Teacher Quality, Mathematics Education

[10]

MOOCS ORGANIZATIONAL FEATURES: A FINE GRAINED APPROACH

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*University of Warwick, United Kingdom***ABSTRACT**

Massive Open Online Courses (MOOCs) have often been divided between connectivist MOOCs (cMOOCs) which are based on open-learning principles and extended MOOCs (xMOOCs) which adopt a traditional pedagogy and a more tutor-centered approach. Each form of MOOC establishes different types of learning based on distinctive views about knowledge acquisition. However, this breakdown is in practice too broad, and a more fine grained approach is needed. Thus, this paper aims to describe the organizational features of exemplar MOOCs. The context is MOOCs for English language teachers. The study observed ten newly available MOOCs and included examples from large providers such as NovoEd, Coursera, Future Learn and Canvas. These MOOCs were analyzed and compared in a matrix with three main codes: course information, structure and organization, and assessment. The findings revealed that all courses were attached to a university, and the different length of each course seemed defined by the university. The learning materials and content delivery methods varied in respect to media used, use of networking, discussion forums and degrees of openness. In terms of assessment, all MOOCs used formative approaches, all had automated responses but only some had summative and peer assessment. Only one of the ten MOOCs could be described as a cMOOC. However, the study succeeded in showing the variation in so called xMOOCs and the range of possibilities open to course designers.

Keywords: MOOC, CMOOC, XMOOC, Online Learning

[11]

THE IMPLEMENTATION OF PROJECT BASED LEARNING TO IMPROVE THE COMPETENCES OF TEACHER CANDIDATES

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ABSTRACT

The development of teacher competence is to be an important thing in many countries. Based on the legislation in force in Indonesia, the required competences of teachers in Indonesia include pedagogical, professional, social, and personality. As one of teacher training and education institutions, Chemical Education Department, Islamic University of Indonesia contribute to produce chemically competent teacher candidates. The department has developed course materials, learning strategies; system-oriented evaluation to develop student competence as chemistry teacher candidates. Project Based Learning (PBL) is an option that is applied to achieve these objectives. This study aims to describe the implementation of PBL towards the attainment of teacher candidates. The study used a descriptive approach. The research instruments include project assessment, competency tests, observation sheets, and student satisfaction questionnaires. Learning is conducted in accordance with the stages in the PBL. The research data shows that PBL gives positive impact on the attainment of teacher candidates. Students also gave a positive response to the application of PBL. The data of assessment pedagogical, professional, social, and personality in consecutive is 1.6 (good categories), 1.3 (enough categories), 1.7 (good categories), 1.5 (good categories). The Score of student assessment related to the implementation of PBL is 1.8 (good categories). PBL has great potential to create learning experience that interesting and meaningful for the students to face the workforce. PBL facilitate students develop the competencies needed when working. There are many skills that were built from the project in the classroom.

Keywords: Project Based Learning, Teacher Competence, Teacher Candidates

[12]

**CHALLENGES IN LEARNING DELIVERY OF TEACHERS IN THE PHILIPPINE
ALTERNATIVE LEARNING SYSTEMS (ALS) PROGRAM**

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*De La Salle University, Philippine***ABSTRACT**

The ALS is a non-formal education program that is spear-headed and funded by the Department of Education (DepEd) as a second-chance form of education for the illiterate, out-of-school youths and adults in the country. With the passing rate of the Alternative Learning Systems in the Philippines (ALS) at below 20% (2015), the study aims to find out if on the learning delivery side what are the basic challenges in implementation the facilitators (six (6) different positions) face and how this could be related to the low passing rate. This is a continuation of the World Bank and DepEd impact evaluation that started in 2013 and was concluded on May 2016. After looking into DepEd's national survey data (N=4738) both qualitatively and quantitatively, the results indicated majority of the facilitators struggle with sufficiency with learning materials, specific basic tasks and responsibilities in management and lastly lack of adequate training and support from the field offices.

Keywords: Alternative Learning Systems, Informal Education, Non-Formal Education, Education, Learning Delivery, ALS

[13]

SCHOOL LEADER'S INSTRUCTIONAL LEADERSHIP AND THEIR SOCIAL AND EMOTIONAL COMPETENCE: BASIS FOR DEVELOPMENT PLAN

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ABSTRACT

This study ascertained to investigate instructional leadership and social and emotional competence of select school leaders of Marawi City as perceived by school leaders and their teachers. The study made use of correlational-descriptive design to provide good analysis and interpretation of the results. The researcher utilized the Principal Instructional Management Rating Scale (PIMRS) of Dr. Philip Hallinger to assess the school leaders' instructional leadership, and Emotional and Social Competency Inventory (ESCI) of Goleman and Boyatzis to evaluate school leader's social and emotional competence. In the analysis of data of this study, frequency and percentage, weighted mean, t-test and f-test, and correlation analysis were employed. Results of studies revealed that instructional leadership and social and emotional competence are both significant partners towards effective school leadership in the educational organization, thus, teachers and school leaders should collaborate hand in hand for the visualization of school goals, and supervising of curriculum and instruction. It was evident that providing incentives for teachers and leaders maintaining visibility was significant in conducive teaching-learning process and increase student achievement. Finding also validates that both instructional leadership and social and emotional competence of school leaders' shows a great significant as years go by and principals become more effective as they gain experience. Enhancing the skills of instructional leadership and social and emotional capability are one of the useful tools which helps a leaders to build a connection between followers to lead the schools effectively and efficiently.

Keywords: Instructional Leadership, Social and Emotional Competence, School Leaders

[14]

**THE EFFECT OF THEORETICAL COURSES, CASE STUDY AND WORK-
RELATED COURSES ENGAGEMENT TOWARDS INTERNATIONAL
COMPETENCE OF FORENSIC ACCOUNTING UNDERGRADUATE STUDENTS**

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ABSTRACT

Issues and challenges related to financial fraud is increasing both in the Indonesian economy and international cooperation. It gives impact in demand of forensic accountant who has international competence of forensic accounting as the data shows. There are the lack of professional accountants to handle this field and the lack of proper learning modeling in shaping the international competence of forensic accounting. This study is based on the theory of Input-Environment-Outcome is intended to test and analyze the effect of theoretical courses, cases studies and work related courses engagement towards international competence of forensic accounting. The population of this study are undergraduate student in the last year majoring in Accounting bachelor class of 2012 in Semarang. The sample in this study were obtained through questionnaires, they are Likert scale and semantic differential scale to 307 students by using the multistage sampling method. The results of Pearson correlation analysis showed that work related courses engagement and cases study are positively correlated to the international competence of forensic accounting, essential traits and characteristic, core skills and enhanced skills of accounting undergraduates in Semarang. Theoretical courses are not positively correlated to the international competence of forensic accounting, essential traits and characteristic, core skills and enhanced skills. T test results of rank regression show that cases study and work related courses engagement affect the international competence of forensic accounting and F test results show that the theoretical courses, cases studies and work related courses engagement together affect the international competence of forensic accounting.

Keywords: Theoretical Courses, Cases Study, Work Related Courses Engagement, Rank Regression, International Competence of Forensic Accounting

[15]

**BEHAVIOURISM AND COGNITIVISM IN MATHEMATICS TEACHING
APPROACHES; CASE STUDY IN MALAYSIAN SECONDARY SCHOOLS**Abdolreza L.¹, Aida S. Md. Y^{1&2} & Kamariah A. B. ²¹ *Faculty of Educational Studies, Universiti Putra Malaysia, Malaysia*² *Institute for Mathematical Research, Universiti Putra Malaysia, Malaysia***ABSTRACT**

The aim of this study is to compare two learning theories and their effects on mathematics learning in Malaysian secondary schools. Numerous studies have shown that students feel anxiety in learning mathematics and so they are not interested in learning mathematics. Experience mathematics anxiety is a feeling of tension and fear which interferes with mathematics learning. A reason behind learning anxiety may be depends on teaching approaches employed by mathematics teachers. Therefore, this study is going to re-examine the mathematics teaching methods in secondary schools by taking into account the two major learning theories; behaviorism, and cognitivism.

The study is a qualitative case study because it is more feasible and appropriate to meet the purpose of study. Data were collected using classroom observation and semi-structured interviews with the teachers in secondary schools in Malaysia where the positive and negative reinforcement (behaviorism) and problem solving learning (cognitivism) were practiced by those teachers.

The findings reveal that students are more successful when instruction was based on cognitivism and problem solving. The findings also show that students are more successful in mathematics when a systematic problem solving activities based on what Polya suggested is incorporated into classroom activities. Consequently, there should be more emphasis on teaching methods which include less lecture, more student-directed classes and more discussion. The findings also suggest that problem-solving skills not only contribute to better mathematics learning, also it can be utilized to solve problems that arise in real life.

Keywords: Comparison Learning Theories, Mathematics Teaching Methods, Behaviourism (Teacher Centre), Cognitive (Teacher And Student Centre), Problem Solving Learning Approach

[16]

**THEORY OF CHANGE: A SUCCESS OR A FAILURE FOR SCHOOL
IMPROVEMENT, A DISCUSSION BASE ON MALAYSIAN CONTEXT**

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ABSTRACT

This is a review paper aim to analyze Michael Fullan's article of Theory of Change (2006). In his article, he had discussed based on three sections which are flawed change theories, theories of action with merit and the prospect for future of these theories of change in knowledge. In each section, topics have been broken further into smaller components and analyzed. Flawed change of theories touches on reform initiatives, professional learning communities and development and retention of quality leaders. Theories of action with merit discusses on motivation, capacity building, learning and changing in context, reflective action, tri-level engagement and persistence and flexibility. This paper provides comparison and contrast base on the context of the researcher's own background. The paper is presented with ideas, outcome of the theories mentioned and other research in this field, thus providing a review of relevant literature to support the researcher's arguments.

Keywords: Theory Of Change, Review, Success, Failure, School Improvement

[17]

**MOTHER TONGUE-BASED MATHEMATICS ILOKO LANGUAGE
COMPETENCE OF GRADE I PUPILS IN BAUANG DISTRICT DIVISION OF LA
UNION**

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ABSTRACT

The study aimed to determine the Mother Tongue-Based Mathematics Iloko Language Competence of Grade I pupils of Bauang District, Division of La Union, which will serve as basis in developing a Mother Tongue-Based Mathematics Skillbook for Grade I. It identified the profile of the respondents along Socio-Economic Status, Ethnic Background, and Dominant Language Used as well as the level of competence in Mother Tongue-Based Mathematics of the Grade I pupils along Conceptual Skills, Analytical Skills, Computational Skills and Problem Solving Skills. It also determined the significant relationship between the respondents' profile variables and their Mother Tongue-Based Mathematics Competence as well as the strengths and weaknesses in Mother Tongue-Based Mathematics. The descriptive method of research was used in this study, and documentary analysis was utilized in gathering the needed data for the profile of the respondents. The study determined the level of competence of the respondents with a validated and reliable competence test which was constructed by the researcher. The results of the competence test were used as basis in the development of a Mother Tongue-Based Mathematics Skillbook.

Based on the data gathered, the following were the salient findings of the study. A great majority of the respondents were Ilokanos who are of low socio-economic status. The pupils have High Competence in Conceptual and Analytical Skills and Moderate Competence in Computational and Problem Solving Skills. There existed a significant relationship between the respondents' ethnic background and their level of competence, as well as dominant language and their level of competence but there is no significant relationship between the respondents' socio-economic status and their level of competence in Mother Tongue-Based Mathematics. Conceptual Skills and Analytical Skills were discovered as the respondents' strengths while Computational skills and Problem Solving skills were discovered as their weaknesses. A validated skillbook was developed to address the identified weaknesses of the respondents.

Based on the findings of the study, the following conclusions were arrived at: the Grade I pupils are Ilokanos who come from below average class of families, the pupils are good in Mathematics, the pupils' ethnic background and dominant language influence their Mathematics skills, the pupils' skills in Computation and Problem Solving need enhancement. The validated Skillbook is an instructional material that can be used as reference of teachers, or as a workbook for the learners to improve their competence in Mother Tongue-Based Mathematics.

To address the perceived needs/ constraints, the following recommendations are forwarded. First, Teachers and Grade I pupils should adopt the Skillbook to improve the mathematical competence of the pupils and to equip them with the needed skills especially in problem solving and higher-order thinking. Second, a regular assessment of the competence level of the pupils in Mother Tongue-Based Mathematics should be conducted. Third, a parallel study should be undertaken in all the other subject areas to find out the difficulties from the implementation of the MTB-MLE program in order that these could be addressed the soonest. Fourth, parallel studies should be undertaken in order to encourage teachers to design and craft relevant and authentic instructional materials. Finally, continuous seminars, trainings and workshops in the utilization and pedagogy using the Mother

Tongue should be undertaken to enhance the linguistic and pedagogical skills of Basic Education Teachers.

Keywords: Mathematics Competence, Analytical Skills, Computational Skills, Conceptual Skills, Problem Solving Skills, Mother Tongue, Mother Tongue-Based Mathematics, Profile, Dominant Language Used, Ethnic Background, Socio-Economic Status, Skillbook, Strengths, Weaknesses

[18]

**THE ROLE OF PARENTS IN DEVELOPING THEIR KINDERGARTEN
CHILDREN'S PLAY IN QATAR**

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ABSTRACT

Play is considered to be the principal source of learning in the early years. The study aimed at exploring the role of Qatari parent's in promoting their children's play. The study sample consisted of 121 parents of kindergarten children aged 3-5 years old. To achieve the objectives of the study the researcher designed a survey questionnaire, gathering information from parents about their role of developing children's play. Results indicated that parents were aware of their role in developing their children's play as they were involved in most types of young children's play. Furthermore, the results indicated that there were statistically significant differences due to parents' demographics' background (i.e. age, academic qualifications, and income). The results and their implications were discussed and recommendations were suggested accordingly.

Keywords: Play, Children, Kindergarten, Parents

[19]

**EFFECTIVENESS OF REMEDIAL READING CLASSES USING SPECIAL
METHODS TO NON-READERS IN FILIPINO OF GRADE ONE PUPILS OF
GENERAL MAXIMINO HIZON ELEMENTARY SCHOOL**

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ABSTRACT

In the Philippines, the Department of Education through its memorandum 244 Series of 2012 has declared November as National Reading Month of every year and November 25 as the “Nationwide Araw ng Pagbasa. (Nationwide Reading Day). This study aimed to analyze how the use of special methods in remedial reading classes have contributed in making our pupils readers before the end of their first grade. This study made use of descriptive method of research. The participants of the study were the 358 first grade pupils and the 8 classroom teachers. Results of the study were gathered from Teacher’s *Pangklaseng Ulat sa Pag-unlad sa Pagbasa* held in June 2015 as pre-test and in March 2016 as post-test. The pupils were given reading assessment in June and in March for pre-test and post-test respectively. Reading in the context of the assessment is to identify who are non-readers (hindi nakakabasa); can recognize phonics (tunog); can identify letters (letra); can syllabicate (pantig); can read word/s (salita); can read phrase/s (parirala); and readers (nakakabasa). As its limitation, comprehension is not a component in reading in grade one. The findings reveal that the Special Methods used in Remedial Reading Classes presented in this study has shown a great increase in the number of readers in the first grade.

Keywords: Special Methods, Remedial Reading Classes, Reading Literacy

[20]

EVALUATION OF PEER ASSESSMENT IN A SECOND YEAR ENGINEERING MODULE

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ABSTRACT

This paper presents an evaluation of the use of peer assessment as part of the learning process of essay based coursework in a year two degree engineering module. After submission, marking was carried out using a rubrics by; the student; a peer; the lecturer; and a second non-topic specialist lecturer. In the case of the student and peer assessor, a presentation was given prior to marking outlining how to approach the assessment and award marks. After the process, student feedback on the experience was obtained using a questionnaire using the Likert seven point scale to rate different questions. Comparison of the marks awarded by the different markers (student; peer; lecturer; second lecturer) showed that whilst there might be correlations between different markers (i.e. peer – self or lecturer – second lecturer) for marks on certain subsections of the work, there was no overall correlation between marks. This highlights the subjective nature of marking essay based work, even with the use of a rubric. From a learning perspective, most students felt that peer assessment was a worthwhile activity which aided both their learning and motivation to learn. However they also stated that they would have preferred not to have to do it, perhaps as a result of finding it a difficult process to go through.

Keywords: Peer Assessment, Rubrics, Engineering, Student Experience

[21]

**STRENGTHENING ICT UTILIZATION IN AGRICULTURAL EDUCATION –
A STRATEGIC PERSPECTIVE**

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Starting from the age-old chalk and talk to the present e-learning, several Information and Communication Technology (ICT) tools were designed by the educationists to upgrade the education system. All such tools have shown tremendous effect in the teaching-learning process not only in terms of speedy delivery of the message but also improved the quality of education. Agricultural education also requires more of such innovations to project the modern and complex concepts with high comprehension and allured vision among the students. ICT offers an excellent opportunity for knowledge management in bridging the information gap, sharing information and creation of knowledge. In spite of committed efforts, the utilization of ICT tools in agricultural education is still not reaching the expectations of the stakeholders. Hence, the present study focused on documenting the extent of utilization of ICT by the faculty members in Agricultural Universities and exploring the valid gaps for under utilization of ICT tools and to take up realistic and exhaustive inquiry on the gaps in utilization of ICT among the faculty members. The research outcome of the study revealed thought provoking directions to the stakeholders to implement a strategic and optimistic road map so as to realize the broad objective of strengthening the ICT utilization in agricultural education.

Keywords: ICT utilization, Agricultural education, Gaps, Road map

[22]

A CASE STUDY OF AUTOCAD 2D ENGINEERING DRAWING PERFORMANCE AMONG FURNITURE AND PRODUCT DESIGN (BFPD) STUDENTS

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ABSTRACT

AutoCAD 2d engineering drawing is a component of the syllabus being taught in BFPD courses, which is a common practice for any product design process as part of the project development. However, in recent times, there is a lack of quality in 2d engineering drawing and it affects the prototype making process and project progression. Therefore, this paper is intended to find the problem that weakened the students' performances in the AutoCAD 2D engineering drawings. Data were collected from the students' tests, assignments, projects and semi structured interviews with the students. The sample of BFPD Year 2 and year 3 students, First City UC, was chosen for this paper. The findings indicate the learning style by the students itself was the highest problems in this study. There are also other factors, but less contribution to this issue. Therefore, a further research is suggested to investigate why the problems listed occur and how improvements are to be made to the syllabus.

Keywords: AutoCAD, 2D Engineering Drawing, Learning, Product Design Process

[23]

**INDONESIAN HIGHER EDUCATION LEARNING REFORM: DESIGNING A
MODEL OF SCIENTIFIC LEARNING IN FACULTY OF TEACHER TRAINING
AND EDUCATION**

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ABSTRACT

The absence of an excellent learning model is the problem Faculty of Teacher Training and Education (FKIP) faces. In dealing with it, it is required that a scientific model of learning be developed to boost pre-service teachers' understanding of concepts. In this study, the adapted Dick and Carey's model of development (Gall, *et al.*, 2003) was used. The model consists of three stages, namely: (1) program design and development, (2) Program tryout and revision, and (3) program implementation. The model tryout was carried out in four study programs with four different courses of two universities, Sriwijaya University and University of Lampung. The program was implemented only in Science of Nutrition 2 Course in Physical and Health Education Study Program FKIP Sriwijaya University. The video footage of the scientific learning model is accessible on https://www.youtube.com/watch?v=vk6fZ_i0nkk. The implementation of the scientific learning model was carried out by testing it with an equal model. In the tryout, pretest-posttest control group design was used. The results were the syntax of the scientific learning model, as follows: (1) problem confrontation, (2) data collection and verification, (3) data collection and experiment, (4) organization, formulation and explanation, and (5) learning implementation process analysis. N-gain mean of concept understanding from the four study programs is 0.42. The statistical test for learning result discrimination between experimental and control groups shows that alpha 1% sig (2-tailed) = 0,000 < 0,01. This indicates that there was a difference in learning result between the groups.

Keywords: Model Of Learning, Scientific Learning, Higher Education

[24]

**AN EXPLORATORY ANALYSIS OF THE IMPACT OF FORMULA FUNDING
MECHANISM ON THE PERFORMANCE OF THE FEDERAL UNIVERSITIES IN
NIGERIA**

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ABSTRACT

The main objective of this study was to design and evaluate a survey instrument aimed at analysing the impact of the Government's funding mechanism on the performances of the federally controlled Universities in Nigeria. The National Universities Commission Funding Parameters Instrument (NUCFPI), was therefore administered on 209 principal officers of the Federal Universities in Nigeria. The study deployed the use of exploratory factor analysis to explore the various interrelationships of the questionnaire items and to also summarise them into smaller and more manageable factors or components. Bartlett's test of sphericity and the Kaiser-Meyer-Olkin (KMO) tests were conducted to determine the adequacy and the reliability of the instrument. The data confirmed a suitable psychometric structure with the extraction of 7 factors. It was therefore concluded that the instrument is valid and could be relied upon to effectively assess the impact of the funding mechanism on the performance of the Federal Universities in Nigeria.

Keywords:Funding Mechanism, Budgeting, Factor Analysis, Conceptualization.

[25]

**MA-SCIAMATHUTO DITO* V.2: A ONE-YEAR PROGRESS REPORT ON
SHAREABLE, SERVICE- ORIENTED E-LEARNING PLATFORM FOR THE K-12
STAKEHOLDERS IN THE PHILIPPINES**

***DIRECTLY TRANSLATE TO “IT’S MORE FUN TO LEARN HERE”**

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ABSTRACT

Over the years, online instructional materials have been used to teach topics outlined in the curriculum in the Philippines. Educators must make sure that every material employed in class is correct and accurate to ensure optimum learning experience. Through efforts of development, Sciamathuto, an online learning platform envisioned to serve as an immediate solution to assist secondary science teachers by providing readily accessible interactive instructional materials, paved its ways to expansion. It has reached 1028 unique views and is being used in different educational institutions, both public and private. It’s one of a kind “Ask an Expert” feature has been utilized to dynamic discussions.

Seeing that the impact of the website, the team of volunteer-developers consisting of undergraduates, faculty members of the Institute of Biological Sciences of the University of the Philippines and young professionals are still continuing to provide content-appropriate materials for K-12 classroom use. The website does more by promoting Philippine Science and providing offline downloadable materials to cater to students in the countryside. Through these efforts, the authors believe that there is still more to do for ASEAN learners.

Keywords: E-Learning, Online, Instructional, SCIAMATHUTO

[26]

EMANCIPATORY EDUCATION TO ENCOURAGE THE ADAPTABILITY OF THE STUDENTS OF ELEMENTARY SCHOOL TEACHER EDUCATION

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ABSTRACT

In this global challenging world, it is challenging to prepare the students of elementary school teacher education to be ready to teach even in the places around Indonesia. Years of experience under the centralized government has resulted them in the mode of “waiting for detailed instruction from the government”. There has been a tendency to develop learning materials and experiences based on the common sense of the teachers. This type of attitude is not appropriate anymore. They need to be more critical in their life to be able to survive. To accommodate this need, an emancipatory education was introduced to the student in Curriculum and Learning Development course. In this course, the students were required to go to the field identifying the context of the elementary students that they would potentially teach. From the results of their field study, the students were required to develop a set of emancipatory learning experience to be introduced to elementary students. The results of the study indicated that most students were able to develop an emancipatory learning experience that was appropriate for their context although some symptoms of old mode still appeared. With the same learning objectives, the students were able to develop better indicators with higher level of thinking skills. They also able to develop learning materials, experience and evaluation that were appropriate with the elementary school students that they would potentially teach.

Keywords: Emancipatory Education, Curriculum, Learning Objectives, Learning Materials, Learning Experiences, Learning Evaluation

[27]

ADULT LEARNING TO LEARN COMPETENCE NEEDS, OPPORTUNITIES AND INFLUENCE ON PERSONAL, PROFESSIONAL AND SOCIAL ACTIVITY

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ABSTRACT

The development of the European education area is more than a formal process and involves a significant transformation of a contemporary teaching/learning model. Personal, professional opportunities and social cohesion as well as active citizenship are highlighted as priority goals in society today. Therefore it is important for all adults to improve their skills and develop the competence of learning which is essential when looking for work, staying in the labour market and pursuing lifelong (LLL) learning that encourages active citizenship and dialogue among different cultures.

In this context, learning to learn is the opportunity as the ability to pursue and persist in learning, to organize one's own learning, including effective management of time and information, both personally and professionally.

The following abilities are emphasised in learning to learn such as setting learning goals and tasks, planning learning activities dedicated to set tasks (Demiröl, Steiner, Beck, 2011). Learning to learn in the paradigm of lifelong learning covers diverse fields of learning and identifies learning personal and professional opportunities at different ages throughout an entire life (Wirth, Perkins, 2008, Zuzevičiūtė, 2008, Ileris, 2009).

The goal of this paper is to identify the connection between the competence of learning to learn and adults' personal, professional and social experience.

Empirical research and its results.

The quantitative research of learning to learn was carried out to determine the learning to learn competence needs, opportunities and influence on their personal, professional and social activity for adults. The study involved the survey of 3000 adults of all ages from all over Lithuania.

The methodology. The research basis is subjective-interpretational-constructivist conception (Berger and Luckman, 1999). The study argues that learning to learn competence is formed, developed and constructed through personal, professional and social experience during all human life.

Keywords: Lifelong Learning (LLL), Learning to Learn Competence, Needs, Opportunities

[28]

CONCURRENT ASSESSMENT OF FOUNDATIONAL SKILLS NEEDED FOR PARTICIPATION IN A KNOWLEDGE ECONOMY

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ABSTRACT

The knowledge economies are at the center of the 21st century knowledge societies. They will require graduates with strong foundational skills to become the knowledge workers driving these economies. The foundational skills required by employers that will enable graduates to integrate and devise promising solutions for the challenges faced by knowledge societies are life skills (communication skills, teamwork and leadership skills, language skills in reading and writing, information literacy), transferable skills (such as problem-solving including critical thinking, creativity, quantitative reasoning), and technology skills (search for knowledge and build upon it). Foundational skills, however, are recognized as difficult to both teach and assess. We describe a performance assessment method to assess and measure these skills in a uniquely concurrent way - the General Education Foundational Skills Assessment (GEFSA). The GEFSA framework comprises a scenario/case describing an unresolved contemporary issue, prompts to engage student groups in on-line discussions, and uses a task-specific analytic rubric to concurrently assess the extent to which students attain the targeted foundational skills. The analytic rubric was applied in Fall 2016 to 290 student responses captured in two on-line discussions. These students were non-native English speaking students in a General Education program at a university in the United Arab Emirates.

Measures obtained from the rubric for each foundational skill were analyzed and interpreted to 1) validate the ease of use and reliability of the rubric, 2) provide insight into, and commentary on, the respective skill attainment levels for the student group, 3) assist in establishing realistic recommended target ranges for student year level skill attainment, and 4) guide the future development and refinement of the GEFSA framework, particularly the core analytic rubric.

[29]

**KNOWLEDGE MANAGEMENT DESIGN AND HOLISTIC BASED ATTITUDE
INTENDED FOR ADULT LEARNING WITH REGARD TO THE
ENVIRONMENTAL DAMAGE POST COAL MINING**

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ABSTRACT

Adults have become the obvious perpetrators in environmental destruction post coal mining. The handling of environmental issues that should be carried out by government agencies has not been in accordance with adults' general mindset as a problem. In fact, knowledge management and holistic-based attitudes for adult learning has never been included in coalmines' post-mining community program. This study aims to design knowledge management and holistic based attitude intended for adult learning with regards to the environmental damage post coal mining. Qualitative research method begins with the stage of needs analysis; developing knowledge management draft along with holistic based attitude; experts' validation; empirical test throughout focus group discussions, and adults representations. The research location is in Berau, East Kalimantan Province, Indonesia. The respondents are 10 representatives from two related government agencies and 10 representatives of adults living in the vicinities of coal mining sites. The results show that knowledge management along with holistic based attitude can be successfully applied by relevant agencies throughout three main phases such as early learning activities, core learning activities and learning activities summaries. The holistic approach in this regard altogether includes elements of knowledge, attitudes and environmental damage in an integrated manner at each of the three adults learning stages.

Keywords: Management Design, Holistic, Knowledge, Attitude, Environment, Adults

[30]

A PROPOSED INSTRUCTIONAL MANUAL IN CHILD AND ADOLESCENT DEVELOPMENT

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ABSTRACT

This study aimed to prepare an instructional manual in Child and Adolescent Development which will serve as a guide to second year BSED and BEED in College of Teacher Education, with the study's thrust towards the alignment of the teaching program with the new teacher curriculum anchored on the National Competency Based Teachers Standard. The study featured a proposed Instructional Manual that was evaluated by the second year, third and fourth year AB Psychology students of Batangas State University, S.Y. 2013-2014. Also, instructors who have handled Developmental Psychology in the two universities took part in the evaluation of the proposed Instructional Manual. Upon evaluation, it was found that the topics included in the proposed instructional are relevant and are accordance with the prescribed syllabus of the course; That the strategies, suggested activities and instructional materials helped facilitate in the teaching and learning of the course; That the proposed Instructional Manual is relevant within the context of the Filipino culture and thus, can be used by Filipino students of developmental psychology; and That the proposed Instructional Manual is comprehensive enough since it includes all topics in understanding human development. The authors recommended that the instructors and students of Developmental Psychology should use the proposed Instructional Manual as their textbook in the teaching and learning of the said subject matter and that future researchers can be sustainable the proposed Instructional Manual by adding more findings from local researches conducted in Developmental Psychology.

Keywords: Instruction, Manual, Adolescent, Child, Development, Psychology

[31]

**ENHANCING EMPLOYABILITY SKILLS THROUGH COOPERATIVE
LEARNING IN FIRST YEAR BUSINESS UNDERGRADUATE UNITS**

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Graduate employability is a major concern for the higher education sector in Malaysia. The Ministry of Education in their blueprint intend to increase the current 75% graduate employability rate to more than 80% in 2025 (Malaysian Education Blueprint, 2015). One aspect that needed to be carefully deliberated on in our program is how best to implement a curriculum in first year business undergraduate units that is oriented towards developing graduate employability skills. In particular, there is untapped potential value in designing curriculum that utilizes group work as a formal assessment as a way of achieving graduate employability skills that was previously not acknowledged and clearly understood. The first part of this paper provides a narrative of the different styles of group work in selected first year units of the program in previous semesters. A comparative analysis of the various first year units' group work was conducted to determine if and to what degree elements of Cooperative Learning Model was being incorporated at the implementation stage and to establish a connection between that findings and the level of employability skills observed from the students enrolled in the unit. It was found that there is an observable consistency in the comparison for both evaluations done. Units of study that rank from the lowest to the highest for level of cooperative learning employed and degree of employability skills demonstrated are in the same order. This paper posits the idea that the more group work can be developed, managed and assessed to follow the Cooperative Learning Model, the more likely that graduate employability skills can be enhanced.

Keywords: Graduate Employability, Cooperative Learning, Group Work, Business Studies

[32]

METACOGNITIVE STRATEGY INSTRUCTION TRAINING IN MATHEMATICAL PROBLEM SOLVING

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ABSTRACT

Studies on metacognition and Mathematics have offered pedagogical implications for teachers which include providing students explicit instruction of metacognitive strategies in problem-solving. Metacognitive Strategy Instruction (MSI) offers mathematics teachers classroom environment to become more qualified and problem-solving oriented. This study explored the effects of the pre-service training in MSI among prospective Mathematics teachers toward teaching with mathematical problem solving. The study took place over a nine-week period coinciding to their field teaching. Training on MSI was framed based on existing literature and scaffolded through focus-group discussion, plenary sessions and individual mentoring. Instructional techniques following Think Aloud protocols and Modeling, and metacognitive strategies in problem solving along Polya's four stages were highlighted during the training. Through the use of survey forms and conduct of classroom observations with checklist and rubric across demonstrations and lesson plans, the following outcomes of the training were uncovered: higher metacognitive awareness and enhanced instructional delivery integrating metacognitive strategies. Moreover, the study yielded results indicating that pre-service training in MSI significantly affected the participants' performance in teaching with problem-solving.

Keywords: *Metacognitive strategy instruction, pre-service training, mathematical problem-solving*

[33]

LINGUISTICS IN ENGLISH LANGUAGE EDUCATION CURRICULUM : STUDENTS' REFLECTION

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ABSTRACT

Linguistics has become content subjects for English language education students and has been adopted in curriculum of English language education study programs. Big questions simply occurred is why they should learn applied English linguistics. Linguistics, or applied linguistic in this context, is often used to refer to “the use of linguistic research in language teaching only, but results of linguistics research used in many other areas, especially English language teaching” (Khan, 2011). This paper investigates students’ perception towards linguistics knowledge after they accomplish Introduction to Linguistics class. It reports the students’ experiences in learning applied English linguistics and the advantages they take from learning linguistics in conjunction with their role as English teachers to be. A students’ perception model is proposed to explain the objectives after they take Introduction to Linguistics class. This paper concludes that learning linguistics in Introduction to Linguistics, as the first class of linguistics, typically gives them the experiences of understanding English, as their major, better. In addition, this reflection reinforces the existence of English linguistics in the curriculum of English language education study programs. The results of this paper contribute better designs of linguistics classes for EFL teachers to be in Musi Charitas Catholic University Palembang.

Keywords: Linguistics, English Teacher, Curriculum And Material Design

[34]

**LIVING TOGETHER THROUGH ART: THE DEVELOPMENT OF ART
LEARNING MODEL FOR THAI AND MIGRANT STUDENTS IN INCLUSIVE
CLASSROOMS**

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ABSTRACT

This research aimed to develop the art learning model for promoting the consciousness of living together between Thai and migrant students and to study the effectiveness of a model. The research was divided into three phases: 1) studying problems, needs and factors that support the awareness of living together from the related literatures and interviewed 22 experts from related fields; 2) developing an art learning model; 3) studying effectiveness of a model with the sample groups. The sample used for evaluating the model were 52 fourth grade students at Watsirimongkol School, which concluded 31 Thais, 15 Mons, 5 Myanmars and 1 Chan. The evaluation took place before and after implementing the model. The data were analyzed by using means, standard deviation, t-test and content analysis. The research findings revealed that 1) the art learning model for promoting the consciousness of living together consisted of 5 principles; expressing self through art, comparing the sameness and the difference of persons, learning from personal and cultural narratives, imagining from others' viewpoints and collaborating for shared goals 2) The students' post-test means scores of the awareness of living together were higher than pre-test at the significant of .05 and 3) Students' reflections revealed that they were interested in their own and others' cultures; they experienced empathy with others' stories and realized the importance of unity and harmony.

Keywords: Art Learning, Learning to Live Together, Migrant Students, Consciousness, Prejudice Reduction

[35]

A STUDY ON THE CORRELATION BETWEEN STUDENTS' READING ALOUD HABIT AND THEIR SPEAKING SKILLS

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ABSTRACT

There are various techniques that teachers used in helping students' speaking skills but not all teachers and students know that reading aloud is a way that can help students' speaking skills. This study focused on reading aloud as a way to help students' speaking skills. It investigated how English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY) students' reading aloud habit, their speaking skills and the correlation between them, involving 132 students in 2014. The researchers used questionnaire and documents of students' speaking score to collect the data, analyzed by using descriptive statistics and Pearson product moment correlation coefficient (r) in SPSS program version 20.0. The result showed that students at EED of UMY batch 2014 are often did reading aloud habit, had high level of speaking skills, and there is a positive correlation between students' reading aloud habit and their speaking skill though the correlation is rather weak.

Keywords: Reading Aloud Habit, Speaking Skills, Correlation

[36]

INVESTIGATING ELEMENTS AFFECTING LISTENING SKILL AND THEIR IMPLICATIONS FOR PROGRESS OF THE COMMUNICATIVE APTITUDE

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ABSTRACT

This present study attempts to discuss reasonable grounds that influence listening skill and their implications in the improvement of communicative aptitude at a state university. The participants were five English Upper-intermediate level students from the Foreign Language program of the University of Guilan. Data were gathered through non participant observations and semi-structured interviews, then analyzed using Hatch's(2002) interpretive model and MAXQDA11. Outcomes exposed that causes affecting EFL participants' listening skills are: paralinguistic traits (such as the accent, noise, motivation, intonation, and pronunciation), recognized vocabulary, attentiveness, teacher's methodology, and use of materials and learner's background. Furthermore, it was found that these factors are, either directly or indirectly, implied in the development of communicative aptitude.

Keywords: Listening Skill, Communicative Aptitude, Elements

[37]

ENQUIRY PEDAGOGY IN TEACHING TITRATIONS WITH USING NATURAL INDICATOR

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ABSTRACT

This article draws on community services led by Lectures from Chemical Department of Universitas Terbuka (UT), Indonesia. The activities have involved chemical teachers in Tigaraksa High Schools. All the teachers took active participations in guided-laboratory activities through practicing SSCS Instructional model. This model constitutes an enquiry method encompassing four scientific phases of Search, Solve, Create, and Share. The SSCS model was introduced to the teachers prior to their practicing laboratory activities. Through the Search phase, a video was presented to teachers showing a lesson on how a red cabbage can be used as a natural indicator for acids-bases titration processes. The teachers continue to moving forwards onto the other phases while teaching the topic of Titrations. The result indicated that in general (over 71%) the teachers consented that this method has been an effective vehicle to bring the environment into in-laboratory activities while teaching Titration topic of using natural materials. Through the lab activities, it was found that red cabbage is a pH indicator indicated by the shifting colors from red (at pH of 2) to purple (at pH of 3-6) and stop at blue color (at pH of 7-9). The color of Purple comes from Sianidin including anthocyanin aglyconeanthocyanidins which is formed through hydrolyzed with acid. Finally, is was found that this enquiry method of SSCS has become an effective model for guiding teachers in integrating the environment into laboratory activities while teaching the topic of Titration.

Key words: Natural Indicator; Enviromental; Group Indicator; SSCS Instructional Model

[38]

IMPLEMENTATION OF YOGA AND MEDITATION IN EDUCATION SYSTEM

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ABSTRACT

In this research, the importance of Yoga and Meditation for the University Students is studied. Yoga, which is understood by most of the people is the traditional exercise taught in Hinduism, the asanas also known as postures. If one can stay in particular posture for some time, it is considered as control on your body. The body wants comforts and pleasure. The mind fulfills the desires and help body achieve the comfort level. And spirit or atman is in delusion that it is the body. Though it is not.

As explained in THE ANALOGY OF CHARIOT in Kathoupnishad, it is the spirit which controls everything. It says that the Body is the chariot and the Self (Atman in the body) is the master of the chariot. Mind and Body are the elements of Prakriti, and they are the coverings or 'gilaaf' on the soul. The sufferings starts when soul considers itself as body and mind and forgets its real qualities, forgets its dharma.

Yoga asanas help soul to control senses and divert attention from the outer physical world to inner silence. Hence Yoga and meditation must be used either as curricular activity or as punishment to make students realize their goals in life, to grow awareness, to increase their extra sensory perceptions, and to increase their memory. Students can be from any faith. Till Dhyaan stage they can follow the rules of Ashtaang Yoga. They can remember their own individual God. But since Monotheism is the ultimate reality. Finally the supreme reality will reward the efforts of the student. By meditation, one detaches himself from his own body and mind, which enables him to experience the higher plane of consciousness. Thus after the meditation he realizes the difference of the physical world from the higher planes. The extra sensory perceptions of the individual are enlightened. This results in generating more awareness of the delusion of the physical world, that will help individual to overcome the sufferings, take the path of 'shreyas' and take appropriate decisions for any problems in life.

[39]

**GEO-ME-TREE: A HOLISTIC APPROACH TO TEACHING GEOMETRY IN A
21ST CENTURY MOBILE CLASSROOM**

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This study was conducted to address the need for diverse learning styles of every 21st century students. A result of a survey with 100 high school students showed that they consider topics in math as difficult or challenging. This is why the researcher utilized the common problems with 21st century learners into their advantage. The modules are created with trivial purposes to increase student's retention through familiarization in everyday lives. The module is consist of three parts – **GEO** which promote the learning of etymology to develop appreciation to how the figures in geometry were named and how the figures, **ME** representing the materials which are student centered and are interactive for them to visually see and appreciate concepts, theorems and laws in geometry, and **TREE** based on geometry being one big tree, the seed is the point. Everything in Geometry starts with a point and everything is interconnected. Results show that students were able to retain more information about geometry compared to the traditional classroom discussion. With the support of the local government units and school administration, **GEOMETREE** is envisioned to reach 100 schools in one year and help mathematics teachers by providing readily accessible interactive instructional materials to 21st century learners.

Keywords: Instructional, Materials, Geometry, Mobile Classroom

[40]

DIALOGIC TEACHING: TOWARDS RECONFIGURING CLASSROOM CONVERSATIONS ABOUT SEXUALITY

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ABSTRACT

Pedagogy in sexuality education has typically been subject to low-level critique with greater focus on curriculum content. Consequently, pedagogical encounters in sexuality education classrooms are still dominated by 'transmissive' styles of teaching, where teachers commonly deliver knowledge which most often secure compliance with group norms and provide educational experiences directed toward some vision of 'correct' sexual thought and behaviour. Drawing on the theory and method of Dialogic Teaching by Robin Alexander, this paper engages with debates about the need to reconceptualise the teaching of sexuality education and calls for attention to functions of how patterns of talk may open up space for more robust exploration about the complexities of sexualities. This is a much welcomed model of classroom conversation currently needed to advance a mitigation of ideological conflict endemic to sexuality education today. Using examples of classroom conversations between a teacher and his group of students involved in a recent Australian study, in this paper, I demonstrate how dialogic teaching is effective in providing supportive and substantive opportunities for students to explore, challenge, reconsider, extend and enhance their independent learning of the myriad and complex issues relevant to sexuality such as negotiation and consent, pleasure and desire. As a form of pedagogical ethics, dialogic teaching may offer a radical model for the future teaching of sexuality education; greater intertextual classroom discussions which focus on student voices, experiences and sustaining democratic learning cultures, suited for the contours of today's globalised world.

Keywords: Pedagogy, Dialogue, Classroom Talk, Sexuality Education, Student Voice

[41]

EXPERIENCING ENTREPRENEURSHIP LEARNING

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Discussions between entrepreneurship and education is becoming stronger in these days. Acquisition of entrepreneurial knowledge is an important learning process, which takes place in both: theory and practice. According Higgins and Elliot (2011, 345), learning and the opportunities to learn are at the centre of entrepreneurial practice. In the field of Entrepreneurial learning there are a lot of different learning theories. These theories combine experiential, action and transformation learning theory. As Lindeman (1926) points out that „the resource of highest value in adult education is the learner’s experience“. So in this context action and the experience are the most important factors while learning entrepreneurship and developing entrepreneurial competence. In this context it is important to answer the question „How entrepreneurial competence learning is experienced and how entrepreneurial competence transforms into activities, what is more important theoretical knowledge or practical knowing?

The **purpose** is to reveal and identify what kind of variations is in adult learner’s ways of experiencing entrepreneurial competence learning in their lives, work environment and in different activities.

Research methodology. In this paper the qualitative research methodology was chosen and the phenomenography approach adopted. Semi-structural interviews with entrepreneurs identified as the most appropriate data collection tool. In this research purposeful sampling strategy were adopted. Participants in this research were selected according to their appropriateness to the purpose of this research that is, that they have experience in the phenomena that have been explored. Data analysis sought to identify and understand the ways how entrepreneurial competence learning is experienced and what determines the manifestation of entrepreneurial competence in activities.

Findings. The data of the interviews showed that entrepreneurial competence learning could be experienced in different ways and in different learning environments. The main finding that emerged from this research is that the research participants experienced entrepreneurial competence in qualitatively different ways described through the *Categories of description*. The results also showed that different learning environments help us to recognize entrepreneurial competence manifestation in activities. Learning activities that occur in informant’s daily life, work were related to the environment, experiential learning process and helped informants to experience entrepreneurial competence.

Implications. The overall process raises the question, what must happen in education in order to deliver good preparation of entrepreneurs and to develop their entrepreneurial competence as well independence, self-employment and entrepreneurship? Data analyses, theoretical discussions and practical knowledge of entrepreneurship seeks to create a more complex view of entrepreneurial competence learning, give recommendations and to develop deeper insights into this phenomenon. The additional research attention should be directed towards gaining a greater understanding of the entrepreneurial competence learning and the different forms to acquire and to transform entrepreneurial competence in activities.

Keywords: Entrepreneurial Competence Learning, Entrepreneurial Competence, Phenomenography, Interview, Theoretical Knowledge, Practical Knowing

[42]

**SOCIOCULTURAL ADJUSTMENT OF FOREIGN STUDENTS IN THE
PHILIPPINES**

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ABSTRACT

Due to the perpetual rise of English as second language programs in the Philippines, it is vital to determine the sociocultural adjustments of international students throughout their academic stay. The researcher conducted an interview and adopted the questionnaire of Li (2010) to gauge their sociocultural adjustments in terms of their behavior, cognitive ability, and social-efficacy. Through the Input-Process-Output model, the gathered data were treated through tabulating the frequency, percentage, and mean. After the assessment, the researcher found out that foreign students experience slight difficulty in coping up with behavior and cognitive adjustments brought by a new culture and environment. Moreover, despite the language barrier, the students were able to improve their communication skills.

Keywords: English As Second Language, Sociocultural Adjustment, Academic

[43]

NURTURING PROACTIVE, CREATIVE & COMMUNICATIVE LEARNERS THROUGH SOCIAL MEDIA

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ABSTRACT

The study investigates the effectiveness of using social media, within a self-determined or personalised learning environment, to nurture proactive, creative, and communicative learners with high self-efficacy and autonomy. Research has shown that interactivity, collaboration, learner negotiation and personalisation enabled by Web 2.0 can spur developmental growth of communication skills. The study specifically examines how self-determined or personalised learning promotes proactivity and learners' ownership of the learning content and process. It also examines how social learning and collaborative learning enhance both business writing and digital literacy skills. The study uses a quasi-experiment with pre- and post-test with control groups. 6 Year One classes taking Effective Writing Skills are involved in the study. The data collection period is from mid Oct to mid Dec 2016. This study is significant because it examines how communication skills can be developed through the educational use of social media. It also addresses the demand to produce graduates with strong communicative skills, a point that has been repeatedly raised by industry leaders, employers and parliamentarians. The research outcomes of this study can inform pedagogical practice in preparing future-ready graduates.

Keywords: Social Media, Learner Autonomy, Business Writing Skills

[44]

**COMPUTER MEDIATED COMMUNICATION IN SECOND LANGUAGE
COLLABORATIVE WRITING: A GLIMPSE OF THEORIES AND PRACTICES**

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ABSTRACT

As a form of solidarity for Palestine, the president of the Republic of Indonesia and representatives Collaborative writing (CW) is the activity in which two or more authors produce a single text based on negotiation and joint decision-making throughout the whole writing process (Ede & Lunsford, 1990; Storch, 2011). With the advance of technology development, the computer-assisted information sharing and interaction start to gain an important role in CW. Despite that CW is well-established in first language contexts, second language (L2) CW research is still at an infant stage (Storch, 2013). Theoretically, CW can bring more benefits to L2 learners than individual writing in terms of creating opportunities for receiving language input, initiating output, verbalizing thoughts, negotiating meaning, talking about language forms and providing each other with collective scaffolding (Storch, 2011, 2013). Further, Computer-Mediated Communication (CMC) has the advantage of saving interaction and editing records and enabling many-to-many interaction that is free from time and location constraints (Bandura, 1977). In order to know how CMC affects learner interaction and learning outcomes in L2 CW, how it is different from CW activities that are done through the Face-to-Face interaction mode, and whether CMC CW is as beneficial to L2 learners in practice as is suggested from theories, this paper reviews theoretical foundations for L2 CW and CMC and share some empirical evidences about CMC in L2 CW.

Keywords: L2 Collaborative Writing, Computer Mediated Communication

[45]

EXPLORING AR/MR/VR FOR EDUCATION

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2016 is truly the year of Virtual Reality (VR). From the release of Oculus Rift in March, HTC Vive in April to the launch of PlayStation VR in October, the devices and tools for simulating the physical presence of users in highly immersive computer-generated environments are growing more affordable and accessible to educators. The development and announcement of many mixed reality (MR) technologies from the extension of Augmented Reality (AR) in holographic platforms and smart-glasses are exciting. Microsoft HoloLens to be released in 2017 is one of the developments in this direction. In this presentation, we will explore the historical development and the physical concept of these technologies. There are many varied and diverse applications that are full of potentials with these technologies. The latest advancement of these tools with the applications for education will be discussed and illustrated. A group of higher education students in a teacher training institution in Hong Kong was introduced to these devices (i.e., Sony PS4 Pro with VR) and their reviews were collected. They identified some physiological issues associated with these tools. Explanations to these physiological issues were explored. Relevant educational issues and the associated usability aspects are also raised. Despite the observed issues, AR/MR/VR technologies show relevance for education and hold great promise for teaching and learning.

Keywords: Augmented Reality (AR), Mixed Reality (MR), Virtual Reality (VR), VR For Teaching And Learning

[46]

**A THEORETICAL FRAMEWORK FOR PROMOTING A 21ST CENTURY
LEARNING CULTURE AT SECONDARY SCHOOL IN MAURITIUS THROUGH
SOCIAL MEDIA**

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ABSTRACT

The revolution in technology has had a trickle-down effect on several changes in the societal norms influencing the fundamentals in educational patterns. As such, within the last two decades, the boom in ICT based telecommunication and the miniaturisation of mobile devices have created an unprecedented change in ways social ties are created so that the Z generation of students are connected to the World Wide Web 24/7, all year round, specially through social media. Such unique scenery in students' profile and social environment offer a distinctive blend of opportunities for promoting a meaningful learning culture, despite the potential loopholes that may be argued. Locally, it is felt that Mauritius and its education system should consider, understand and predict the future needs of educational stakeholders, the capacity of its teacher training institution and the role of technology in developing the 21st Century learning culture. Consequently, one major objective underpinning the new National Curriculum Framework is "the provision of an education that endows all children with an equitable chance, one, to have solid foundations on which to build high quality upper secondary education, and, two, to acquire 21st Century Competencies". This paper, therefore, sets forth to review how social media can promote effective 21st Century learning at secondary level in Mauritius. The findings of this study offers groundwork for policy makers and curriculum developers to re-adjust curriculum objectives and action plans in order to tap into the pedagogical promises that the internet and social media hold.

Keywords: Social Media, Z Generation, 21st Century Learning, Mauritius

[47]

TRANSFORMATIVE PRACTICES: USING CLICKERS AS AN EVALUATION TOOL IN HIGHER EDUCATION

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ABSTRACT

Interactive technologies are becoming more and more prevalent in Higher Education but clicker technology is completely new and innovative in the type of digital technologies used at the Mauritius Institute of Education. Use of Automated Response System (ARS) or clickers, examples of interactive technologies, promote engagement of learners and sets a different teaching and learning process and classroom climate compared to a non ARS setting. The ARS which has also been coined as Classroom Response System (CRS), Personal Response System (PRS), Student Response System (SRS), or Audience Response System (ARS) relates to a set of hardware devices and software that facilitates teaching activities in a technology-enabled environment. Taken in the process of teaching and learning, these technologies favour active learning and enhances learners' disposition and engagement in learner-learner discussions or learner-instructor interactions. To enhance quality teaching, Mauritius Institute of Education (MIE) has initiated a capacity-building in-house session on the use of interactive technology of clickers in teaching and learning among its academics. This new initiative will bring epistemological paradigm shift in terms of pedagogical practices and learning design. The purpose of this paper is to explore possibilities Student Response System (i.e., clickers) can be used in different spheres namely teaching and learning and eventually assessment and evaluation tool in Higher Education. Furthermore, learners' experiences and perceptions about the use of clickers will also be part of the objectives of the paper. The study attempts to investigate the experiences of students' learning or self-assessment in clicker-supported instructional environments. Assessments based on topics already covered from two subject areas (Business Education and Curriculum Studies) were administered to different levels of full-time trainee teachers. Seventy participants were chosen from 3 different classes, 'Diploma', 'Bachelor in Education' and 'Post Graduate' levels. Different types of test items were used as tools to better investigate the different possibilities offered by the technology to assess learning. Multiple Choice Questions, True/False, Short Answer and Essay-type questions were the main test items used for this research. The views of the participants on the effectiveness of clicker technology as an instructional device and learning tool were solicited through a feedback questionnaire and Focus Group Interviews to get a deeper understanding of the use of clickers in higher education. The analytical Framework used was content analysis based on conceptual framework e-assessment in Higher Education proposed by Pereira et al.(2009). The Framework supports four main criteria to promote quality assessment strategies: authenticity, consistency, transparency and practicability. Overall, the findings reveal that clicker technology is a promising tool to promote collaboration and active learning environments. Students were very satisfied with the use of clickers as a tool for revision. Their participation and engagement in class were found to increase with the use of clickers. The outcome of the study suggest that clickers are powerful tools to enhance teaching, learning and assessment provided academics apply the relevant pedagogical principles when clickers are used.

Keywords: Clickers, Active Learning, Evaluation Tool, Interactive Technology, Digital Technology

[48]

E- LEARNING ARCHITECTURE FOR DEVELOPING THINKING AND METACOGNITIVE SKILLS AMONG THE ADULT LEARNERS

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ABSTRACT

Learning is not only about knowledge acquiring but also about developing higher order thinking skills and its polishing. Technology has open new vistas of cognitive abilities when coming into the instructional design and teaching strategy. This paper reviews on applying the e-learning architecture for developing higher-order thinking skills for students of higher education.

This paper discusses the design of an e-learning architecture and its effectiveness in developing thinking and metacognitive skills among the learners. The objective of the study is to improve the higher order cognitive abilities among the learners, using e-learning systems and their level of services while preserving flexibility, scalability and optimization of available resources. The various e- learning architectures used are Simulation, discovery, cases, scenario-based Virtual classroom, e.g. WebEx, Live Meeting, HP Virtual, Online help and references, Edmodo, Performance support systems and/or knowledge Management etc.

Methodology of the Study Quasi-Experimental method will be selected for the study. The design adopted will be factorial design. The pre-test, posttest quasi-experimental design. The study found that the e-learning architecture is very effective and it simplifies the e-Learning development, focus on the major learning outcomes, and maximize the higher order thinking skills and metacognition among the learners.

Key Words: E-Learning Architecture, Cognitive and Metacognitive Skills

[49]

WIKIPEDIA BEING USED AS TEACHING TOOLS FOR TERTIARY EDUCATION

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The thesis explores the possibility of using Wikipedia, a free online encyclopedia that aims to allow anyone to edit articles, as the teaching tools for tertiary education, by studying the Wikipedia Education Program operated in Israel, Sweden, and the United States. E-Learning is rapidly growing in popularity and Wikipedia is one of the most popular website in all over the world. The Wikipedia Education Program shows the relationship between education and technology. Nowadays, learning is not just about printed materials - technology is a crucial part of learning as well. The research aims to discuss the role of Wikipedia in the academic setting. In the mentioned countries, some institutions used Wikipedia as the teaching tools. In four years, more than 10,000 students, many of whom were women, have participated in the Wikipedia Education Program, adding 12 million words, the equivalent of 45,000 printed pages, to more than 10,000 Wikipedia articles in multiple languages. This paper would analyze the result of the Wikipedia Education Program, to evaluate the feasibility and effectiveness of using Wikipedia as teaching tools in universities.

Keywords: Wikipedia, Academic Writing, Online Learning, MOOCs, Open Education, Technology

[50]

**AN EFFECTIVENESS STUDY OF CHANGE MANAGEMENT FOR CAPABILITY
DEVELOPMENT AT A GLOBAL ENERGY COMPANY**

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ABSTRACT

This paper assesses the effectiveness of Change Management for Capability Development at a Global Energy Company. The Change Management efforts studied were development of (i) technical syllabi for engineering staff, including assessment criteria to determine eligibility for promotion, (ii) an on-job training (OJT) system, (iii) supporting processes such as tools for engineering and knowledge sharing, (iv) leadership ability among staff. The research approach utilised an online survey to collect primary data from company staff, associated stakeholders and clients. A majority of respondents agreed that syllabi and assessments did not test how well staff did their job. They also agreed that on-job training and supporting engineering tools were lacking and challenging to obtain. However, a majority also agreed that the Change Management efforts for Capability Development were worth the effort and time expended. Although the Capability Development syllabus was effective in setting a minimum standard, it was also seen as too memory-based, overly generic and not capable of testing how well staff applied their capabilities for actual work. Change Management effectiveness findings in this paper may serve as helpful reference to companies planning to revamp or enhance technical Capability Development. Capability Development at large energy companies have an important significance due to a relative dearth of applied innovation at large oil and gas companies (relative to Electronics and IT companies). Successful Capability Development may hopefully ease and encourage more sustainable energy solutions in future.

Keywords: Change Management, Technical Capability Development, Leadership Capability Development

[51]

**CULTURAL INTELLIGENCE AND CONFLICT MANAGEMENT STRATEGIES
OF INTEGRATED SCHOOL TEACHERS IN NORTH GLAN DISTRICT IN THE
DIVISION OF SARANGANI**

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ABSTRACT

This study determined the extent of cultural intelligence and the extent of conflict management strategies by the integrated school teachers of North Glan District in the Division of Sarangani.

The results of the study showed that teachers often manifest cultural intelligence in terms of interaction enjoyment, respect for cultural differences, interaction engagement, interaction attentiveness and interaction confidence. The teachers also differed in cultural intelligence when grouped according to gender but not when grouped according to age and years in teaching. This study also revealed that the teachers were often collaborating, accommodating, avoiding and compromising on their conflict management and sometimes adopting competing strategy. They also did not differ in conflict management strategies when grouped according to gender, age and years in service. Moreover, the teachers' conflict management strategies were significantly affected by their cultural intelligence. This study recommended that teachers, as the facilitator of learnings should continuously enhance their cultural intelligence to meet not only the academic needs of their learners but also to prepare their students to live and prevail in culturally diverse society.

[52]

DEVELOPMENT OF STEFAN-BOLTZMANN BOARD GAME BASED ON GAME CHARACTERISTICS

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ABSTRACT

The purpose of this study is to develop and evaluate Stefan-Boltzmann board game based on five categories of game characteristics which are competition and goals, game choices, challenges, rules, and game fantasy. The topics covered by this board game are Stefan-Boltzmann's law, radiation power emitted by object, absolute temperature, area, and emissivity. In order to evaluate this board game, four Indonesia students who had a bachelor degree from faculty of education and were taking a 1 year course for the professional physics teacher certification had been involved as players. The game characteristics were assessed by a physics lecturer and a game expert via a set of Likert scale assessment tools during the implementation of the board game. The score of each game characteristics are 3.5, 3.5, 4, 5, and 4.5 respectively to competition and goals, game choices, challenges, rules, and game fantasy. These results are agreed with the results from a semi-structured interview. Students responded that the competition and goals were not quite noticeable, and a bit hard in order to identify the strategy. However, students acknowledged that the game had a good challenge, simple standard rules, and carried them into a fun game atmosphere.

Keywords: Stefan-Boltzmann's Law, Board Game, Game Characteristics

[53]

THE ROLE OF PERSONALIZED EDUCATION TOOLS IN COMPUTER PROGRAMMING LEARNING

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ABSTRACT

The proliferation of information and communication technology (ICT) which is followed by the high demand of ICT tools, especially smartphones, has transformed the face of global learning, as everybody would be able to educate themselves without having to commute from home to school. This phenomenon has emerged a tutorial generation who has been educated by personalized education tools in the form of mobile-based and/or web-based applications that support any kind of knowledge they are interested in. This paper depicted a conducted research question whether those applications will vanish the traditional teaching model which was believed as high consuming in cost, time, and effort. The respondents were the students and lecturers of the vocational information technology program at UIN Ar-Raniry. During the research, they were given the top five independent learning applications related to programming courses, then they were asked to review at the same courses that was served by the most highly impact of MOOC services such as Coursera, Edx, and Udacity. The experiences of the participants were recorded and noted, then analyzed by QDA Miner software which summarized that ICT education tools helped them to sharpen their understanding of the course content because they could learn at their own pace. Such education model is expected to empower a community within university preparing the formal institutions to adopt the new form of education. In the future, a further research will be needed on discussing a basic standard in the development of educational applications that is relevance to the curriculum.

Keywords: Education, Technology, Teaching, Vocational-Study, Personalized Education Tool

[54]

INITIALIZING RESPONSIBILITY: A GROUNDED THEORY OF BECOMING A SCHOOL ADMINISTRATOR

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ABSTRACT

In educational setting, school leaders were associated with school administrators. School administrators play a significant role in the implementation of the policies and regulations of the educational institution. Hence, this research study was an attempt to explore the main concern of the school administrator during the transition period, which is, from being a faculty/staff to school administrator. Becoming a school administrator was a good reference to discover what is really going on during the transition period and how the school administrator continually resolve the main concern. In order to identify the main concern and how it is continually resolved, the Classic Grounded Theory Methodology was utilized in the process of the research study which enables the researcher to get closer to the phenomena under study through constant comparison analysis in each coding process - open, selective and theoretical coding. Eighteen participants representing different higher educational institutions were purposely selected to provide a substantial response to the substantive area of interest. Hence, Initializing Responsibility has emerged as the main concern of the school administrators during the transition period; thereby, resolving the main concern by Coping with Change during the transition period. Four significant processes have been identified and explained that comprise an emerging substantive theory of Initializing Responsibility. These related processes are: Embracing Responsibility, Bridging Transition and Changing Mindset. The engagement of school administrators to the whole process produced a significant outcome - Rewarding Experience. The main concern of the school administrators and how it is resolved provides a new insight relative to educational leadership and management. Thus, it offers a better understanding of the what is really going on during the transition period that is Initializing Responsibility.

Keywords: Initializing Responsibility, School administrators, Classic Grounded Theory, Coping with Change and School leaders

[55]

THE GREAT TOILET PROJECT: A LEARNING ACTIVITY FOR SUSTAINABLE DEVELOPMENT WITH COMMUNITY

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ABSTRACT

The GREAT TOILET PROJECT is a learning activity about sustainable development as an agenda for our community. We, engineering educators with other participants constructed a learning activity to showcase our involvement in designing technological solutions to address a social and environmental concern in our toilets at Taylor's University. We considered design as an activity which can offer the experience of engaging with the community for the proposal of legitimate solutions. The participation for the learning activity involved engineering students who designed technological solutions with other members of our community.

Designing for sustainable development in educational practice includes the user and the design team (i.e producer) without including the community at large, not considering incongruity which may arise from new practices. Facilitation of learning along the process of designing engages the community to value such solutions. This may discourage incongruity arising in community not valuing development in this orientation. The contextual nature of developing solutions for a community with regard to the global agenda of sustainable development is a challenge which require communication in favor of collective attitude change. We as engineering educators have an obligation to care for the design of our students and its potential to facilitate communication of ideas surrounding sustainable development and technological innovation. We share our understanding on constructing, organizing and reflecting on the activity addressing the broader issue of transitioning towards sustainable development. We use education as an inclusive strategy to be used with technological innovation involving the user, producer and social context at large.

Keywords: Sustainable Development, Design Education, Engineering Educator

[56]

OPEN BORDER CLASSROOMS IN HIGHER EDUCATION

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ABSTRACT

Online classes are pervasive in higher education in the United States. The fact that identical outcomes can be achieved without requiring that students enter a physical classroom is being realized by leading universities. In this series of case studies, we discuss research-based and best practice in online learning environments that facilitates student critical thinking and engagement with content. We highlight three projects as exemplars; a master's degree in teaching in Southern California, a pilot program credentialing teachers in special education in the State of Washington, and an online reading endorsement program in Oregon. We discuss lessons learned during the development process as a guide to help prospective adopters of borderless online classrooms with an emphasis on reaching international students.

Keywords: Online Education, Higher Education, Critical Thinking, International Education, Borderless

[57]

THE 21ST CENTURY MILIEU: LEARNING PREFERENCES OF MSU-TCTO SOPHOMORE STUDENTS

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ABSTRACT

The aim of this study was to identify the training needs of transition services for Teachers of Female Students with Learning Disabilities at the Secondary Stage in the kingdom of Saudi Arabia, and to determine the differences in training needs to transition services for teachers according to the following variables: educational level, years of experience, and number of training courses. A descriptive method (survey) was used in this study, specially developed to measure these needs. The sample was drawn from all the secondary schools that had learning disabilities programs in Saudi Arabia. Participants consist of 39 female teachers of learning disabilities during the school year 2015-2016. Results indicated that the teachers of female students with learning disabilities are lacking some knowledge and skills that enable them to effectively provide transition services, therefore, they need training and qualification in some area. The most important area that needs urgent training and their percentages are, in order, Civil Society Organizations (90.91%), Professional Development (77.78%), Transition Planning (50%), Politics and Leadership (40%), Academic Secondary Programs (33.33%), Family Collaboration (20.00%), and finally Assessment (11.11%). The findings also showed that there are significant differences regarding training courses. The variable of training course significantly affected the teachers' knowledge and skills for transition services. Teachers' educational level and experiences years did not significantly affect teachers' knowledge and skills for transition services. The results of the study are discussed and a number of recommendations are suggested.

Keywords: Training Needs, Transition Services, Female Teachers Of Learning-Disabled Girls, Secondary Stage

[58]

DARE TO BE DIFFERENT – A METAMORPHOSIS IN THE WORLD OF EDUCATION AND TRAINING

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ABSTRACT

A Case Study: Tec-NQ is a metamorphosis in the world of education and training. Targeted as one of fourteen schools in Australia for funding to develop and deliver a new Pathways to Technology (P-Tech) program, Simon Birmingham, the Australian Federal Minister of Education and Training indicated that “Tec-NQ is already a national leader in terms of providing apprenticeships and traineeships.” Tec-NQ stands apart through its successful convergence of education, training and employment. Tec-NQ has a unique curriculum design with a trade-based pedagogy. Tec-NQ is an independent school which focuses on transitioning students from the world of full time education (school) to the world of full time employment (primarily trade careers and jobs). Tec-NQ enables this transition through a range of trade skill programmes integrated with a contextualized literacy and numeracy proficiencies (QCE) and extended work experience. Tec-NQ is trade skills-centric which has built its reputation on the foundations of innovation, student engagement and industry partnerships. Tec-NQ sets expectations of their students within the context of a work environment. Our trade trainers facilitate learning in the trades and act as mentors and role models to advise and guide young minds on their chosen career pathway. Tec-NQ is an independent senior secondary school, private registered training organization and an accredited boarding school. It provides training for the automotive, construction, electrical, engineering and information technology industries. Tec-NQ is masterful at engaging local industry, retaining students through Year 12 completion and transitioning them from school to work.

Keywords: Vocational Education, Senior Secondary, Contextualized Curriculum, Employability, Kinesthetic Learners, School to Work Transitions

[59]

SPEECH ACT ON THE POSTERS IN HANDLING REFUGEES IN FREIBURG

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The aim of this pragmatic study is to describe the types, the forms, and the function of the speech act on the posters in handling refugees in Freiburg, Germany. According Chaer and Agustina (2004: 11), the main function of language is a tool of communication or interaction. Speech act is a speech that is produced as part of social interaction (Sumarsono, 2009: 323). According to Searle (via Tarin, 1986: 46-48) classifies speech acts into five criteria as follows: a) assertive, b) directives, c) commissive, d) expressive, e) declarative. In addition, there are two additional speech acts according to Kreidler (1998) namely verdictive and phatic speech acts.

This study is a qualitative-descriptive study that aims to understand the phenomenon of language containing in the use of posters in handling refugees in Freiburg then analyzed and described carefully to make the conclusion. This study used qualitative data. The author used informants and form of written media namely posters as the source to obtain data. The informants in this study are the staff and the coordinator of the social institutions that deal with refugees in Freiburg as in *Mosaik*, *Deutsches Roter Kreuz*, and *Diakonischer Werk*.

The Germany government gives the handling of refugees into social institutions at the local level. They then organize and guide refugees how to live in Germany and in the camps where they live. In Freiburg, social institutions use posters for something important and to guide the way the refugees live or do activities without telling them repeatedly and made them always see it and run disciplines. Posters that they wrote contain much more in the form of speech act namely assertive, directive, and phatic. The forms of the speech acts are declarative, imperative, and interrogative. The function of the speech acts on the posters in handling refugees in Freiburg are to assert, to explain, to offer, to inform, to order, to forbid, and to invite.

Theoretical benefit of this study is expected to be useful for developing insights of science in the field of humanities and social sciences, especially linguistics. Practical benefit of this study is expected to make an input for the community, observers, and policy makers that are moving and relating to the handling of refugees, particularly in Indonesia.

[60]

**IN QUEST OF A CRITICAL TRANSFORMATIVE CITIZENSHIP EDUCATION;
LOST BETWEEN THE ‘LOYALTY’ OF THE NATIONAL NARRATIVE AND THE
‘COMPLIANCY’ OF THE ‘CLAIMED’ GLOBAL NARRATIVE**

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ABSTRACT

This research explores the future of a critical transformative citizenship education in four of Egypt’s schooling systems (public, experimental, private and international schools), as a means to sustain a potential transformation to democracy. Through investigating teachers’ and students’ perceptions of citizenship, as well as schools’ spaces for student empowerment, it was apparent that there was a patriotic ‘national’ citizenship narrative at the public schools and a ‘claimed’ global citizenship education at the international elite school, yet according to Banks (2008) framework and Westheimer & Kahne (2004) framework, these two frameworks failed to produce transformative, justice oriented citizens. Based on citizen’s understandings of their realities, and their actions, citizens are divided into legal, minimal / personally responsible, active / participatory and transformative citizens / justice –oriented citizens. In an attempt to explore the future of a transformation to a just, democratic society, this research aims to explore the challenges to a democratic, transformative citizenship education.

Semi-structured interviews were conducted with a total of forty participants. The results surprisingly revealed that there are more similarities amongst the public and international schools than the others, in terms of students’ levels of consciousness and civic actions levels. Whilst the nationalistic narrative aims to promote ‘blind obedience’ to the nation-state, the international school seems to promote a ‘neoliberal’ narrative based on compliant behavior.

Keywords: Global Citizenship Education, Democracy, Neoliberal , Schooling

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ISSUES OF ACADEMIC FREEDOM A COMPARATIVE TRANS-TASMAN ANALYSIS

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ABSTRACT

This paper looks at the role of academic freedom in Aotearoa/New Zealand and Australia in modern universities. It provides an historical and contemporary analysis of how academic freedom is enacted and managed in both countries. Much of the literature and aspects of the data come from Anderson's recently completed PhD on this topic. The authors discuss aspects of the erosion of academic freedom within their countries and present real life accounts of how academics are managed in the entrepreneurial university space whereby tenure is perilous and casualization of the workforce increasingly occurring. The application of new public management (NPM) and managerialism in higher education has led to higher workloads for academic staff in terms of the massification of higher education, and the imposition of bureaucratic auditing schemes over all aspects of academic workloads. Our teaching and supervision is monitored through Student Satisfaction Surveys and Evaluations, our research in terms of the amount of external funding raised and the number of publication outputs. The service and administration components are also surveilled. Teaching on-line and off-shore has also been another burden. There has been a decline in the numbers of permanent academic staff and alternatively a growth in the number of research administrators at all levels of the organisation, centrally, faculty and schools. Perhaps most worryingly though is the protection of institutional reputation and the lengths that the senior management will go to protect the institutions from public dissent and whistle-blowers. These factors all impact on the psychological well-being and continued employment of academics and their workloads and ability to resist and act as critic and conscience – thus affecting the enshrined and expected role of academic freedom.

Keywords: Academic Freedom, Entrepreneurial Universities, New Public Management

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THE NZARE: A HISTORY OF THE PROFESSIONAL ASSOCIATION 1979-2016

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ABSTRACT

The New Zealand Association for Research in Education (hereafter NZARE) is an organisation was founded nearly 40 years ago in 1979. I discuss the outcomes and findings from the sponsored research by NZARE to write its history. The project began in 2015 and is due to be completed in 2017. The purpose of this presentation is to provide information on the findings of the project which is an historical account and analysis of the formation of NZARE and its genesis to the present day. The theoretical frameworks are linked to historiography and oral history traditions, although the overarching framework was a case study of NZARE. Data were collected using a range of mixed methods approaches including an online survey through SurveyMonkey to members, documentary analyses of NZARE artefacts such as the AGM minutes, conference programme booklets, and later CDs, and copies of *Input* and *New Zealand Journal of Educational Studies* (NZJES) articles for specific themes. However, the major data collection method was interviews either electronically or most often face-to-face with a range of key NZARE luminaries and informants such as former presidents, secretaries and treasurers (that is formal office holders within the organisation). Other significant personnel who had shared the organisation were also interviewed and these included life members, former *NZJES* editors and Māori and Pacifica and Student Caucus members and some award winners of the McKenzie award and some presenters as keynote speakers for the Herbison lecture. Understandably there was quite a lot of overlap between these categories with long term members having participated in multiple ways. In total interviews were completed with up to 35 key members and nearly 100 responses were received from the online survey. The data was mined for specific themes and analysed both within the responses but also across the multiple evidence, and also triangulated using these multiple methods.

Keywords: NZARE History; Mixed Methods, Oral Narratives

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**KARL MARX ON THE 21ST CENTURY TRADE UNIONISM: A DISCOURSE ON
THEIR PAST, PRESENT AND FUTURE**

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ABSTRACT

Trade unionism has a very long and rich history, as its roots are traceable to the 1850's. Most importantly, trade unionism and the proletariat have a symbiotic relationship. In his work, The Communist Manifesto of 1848, Marx notes, "Of all the classes that stand face to face with the bourgeoisie today, the proletariat alone is a really revolutionary class." Marx declared that the future task of trade unions was to reach out to the poor and the oppressed; the lowest paid, and push forward political and social movements that would aid in the emancipation of the working class as a whole. Given the material challenges faced by the South African Democratic Teachers Union (SADTU) perhaps I should put the following question on the table, is Marx still relevant on critiquing trade unionism in the 21st century? Notwithstanding the fact that trade unions have been operating in South Africa since the 1980s, I maintain that much of what is flawed within trade unionism today is explicable in Marxist terms. Drawing upon Marx's works and other related studies on teacher unionism in South Africa, I critique SADTU's role in the liberation of the proletariats (teachers) from bourgeois (capitalist) exploitation.

Keywords: Teacher Unions, Communist Manifesto, Marxism, SADTU

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TEACHING STUDENTS TO PERFORM ULTRASOUND ANALYSIS OF DAMAGED MATERIAL

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ABSTRACT

Material testing by ultrasound means is important mater for student to understand completely how these test can be made, what type of tools is needed, what is a method of applying the tool et.c. In this paper it is presented the methodic approach of using ultrasound analysis to identify the unknowns what visually cannot be detected. Using this approach a student can detect, analyze, interpret and compare data. In the paper also there are presented an analytical equations which students can use for modeling an analytical approach to identify the seriousness of the problems. Later two different approaches can be compared and prepared conclusions.

In the onset of the paper it is presented place where the analysis can be made. Later there were identified a tool, which was used for measurement of the problematic place. After knowing how serious a problem is the comparison of the data there were made. Only after comparing identical results but taken from different time perspective can be made valuable judgment of a given results. After comparing results from mainly three period of time there were noticed no any big changes in grow of the tip.

Keywords: Ultrasound, Material, Methods, Analysis

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**THE ALTERNATIVE LEARNING SYSTEM ACCREDITATION AND
EQUIVALENCY PROGRAM OF THE BUREAU OF JAIL MANAGEMENT AND
PENOLOGY NATIONAL CAPITAL REGION: BASIS FOR AN IMPROVED
MANAGEMENT STRATEGIES**

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ABSTRACT

ALS A&E program has been considered one of the most successful education program of DepEd and of the BJMP. It is one of the strategies used in the rehabilitation program for inmates. Thus, It serves a great number of clientele who were not able to finish basic education. ALS program offers basic education and livelihood skills that is comparable and substitute to formal framework. However, ALS A&E in jail has not been easily implemented because of the crucial confined environment of the Inmates/Learners, meager supplies of equipment/materials and teacher force that greatly affects the curriculum and instructional delivery. To improve more the kind of alternative education that ALS program offers to their learners, the researcher have proposed a new management strategy that will fit in their distinctive environment and needs. This study determined the status of the ALS A&E program of the BJMP in terms of Curriculum, Learning materials/Equipment and Learning Support Delivery System. The descriptive method of research was used. Participants of this study were the Mobile Teachers/Instructional Managers, Service Providers and Inmates/learners of Caloocan, Manila, Quezon City, Makati, Pasay, Parañaque and Las Piñas. A total of 12 Mobile Teachers/Instructional Managers, 15 Service Providers and 184 male Inmates/Learners in secondary level respondents were drawn as sample via purposive sampling.

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**LITERATURE REVIEW CITATIONS IN THESIS OF TEACHER EDUCATION
STUDENTS**

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ABSTRACT

Plagiarism is a serious, widespread type of research misconduct that is often neglected in developing countries (Carnero, 2016). It is doubtless common and getting more so particularly with increased access to digital sources, including the Internet (Park, 2010). The student-researchers' practices in literature review citations is viewed as an essential component in ensuring that appropriate research ethics is observed. This study aims to assess literature review citations of the selected undergraduate theses in teacher education and identify the student-researchers' information-seeking behaviors. Descriptive evaluative and survey method were used. The results revealed that most student-researchers cite foreign studies in literature review taken from online sources. Although the student-researchers practice methodical reading, inconsistencies in the in-text citations and referencing are observed. The study concludes that the student-researchers' information-seeking behaviors affect the quality of research outputs they produce. Hence, intensive instruction on proper in-text citation and referencing should be considered.

Keywords: Plagiarism, Literature Review, Theses, Teacher Education, Laguna, Philippines

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**IMPLEMENTATION OF INQUIRY LEARNING MODEL USING SCIENTIFIC
REPORT INDUCTION TO IMPROVE HIGH-LEVEL THINKING SKILLS OF
SECONDARY SCHOOL STUDENTS**

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ABSTRACT

Two problems that occur in secondary school '3 Samarinda' are inequality and low quantity on students with high level thinking. Concurrently, teachers are lacking in understanding on how to implement inquiry learning model via scientific report induction. This study aims to present ways of implementing inquiry learning model with the use of scientific reports to improve teachers' understanding and ability on teaching biology at secondary level. The quantitative research method is quasi-experiment design with pre-test and post-test control group. The research instrument for collecting data of students' high-level thinking skills is scoring rubrics for assessing abilities on developing and presenting a scientific report. The instruments for assessing teachers' skills are teacher observation sheets over inquiry learning model conduct using scientific reports. The research samples consist of 4 biology teachers and 80 of grade 10 students from secondary school '3 Samarinda'. Analysis of data uses t test, that if t outcome is higher than t table, the inquiry learning model using scientific reports does affect students' high-level thinking. Data analysis is composed in tabulation format with several graded categories: less, sufficient, good and excellent. The result of the study is that high level thinking skills of students are increasing in numbers and more equal compared with classes taught by teachers who do not follow the inquiry learning model workshop and presentation. Induction inquiry model is applied via preparation and presentations of scientific reports after the students carry out practical activities through the guidance of student activity sheets.

Keywords: Learning Model, Inquiry, Scientific Reports, The Ability To Think, High Level, Students

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**THE COLLABORATIVE INSTRUCTIONAL DESIGN SYSTEM (CIDS):
ENHANCING AND SUSTAINING THE QUALITY OF THE 21ST CENTURY
TEACHER EDUCATION**

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ABSTRACT

Instructional design is the process of systematic development of instructional specifications using learning and instructional theory to ensure the quality of instruction. The Collaborative Instructional Design System (CIDS) comprises of The Integral ASIE Instructional Design Model, and special features on the Professional Learning Community (PLC), which enable users to share and communicate with members of different communities. It is a constructive process in designing the instructions, which provides practitioners in education a valuable tool and perspective, to enhance and sustain the quality of instructions and training in fulfilling the 21st century learning requirements. It follows the Partnership for 21st Century Learning Framework (2002), as well as the principle of The Four-Dimensional Education (2015). The ASIE Model developed will be able to address the current education landscape at improving the dynamics of the teaching and learning process and establishing a globally competitive learner that meets the future learners' employability requirements. This user friendly and interactive CIDS will be a value added to the present practices in instructional designing. Workshop and Pilot project conducted, followed by 5 Likert Scales Questionnaires to analyze the teachers' views on the application of the system in the instructional planning process. Results from a simple descriptive statistical analysis shows that teachers have positive views on CIDS as an effective tool in the instructional design system.

Keywords: Collaborative Instructional Design Model, Instructional Design, 21st Century Learning Education, ASIE Instructional Design Model, Professional Learning Community

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**“SOMETHING THERE IS THAT DOES NOT LOVE A WALL”: ELIMINATING
SOCIAL APARTHEID IN ELEMENTARY EDUCATION - A CROSS COUNTRY
PERSPECTIVE**

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ABSTRACT

The socio-legal ramifications of the ruling of the US Supreme Court in Brown (1954) and the orders of ‘busing’ leading to school desegregation in the US, may be compared to the Indian attempt at breaking the effective (though not institutionalised) caste-class apartheid, existent in the elite private schools of our highly stratified education system, through Section 12 of the Right to Education Act, 2009 that mandates class based affirmative action in private schools. This may be helpful for drawing instructive insights, both in terms of what needs to be emulated or forsaken for the Indian context. Additionally, to this day, caste, in India serves as an effective proxy for class (which forms the primary basis for affirmative action) and the law provides for sub-reservation within the 25% bracket for dalits and adivasis, portraying an intention of correcting group based historical injustice, making the parallel with USA more explicit. While in no way attempting to collapse the vast difference in contexts, which might affect comparability of the debates, being centered around school education and exhibiting similar social intent, it still serves as more applicable than current affirmative action debates focusing squarely on higher education and the embattled concept of ‘merit’. As the current scholarship on Section 12 does not engage with the angle of group based injustice at all, limiting itself only to the debate on inclusion in terms of class, we hope in this paper to fill this lacuna through an analysis of relevant data and arguments from both countries.

Keywords: Writing, Elementary Education, Race, Caste, Exclusion, Desegregation

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SOCIAL CAPITAL, MIGRATION AND SOCIAL INTEGRATION

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ABSTRACT

Migration is a popular phenomenon in globalization world. Changing global forces are shaping new kinds of migration including marriage migration by existing international marriages. This research primarily focuses on the subject of social integration and related issues of Vietnamese women married to Taiwanese husbands. Social integration is interpreted as being the process of inclusion and acceptance of individuals in a system, the creation of relationships among individuals and their subsequent attitudes towards society. It is the result of conscious and motivated interaction and cooperation between individuals and groups. This paper is based on information that came from a case study undertaken in 2014 on the Penghu Islands and in Taipei, Taiwan. Quantitative data was collected from the available literature and qualitative data derived from interviews and the observation of 31 people including Vietnamese women who married Taiwanese husbands; local government officers. The research utilizes an ethnographic approach, a theoretical perspective that relates social integration to quality of life and methods of social network analysis. *Main findings:* The social integration, after settlement, of Vietnamese women married to Taiwanese husbands consisted of three paths: social and community integration; formal residential integration and personal integration. International marriages are a common phenomenon in the context of globalization. The important issue with regards to this research is understanding how immigrants integrate into their families and the host society for individuals and community development. Social capital was as useful means in these integrating processes. Social capital comes from education and experiences as well.

Keywords: Social Capital, Social Integration; Vietnam-Taiwan International Marriage

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INFRASTRUCTURE AND SCHOOL FAILURE: EVIDENCE FOR COLOMBIA

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This research takes advantage of the variation generated by the construction of a large number of schools in Bogota, Colombia, with different characteristics in their infrastructure, to study the effect of infrastructure on the repetition rate and the channels through which it operates. This investigation uses a rich source of child-level administrative data to build a novel panel dataset. This paper uses as identification strategy a differences-in-differences (DID) design. DID allow control by unobservable characteristics of the individuals such as innate abilities or parental concern. The estimates are robust to different specifications. This research finds that better infrastructure reduces the repetition rate in 0.51 percentage points. This is equivalent to 8.03% of the average sample rate of repetition reported in the same period of study. Additionally, this paper finds that infrastructure components differentially affect the repetition rate. The components that have the greatest impact on reducing this rate are science or chemical labs, computer labs or workshops, language labs and radio stations.

Keywords: Repetition, Failing Grade, Infrastructure, Internal Efficiency Variables, Megacolegios (Mega-Schools)

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TEACHER EFFECTIVENESS EVALUATION PERCEPTIONS OF TEACHERS AND SCHOOL DIRECTORS

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ABSTRACT

Teachers in the twenty-first century are expected to take on expanded roles and more responsibilities, such as curriculum developers, action researchers, team leaders and staff development facilitators. To evaluate teacher effectiveness objectively, a fair teacher effectiveness evaluation scheme is paramount. This study hence developed a teacher effectiveness evaluation scheme (TEES) then tested with 100 teachers and school directors in order to examine and evaluate whether the perceptions on teacher effectiveness of both groups of participants were aligned. Questionnaires were distributed to 50 teachers and 50 school directors of different schools. A total of ten teachers and school directors were interviewed individually to further capture their views and perceptions behind each parameter set in TEES. Based on the statistical results of the present study, there were five parameters which the two groups of participants had significant differences on the perceptions of teacher effectiveness. They are: teacher characteristics and traits, content knowledge, pedagogical knowledge and pedagogical content knowledge, accountability, absence of problems, school constituency's satisfaction. Though the two groups of participants had different perceptions on the five parameters, the teachers and school directors agreed on the rest of the parameters including working process, resource utilization, continuous learning, and goal and tasks. After conducted in-depth interviews with the teachers and school director, qualitative data revealed that the statistical results could be illusive as the discrepancies between the groups of participants were due to their different job natures and positions. Thus, teachers' and school directors' views and perceptions on teacher effectiveness are aligned in principle. This study also made suggestions to ensure how TEES can be adopted fairly and objectively in each school setting in order to enhance education quality.

Keywords: Consumer Switching Intention, Switching Barriers, Service Bundling, Network Value, E-services

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STUDENTS' PERCEPTION OF GROUP WORK AND KNOWLEDGE BUILDING IN AN ECONOMICS UNIT

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ABSTRACT

A primary concern in higher education is that graduates are expected to acquire knowledge and skills so that they are able to develop competence in continuous learning and problem solving in real life situations. The purpose of this study is to examine students' perception of group work and knowledge building in an economics unit. Even though economics is a required subject for most business courses in higher education, past studies have shown that students perceived economic concepts are too abstract to understand and irrelevant to the real world. A qualitative research approach was chosen, using semi-structured face-to-face focus groups and/or individual interviews with forty-six business students voluntarily participated in this study. The research result revealed that students have either a positive or negative perception of group work and knowledge building experience. Furthermore, this study found out that students who work in groups are able to demonstrate their ability in making economic concepts relevant by connecting the concepts to real world if there is on-going collaborative effort among team members. Guidance from the lecturer and team members could aid support for some students particularly those who transit from high school to tertiary learning, and where this is their first exposure to group work that deals with the complexities of real world events. The results presented may facilitate improvements in the group work and increase the likelihood of knowledge building in economics subjects.

Keywords: Group Work, Knowledge Building, Collaborative Learning, Economics

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**THE CONTINUITY OF INDONESIAN LANGUAGE AND LITERATURE
LEARNING IN ELEMENTARY SCHOOLS, JUNIOR HIGH SCHOOLS, HIGH
SCHOOLS, AND HIGHER EDUCATION**

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ABSTRACT

Learning Indonesian language and literature is an important lesson in the world of education in Indonesia. The importance of learning is the role of Indonesian who was confirmed as the national language, the unifying language in Congress Youth Pledge. As the national language, the role of language and literature Indonesia governed by Law No. 24 of Article 41 in 2009. The role of the Indonesian create taught dijenjang compulsory basic education to higher education. Learning Indonesian directed to improve the ability of learners to communicate in Indonesian well and correctly, both orally and in writing, as well as develop an appreciation of the work of human literary Indonesia. Indonesian language learning is emphasized in the four language skills and appreciation of literature. Indonesian language learning compulsory taught starting from basic education to higher education must have continuity. In this case sustainability will be described through the four language skills and appreciation of literature.

Keywords: Sustainability, Indonesian Literary Language, Education, Learning

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PREPARING GRADUATES FOR THE BUSINESS WORLD: A NOTE ON A ROLE BUSINESS SCHOOLS CAN PLAY

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ABSTRACT

Final-year projects and dissertations undertaken by students at the end of their Bachelor degree courses are a topic of current interest in many countries. It is timely to reassert the importance of Final Year Projects and to rethink their role in the business school curriculum as the context of higher education changes and to equip students for employability and for the business world. Preparing students to move into the world beyond university is an underlying rationale for creating transformational experiences for final-year projects.

While recognizing the strengths of the traditional research-based dissertation honors project, what are also needed are alternative types that provide students with a forward-looking experience and equip them to thrive in an uncertain, super-complex world (Barnett 2000; 2004). Making explicit the benefits of various forms of projects and recording the skills that students gain are important ways of linking Final Year Projects to employability (Bolden et al. 2009, Gresty 2009).

The paper discusses alternative methods for the Final Year Projects in business schools and recommends that business schools have student-run businesses, a consultancy practice and an entrepreneurship incubator. Students would then be exposed to real world problems and learn to take decisions. Supervisors would act as advisors and offer business coaching. The benefits of such projects and issues involved are discussed.

Keywords: Final Year Project, Employability, Business Schools

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SPIRITUAL WELLBEING OF CHRONICALLY ILL INDIVIDUALS IN PUBLIC/PRIVATE HOSPITALS OF ISLAMABAD

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ABSTRACT

Spiritual wellbeing refers to the feeling of peace and satisfaction originating from the relationship with spiritual aspects of an individual's life. The study aimed to measure spiritual wellbeing in the light of multiple demographic variables of chronically ill individuals. sampling Criterion sampling technique was used. To measure spiritual wellbeing Urdu version of Spiritual Wellness Inventory was used. A sample of 200 chronically ill patients (15years-18years) were taken from four different hospitals of Islamabad. Reliability of the instrument was computed as 0.90. The research findings displayed that males scored high on spiritual wellbeing than females. Individuals with less education are more spiritually inclined as compared to individuals with high education. Married chronically ill scored high on spiritual wellbeing than unmarried, separated widow and divorced. Spiritual wellbeing was found high among middle socio-economic status than higher and lower SES. Spiritual wellbeing is higher in middle adolescents (15-17) than in late (18-20) adolescents. The current research would be implemented to design interventions with enhanced treatment plans. It would help to emphasize the insight that each chronically ill patient is different and needs a different attention and care plan with updated technologies.

Keywords: Spiritual Wellbeing, Chronically Illness, Breast Cancer, Genital Cancer Chronic Obtrusive Pulmonary Disease

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SELECTED LAGU-LAGU OF SAMA DILAUT IN THE PROVINCE OF TAWI-TAWI: THEIR FORMS AND STYLES OF EXPRESSION

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and Oceanography, Bongao, Tawi-Tawi, Philippines***ABSTRACT**

This study aimed to determine the forms and styles of expression of selected lagu-lagu (songs) of SamaDilaut in the province of Tawi-Tawi, the values contained in each song and its effect to the socio-political and economic lives of the SamaDilaut. This study was solely qualitative in nature. The fifteen respondents are from BohehSallang, BongaoPoblacion and Sibutu Municipality who are composers of folk songs and have been chosen to represent their barangays in the festivities like: AwwalJamman held during Kamahardikaan sin Tawi-Tawi (Province Day Celebration).

Interview method and focused group discussion (FGD) aided by the interview guide and video recorder were used to gather data. Data were recorded, transcribed, translated from native tongue to English language, analyzed and interpreted to find out the values contained in the songs and how they influenced the socio-economic and political lives of the Sama folks.

This study found out that the common lagu-lagu of the SamaDilaut are the tenes-tenes, sangbay, linggisan, lolay, leleng, anakiluh, budjangmanis, pagparinta. Sama folksongs like the tenes-tenes, sangbay, linggisan, pagparinta, anakiluh vary in terms of form and style of expressions, contained repetition of words and rhyming words like those composed by foreign song writers. Some are performed through dancing with the accompaniment of stringed instruments like guitar, gitgit and biula (violin), gabbang (bamboo xylophone), reed flute (sawnay) and tambu (drum). It also determined that the lagu-lagu contained socio-economic and political values of the SamaDilaut. Through singing they are able to convince people to buy their homemade products like mats (baloy). Some of them were invited to any occasion to perform, thus helping them to earn a living. These songs also provide entertainment to the community folks.

Keywords: Lagu-Lagu, Samadilaut, Community Folks, Tenes-Tenes, Gabbang, Sawnay

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**IMPROVING LEARNING ACHIEVEMENT IN SCIENCE USING GROUP STUDY
LEARNING METHOD OF SDN KEBON KELAPA GRADE IV STUDENTS**

Prayekti

ABSTRACT

Kebon Kelapa Public Elementary School (hitherto *Sekolah Dasar Negeri* or SDN Kebon Kelapa) was favourably founded by the city government of Jakarta. Based on direct school observations both inside and outside of the classroom, there was a strong inclination that some students, either during the teaching learning period or break time, were always divided in groups. This phenomenon provided some obstacles in learning since it was hard, especially during lesson time, for the students to interact with one another. Thus, the overall learning was seen to be passive and this further influenced their learning achievement especially that in Science subject where there was only 45% of the students who passed the passing grade (or *KKM*) of 65. Therefore, an initiative to answer this challenge to improve the Grade IV students' learning achievement in Science was then completed through conducting a comprehensive set of class action research. Preliminary data statistics showed that the average score was 42.26 and there were 20 students (64.52%) who were failed in this subject. In the first cycle, some improvements on the students' scores were already indicated, as the average score was raised to 56.13. 19 students (61.29%) passed the *KKM*, while those achieving scores below the *KKM* were as many as 12 students (38.71%). Interestingly, in the second cycle of the strategy implementation, all the students (100%) profoundly passed the *KKM* with an average score of 96.13.

Keywords : Teaching Sound, Constructivism, Learning Achievement

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INTEGRATING ELEMENT OF GREEN SKILLS IN THE 21ST CENTURY LEARNING

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ABSTRACT

The outline of introducing green skills for a sustainable development is contained in the document called Transformation of Technical Vocational Education and Training (TVET), which is part of the 11th Malaysia Plan. There is a need to incorporate green skills into TVET programs to achieve sustainable development in the country, and in turn stimulate inclusive economic growth. The Ministry of Education, Malaysia launched the initiatives of the 21st century education in 2015. The secondary school standard curriculum framework has integrated knowledge, skills and values, and explicitly included the 21st century skills in the lesson for students. This study aims to explore the elements of green skills that can be integrated into the curriculum of STEM subjects (science, technology, engineering and mathematics). Qualitative research design was used to collect data from individuals through interviews, and focus group discussions; the information was then triangulated with the findings of the analysis document. The purposive sampling technique was used to select respondents. The findings reveal that there are 10 elements of green skills that can be integrated into the learning of the 21st century skills: communication skills, intellectual skills, interpersonal skills, self-management skills, learning skills, career development skills, environmental awareness skills, green practices skills, STEM skills and entrepreneurship skills. There is a necessity to incorporate the elements of green skills into the school curriculum, which will add value to the overall education. The students produced will form a pool of skilled manpower; they can act as catalyst to propel the nation towards sustainable development.

Keywords: 21st Century Skills, Green Skills, Green Technology, Sustainability

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INTERNATIONAL TERRORISM AS A THREAT TO INTERNATIONAL STUDENTS' MOBILITY? THE CASE OF PARIS ATTACKS AND IUT ST. DENIS

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ABSTRACT

An international terrorism has a significant impact on various areas of our societies. This paper explores possible impact of the terrorist attacks on international students' mobilities through examination of the short term mobility called International Business Week (IBW) held in IUT St Denis France. Project activities – IBW - were established 17 years ago to encourage finance/business students to apply for international mobility. The network of European business colleges/universities now contains 15 universities or colleges. The paper is describing the possible consequence of the terrorist attack on the short-term mobility in case of 2015 Paris attacks IBW held in St. Denis in France. Presented data were obtained through semi-structured interview with the IUT St. Denis representative and questionnaire distributed among the participants of IBW in December 2016, both from the home university and visiting students. Analysed data reflect their awareness about the terrorist attacks and their decision making process when deciding for mobility. This paper is a part of the pre-research of a longitudinal research about barriers of international students' mobility in IBW international network; however it illustrates potentially dangerous trend while present international terrorism is not affecting only the tourism or business travelling, but also the tertiary education mobility.

Keywords: Terrorism, Tertiary Education, Paris Attacks, Barriers, Mobility

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**INCLUSIVE EDUCATION FOR THE EFFECTIVE IMPLEMENTATION
EVIDENCE-BASED PRACTICE: FOR CHILDREN WITH AUTISM SPECTRUM
DISORDER**

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ABSTRACT

Interventions for autism are increasing being held to standards such as ‘evidence-based practice’ in psychology and ‘scientifically-based research’ in education. At the factor when these ideas rose with regards to psychotherapy and regular education, they brought on substantial debate. Evidence-based practices (EBPs) are the premise on which educators and other specialist coops are required to outline educational programs for students with autism spectrum disorders (ASD). Inclusive education as a late modernity reform project is exemplified in the call for ‘Education for All’. Despite the simplicity of its message, inclusion is highly debatable. General education teachers have differing views about the inclusion of students with ASD in mainstream classrooms. However, the severity of the Autistic children’s affect teachers’ willingness to accommodate certain students and their confidence that they will effectively manage their classrooms. The Implementation science guides the movement of innovations, such as transforming evidence-based practices for students with ASD into regular practices at school. This article is presented as an inclusive educational model to build systems of professional development that increase the quality of services and promote teachers’ use of evidence-based practices. Further, it is proposed that the ASD community align with the greater inclusive education reform movement. With the use of this unified model of education, all children will receive the educational support they require. An investigation of the benefits and limitations of current approaches to empiricism in autism interventions is presented, and suggestions for future research are made.

Keywords: Inclusive Education; Autism Spectrum Disorder; Effective Implementation, Evidence-Based Practice (EBP).

[82]

**THE LIVED-EXPERIENCES OF PARA-TEACHERS IN THE ADOPTED
COMMUNITY OF A PRIVATE INSTITUTION**

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ABSTRACT

This study aims to describe the lived experiences of para-teachers who served as volunteer Kindergarten Teachers in the adopted community of Integrated Community Extension Services – Vincentian Center for Social Responsibility of Adamson University.

Based on the findings, the volunteer teachers are socially organized groups whose goals are incredibly fulfilling and satisfying experience for the community. Brought about by the innate nature of in volunteering who want to do something good with other. Moreover, they acquire certain values of patience, humility, responsibility, perseverance and compassion for others and fear of God. Most of the time, they are ready to sacrifice themselves for the betterment of the society in general. Indeed, they are also intrinsically motivated to continue teaching of Saint Vincent de Paul which is the love for the poor and the socially disadvantaged.

For the recommendation of this study, the researchers highly recommend that the organizers of this program will continue guiding ordinary people to reach their full potential by extending needed assistance so that these people can fulfill their duties to the community where they belong. They also recommend, sustaining this kind of good works is to establish a curriculum program for volunteer teachers.

Keywords: Dialogue of Life, Para-teachers, Private Institution, Live-Experiences

[83]

COMPETENCY-BASED ASSESSMENT FOR PROJECT-BASED LEARNING

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In Nanyang Polytechnic's School of IT, all the students undergo project in every semester. Semester project in the form of Project-Based Learning (PBL) where learnings are organized around the project is central to the curriculum. The semester project incorporates authentic content and authentic assessment with explicit learning outcomes and competencies. Assessment rubrics are used as evidences of students' progress in mastering the knowledge and skill in the semester project. The rubrics are useful documents to guide students in establishing goals, to act as a form of feedback to students, to articulate the levels of attainment students achieved in the desired competency. In the semester project, competency is judged based on criteria using a developmental perspective with milestones or benchmarks to provide guidance on students' progress. Assessment rubrics provide a simple and clear solution to articulate the levels of attainment students achieve in the desired competency. Rubrics are useful in helping students understand what they are expected to demonstrate and they can also act as a form of feedback for students to see how they can further develop after the assessment. Using rubrics also help to ensure consistency across multiple assessors.

Keywords: Assessment Rubrics, Project-Based Learning, Competency-based Assessment

[84]

**AS A SOCIAL AND CULTURAL ISSUE BIOETHICS; CHILDREN'S
CONCEPTIONS OF MORAL AND SOCIAL RULES**

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ABSTRACT

The critical thinking over biological concept mostly comes cross with ethical issues. The Education in science teaching should also aim at deeper thinking skill about social issues such as ethical and religious subjects. The part of philosophy which focuses on the principals involved in making decisions about what is right and wrong is called ethics. Bioethicists try to work out ethical concept and making in the context of biological information and technology.

In general meaning they dealt with difficult medical decisions. With the explosion of knowledge in the fields of genetics and biotechnology new societal challenges are requiring ethical decisions as well. Some timely examples are cloning, the use of fetal tissues and the genetic engineering of crops. Discussion and analysis of bioethical issues are excellent tools to integrate science process skills and content.

The use of case histories of medical and biological studies development may help students' social values to integrate with scientific ideas. The bioethics and social realities such ethic and religious may collaborate in student's mind if students are given the necessary time to make the connection. If the ethical materials are used for only a day, the issues raised may be negated or diminished in impact.

Key words: Bioethics, Classroom, Education

[85]

DO DEAF PEOPLE SEE BETTER? EVIDENCE FROM FACE AND OBJECT MATCHING TASKS

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ABSTRACT

It is unresolved whether the permanent auditory deprivation that deaf people experience leads to the enhanced visual processing of faces. The current study explored this question with a matching task, in which observers searched for a target face among a concurrent lineup of ten faces. This was compared with a control task in which the same stimuli were presented upside down, to disrupt typical face processing, and an object matching task. Deaf observers performed with higher accuracy than hearing observers across all of these tasks. These results clarify previous findings and provide evidence for a general visual processing advantage in deaf observers rather than a face specific effect.

Keywords: Hearing Disability; Visual Processing; Face Recognition; Objection Recognition; Visual Learning

[86]

MODELS OF GLOBAL EDUCATION EDUCATING BEYOND BORDERS, EBB

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ABSTRACT

This study investigates international education in a global context. It fosters global intercultural sensitivity and involves all aspects of education worldwide in the discourse about transcultural communication issues and diversity. Special attention is drawn to globalized education and its relevance to the integrated world economy; hence, these key concepts are employed as practical discourse. EBB is three-fold: it acknowledges UNESCO's guidelines on intercultural education, promotes roleplaying activities to enhance intelligence within each subject, and synthesizes key issues related to international education common in national institutions and the global society.

The objective of this project is to: advance pedagogy at various levels, reach beyond geographic and cultural borders, embark on uncharted territories, and shape students' minds to embrace and share in the international community. EBB aims to cultivate an atmosphere where students are given the necessary tools and opportunities so they can apply learned theory to practical situations as deemed necessary. Students will use their creative abilities to develop themselves into autonomous learners and global citizens simultaneously. To accomplish its goals, EBB targets a diverse taskforce that understands the purpose of educating its learners with the highest standard pedagogical and ethical commitment to reaching the international community.

Keywords: Globalized Education, Intercultural

[87]

THE ASSESSMENT OF CHILDREN'S PRECONCEPTIONS IDEAS ABOUT FOOD

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This paper explains students' ideas about food as a scientific concept that a questionnaire was administered to 40 secondary level students. The findings have been shown that in students' mind food was essential for living, growth and supplying energy. Also students could accept the idea of food could be in liquid form. Students' understanding of the biological concept of food was anthropocentric and not applied across living organisms in heterotrophs (animals) or autotrophs (plants) as a whole.

Many students confused water food or not. Mostly water not accepted as a food because of it does not yield energy for organisms. It looks a vital point that to emphasizing food as any substance (in solid or liquid state), can obtainable energy during respiration during alive activity.

Key words: Food, Misconceptions, Secondary Pupils

[88]

THE APPLICATION OF STATISTICAL INFERENCES THROUGH KAHOOT AND POWTOON

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ABSTRACT

Teaching statistics in higher education covering inferential analysis topics require a lot of attention to tools that enable students get attracted to the materials and engage in learning. Many efforts were given to improve the teaching and learning of statistics to enhance student's interest and promote understanding. Gamification is a tool that can be used to make learning more engaging and there are many opportunities to implement it within statistics learning, especially in formative evaluation. This study aims at accessing the role of gamification in students' interest and understanding in inferential analysis topics. Gamification were embedded in the class activities in students task and quiz using Powtoon and Kahoot and exposed to 40 second semester students. Pre-test/post-test experimental control group design were conducted using questionnaires and interview protocol. The results show that students experience joy and fun during activities involving gamification although no significant different were found in their performance, before and after the intervention. The findings support the efficacy of gamification and students enjoyed this kind of tool.

Keywords: Gamification, Statistics Education, Interest, Higher Education

[89]

GRID METHOD APPROACH IN TEACHING BASIC VECTOR CONCEPTS FOR INTRODUCTION PHYSICS

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ABSTRACT

Fundamental physics used a lot of basic vector concepts. Topics such as projectile motion, forces, momentum, static equilibrium and impulse require students to understand well the basic vector concepts. Many students have difficulty in understanding physics ideas and concepts because they could not grasp the vector concepts well. In this research, the grid method was introduced in teaching the vector concepts. Instructors would start with lecture on vectors and proceed with some exercises. The exercise requires the students to get the answer using a grid paper facilitated by the instructors. A seven item quiz was applied as pre-post test in order to evaluate the effectiveness of this method compared to the normal method. Two sets of data were analysed using paired sample t-test. The first set of data comes from the experimental group which uses the new method and the second set of data comes from the control group which apply normal method in introducing the vectors. When comparing the mean scores, 5.74 mean score is for the experimental group while the control group scored a mean of 4.11. The gain score for the experimental was 0.72 while for the control group was 0.34. The post test for experimental correct responses is higher compared to the control group after the grid method was introduced. This shows that the learning gain is higher and students grasp the concepts well and improve their understanding on basic vector.

Keyword: Vector Concepts, Grid Method, Experimental Group, Control Group, Gain Score

[90]

**DOES ENVIRONMENTAL WASTES CAUSE OF WHOLE ILLNESS: THE
BELIEVES OF SECONDARY PUPILS**

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ABSTRACT

There is a common believe between pupils that most of illness and health problems may source from environmental wastes. These phenomena mostly associated with domestic waste, believing that they are susceptible to contracting infectious diseases. This is critical in educating school pupils and general population and in providing innovative, accurate and detailed information.

In this study a questionnaire modified related to previous studies was applied to secondary school pupils to cover knowledge about environmental risk factors and the effect of improper waste management on human health.

The finds have shown that students usually believed the most of diseases such as allergies, cancer and infectious diseases mostly are associated to the environmental waste and air pollution. As results it has been seen that pupils were usually have a high misconceptions level about environmental waste materials and the cause of illness. However it was possible be attributed students' misconceptions to the many false claims published in the media and other modes of advertisement.

Keywords: Inness, Environmental Waste, Secondary Education, Misconception

POSTER PRESENTATIONS

[91]

**ASSESSING TRAINING NEEDS OF TRANSITION SERVICES FOR TEACHERS
OF LEARNING DISABLED STUDENTS AT THE SECONDARY STAGE IN SAUDI
ARABIA**

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ABSTRACT

The aim of this study was to identify the training needs of transition services for Teachers of Female Students with Learning Disabilities at the Secondary Stage in the kingdom of Saudi Arabia, and to determine the differences in training needs to transition services for teachers according to the following variables: educational level, years of experience, and number of training courses. A descriptive method (survey) was used in this study, specially developed to measure these needs. The sample was drawn from all the secondary schools that had learning disabilities programs in Saudi Arabia. Participants consist of 39 female teachers of learning disabilities during the school year 2015-2016. Results indicated that the teachers of female students with learning disabilities are lacking some knowledge and skills that enable them to effectively provide transition services, therefore, they need training and qualification in some area. The most important area that needs urgent training and their percentages are, in order, Civil Society Organizations (90.91%), Professional Development (77.78%), Transition Planning (50%), Politics and Leadership (40%), Academic Secondary Programs (33.33%), Family Collaboration (20.00%), and finally Assessment (11.11%). The findings also showed that there are significant differences regarding training courses. The variable of training course significantly affected the teachers' knowledge and skills for transition services. Teachers' educational level and experiences years did not significantly affect teachers' knowledge and skills for transition services. The results of the study are discussed and a number of recommendations are suggested.

Keywords: Training Needs, Transition Services, Female Teachers Of Learning-Disabled Girls, Secondary Stage

[92]

BEVERAGE PREPARATION SYSTEM WITH A TANGIBLE USER INTERFACE FOR VOCATIONAL SCHOOL TRAINING

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ABSTRACT

The success of the Taiwan food and beverage industry has led to the emergence of the numerous vocational training schools. However, students typically have low motivation and self-esteem, resulting in ineffective learning and low achievement. Food and beverage preparation in training courses usually requires numerous materials and repeated practice, which is costly and wasteful when students have not yet mastered skills and processes, particularly for cocktail mixing. Students under age 20 are prohibited from drinking alcohol but must nevertheless practice repeatedly to master bartending skills, for which learning the compositions of various types of cocktails, methods, and processes are essential. Therefore, this study utilized the Input-Process-Outcome game model approach, using a tangible user interface device to develop a simulation learning game for beverage preparation. A beverage preparation learning system (BPLS) based on the standard textbook content was developed using Sifteo cubes as the principal device. By applying the sifting, sorting, shaking, and adjacency features of Sifteo cubes, learners manually moved the cubes and provided the correct answers. The BPLS provides both practice and testing modes, helping students to master the mixing processes and distinguish the correct ingredients, thereby avoiding wasting materials in the early learning stage. The results indicate that students and instructors were highly satisfied with the system and suggest that students were greatly motivated by the curriculum design and activities.

Keywords: Cocktail Mixing, Tangible User Interface, BPLS, Sifteo Cubes

[93]

**AMBITION LEVEL AND ITS RELATION TO EXCESSIVE COMPETITION
AMONG MUSICALLY TALENTED STUDENTS AT THE HIGHER INSTITUTE OF
MUSICAL ARTS IN KUWAIT**

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ABSTRACT

This study aimed at Investigating the Ambition Level and its Relation to Excessive Competition among Musically Talented Students at the Higher Institute of Musical Arts in Kuwait, the researcher used descriptive Method. The study sample consisted of (123) students (69 males) and (54 females), the researcher used two instruments to gather information, the scale of level of ambition and the scale of Excessive Competition. The study results showed the following, There are no statistically significant differences between the mean of musically talented students in Kuwait on the dimensions of differences (optimism, new accept, tolerance of frustration) due to the major and there are statistically significant differences accepting novelty between the mean of musically talented students in Kuwait on the dimensions of differences in ambition (setting) depending on the major in favor of piano, where (ability to set goals) was the highest. The results showed that there were no statistically significant differences between the means of musically talented students in Kuwait on the total score of the scale of excessive competition depending on Major, There was a correlation, medium positive novelty and statistically significant correlation between the total score of the level of ambition and the total score of the competition among musically talented students. The level of competition among musically talented students can be predicted through ambition dimension.

Keywords: Ambition Level, Excessive Competition, Musically Talented, Kuwait

[94]

**THE DIFFERENCE BETWEEN DYNAMIC AND TRADITIONAL ASSESSMENT IN
DIAGNOSING READING DISABILITIES IN PRIMARY SCHOOL STUDENTS IN
BAHRAIN**

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ABSTRACT

The purpose of this study was to determine the differences between the traditional dynamic assessment and evaluation in the diagnosis of learning difficulties reading among primary school students in Bahrain. The researcher used the descriptive approach, where the number of the sample (48) students. To collect information for the study, two ways were used: a word test and a reading comprehension test. The study results showed no statistically significant differences between the numbers of people diagnosed with reading difficulties depending on the kind of assessment (traditional / dynamic) in favor of the dynamic assessment. The results also showed a statistically significant differences between the numbers of people diagnosed with difficulties in knowing words depending on the kind of assessment (traditional / dynamic) in favor of the dynamic assessment. As well as the results showed no statistically significant differences between the number of people diagnosed with difficulties Reading Comprehension depending on the kind of assessment (traditional / dynamic) in favor of the dynamic evaluation.

Keywords: Traditional Evaluation, Dynamic Assessment, Learning Difficulties, Reading Difficulties To Know The Word, Difficulties In Reading Comprehension

[95]

THE EFFECT OF E-TRAINING ON DEVELOPING DIGITAL SKILLS OF INTERMEDIATE SCHOOL TEACHERS IN THE KINGDOM OF BAHRAIN

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ABSTRACT

The present study aimed at investigating the effect of e-training on developing digital skills of intermediate school teachers in the kingdom of Bahrain. The study sample consisted of 50 teachers who were purposefully chosen from 12 intermediate schools taking part in the Digital Empowerment Project in Bahrain implemented by the Ministry of Education. The study experiment was conducted over a period of one month during the academic year of 2016/2017. The learning management system “moodle” was used to present the one month training program to participating teachers. Stages of developing e-training environment were described as part of the developmental research method used in the study. Experimental and control group research design with pre and post assessments of the digital skills of teachers was adopted to conduct the study experiment. Research instrument used to assess digital skills needed by teachers to design learning materials was a product assessment checklist. Analysis of data obtained showed statistically significant differences ($\alpha \leq 0.05$) between mean scores of experimental and control groups, and such differences were in favor of the post assessment of the experimental group with a mastery level of over than 80%. Based upon results of the study, some relevant recommendations were proposed.

Keywords: E-Training, Digital Skills, Intermediate School Teachers, Kingdom of Bahrain

[96]

**THE EFFECT OF DESIGNING A BLENDED LEARNING ENVIRONMENT ON
ACHIEVEMENT AND DEEP LEARNING OF GRADUATE STUDENTS AT THE
ARABIAN GULF UNIVERSITY**

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ABSTRACT

The present study aimed to investigate the effect of designing a blended learning environment on achievement and deep learning of the Arabian Gulf university students in a design and presentation of instructional materials' graduate course. A blended learning environment was designed to provide opportunity for integrating the learning management system "moodle" with face-to-face classroom interaction. To investigate research questions, a quasi-experimental design was used. The study sample consisted of 19 male and female graduate students pursuing their studies at the "Distance Teaching and Training Program" in the College of Graduate Studies. To explore the extent to which students learnt the course content, an achievement test was used. A deep learning scale was also used to investigate the depth of learning acquired by students who studied the course content through the blended learning environment. Results of the study showed that students' scores on the post application of the achievement test were improved. No statistically significant differences were found between students' mean scores in the pre and post applications of the depth of learning scale. However, mean of students' scores in the post application of the depth of learning scale was noticed to be slightly higher than that of the pre application. Such higher mean might represent slight improvement in the depth of learning among students.

Keywords: Blended Learning, Achievement, Deep Learning, Arabian Gulf University, Kingdom Of Bahrain

[97]

DEVELOPING CREATIVE STRATEGIES IN A PROJECT-BASED COURSE TO ELEVATE THE CREATIVE CLIMATE

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ABSTRACT

In the age of technology, it has become more and more essential that students think creatively. However, boosting student's creativity does require them to be in an environment which fosters their creativity and provides a positive creative climate. Creative climate questionnaire, Assessing Work Environment (KEYS), consists of 10 aspects, Freedom, Challenging Work, Managerial Support, Organizational Support, Lack of Organizational Impediments, Sufficient Resources, Realistic Workload Pressure, Creativity, Productivity, and Work Group Support. To help elevate the creative climate, the Six Thinking Hats and Brainstorming, the two creative strategies, were employed in this study. These two methods have been found to be effective in building creativity. Therefore, this study used creativity strategies to further foster a positive creative climate in an Industry 4.0 Project-based course at a university in Taiwan. The creativity strategies were applied to facilitate students' discussions between 6 topics as well as their project development related to Industry 4.0. 43 students in the course were asked to complete a physical project, such as a Smart Vending Machine or Autonomous Vehicles. This study analyzed a pre and post survey to investigate students' creative climate. The results found that the creative strategies within the course helped improve three aspects of creative climate, Lack of Organizational Impediments, Sufficient Resources, and Creativity. Furthermore, a post interview confirmed that the students did enjoy the creative strategies and found them helpful.

Keywords: Creativity Strategies, Industry 4.0, Creative Climate

[98]

**THE RELATIONSHIP BETWEEN SOCIAL SKILLS AND BEHAVIORAL
PROBLEMS WITH AND WITHOUT LEARNING DISABILITIES IN KUWAIT**

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ABSTRACT

The purpose of this research was to explore the level of social skills and behavioral problems that students can suffer from, and the relationship between those two areas. Additionally, to observe the difference between normal students (those without learning disabilities) and students with learning disabilities in social skills and behavioral problems. This research used social skills measurement and behavioral properties estimation to social, behavioral, and students with emotional problems. The research was comprised of (50) normal students and (50) students with learning disabilities. The research showed that the levels of behavioral problems respectively, from high to low, are: hyperactivity, distractibility, low self-esteem, social skills deficits, impulsivity, aggressive behavior, and dependency. Conversely, the levels of social skills respectively, from high to low, are: cooperating, making friendships, and communicating. The results also showed that social skills and behavioral problems in students with learning disabilities and normal students is inversely related. The research suggests the need to institute educational programs to help students with learning disabilities gain social skills and limit their behavioral problems.

Keywords: Social Skills, Behavioral Problems, Learning Disabilities, Kuwait

[99]

LEGAL REGULATION OF ADVERTISING AS AN EDUCATIONAL TOOL FOR THE DEVELOPMENT OF COMMUNICATION

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ABSTRACT

Nowadays advertising is the tool which can be an engine of economic activity that stimulates competition between economic entities, competitiveness, innovation and creativity. Also, it can be beneficial to the consumers, but otherwise it can be used like a tool which helps economic entities to manipulate with their consumers and distort their economic behavior. Advertising is the powerful force in shaping consumers' preferences. The freedom of speech, which is the fundamental right of people, includes the freedom of advertising, but these freedoms are not absolute. They can be limited and legal regulation determines these limits.

The goal of this research is to identify legal regulation of advertising, which can be useful not only like the theoretical material about advertising law, but also it can be useful for the practitioner and for the consumers as well. Practitioners will be able to use it like an educational tool to inform properly the consumers about product or service without violating their rights and legitimate interest. Consumers can use it like a manual to find out what is forbidden in advertising law and to know when they can to appeal for their violated rights and legitimate interest.

Research questions of this study are:

1. To identify the legal definition of advertising;
2. To identify the main goals and functions of advertising;
3. To identify the legal regulation and main requirements for the advertising activities.

The methods applied for this research were the scientific literature and legal document content analysis and the interpretation methods of law - linguistic, comparative, systematic and logical.

Keywords: Advertising Law, Misleading, Comparative Advertising, Unfair Commercial Practice

[100]

SOCIAL ENTREPRENEURSHIP: AN OVERVIEW IN LITHUANIA

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*Vytautas Magnus University, Lithuania***ABSTRACT**

Background. According to the European Commission data, the EU has more than 2 million social enterprises, which employ 6 % of the working population. The term social entrepreneurship becomes more and more topical in the world, therefore, various authors have tried to develop the most optimal definition of this term. In the EU Member States, social entrepreneurship consists of 4–7 % of GDP and employs more than 5 million people. Countries that recognise and value social enterprise as part of the ‘real’ economy have achieved significant growth in employment and output in the sector while addressing genuine social and environmental needs. Social entrepreneurship in Lithuania is at the initial stage of development.

The goal of this poster presentation is to overview and compare the current state of art of social entrepreneurship in Lithuania analysing the understanding of the concepts related to social entrepreneurship, national policy frameworks and legal basis that stimulate development of social entrepreneurship, overviewing the main involved actors, stakeholders and institutions.

Methods: literature and scientific document analysis, qualitative research using semi-structured interviews.

Results. Research that was made on social entrepreneurship is important in several points. It is important: researching new dimensions of economic phenomenon; to analyse positive economic effect of social entrepreneurship; it is important to analyse this concept especially for Lithuanian enterprises to get involved in scientific researches for them, improving their activities.

Conclusions/Implications The overview of the data analyses showed, how things are in Lithuania. It appears that urban and rural people are creative and can join forces for a good cause. Lithuanian citizens are looking for different ways to create and develop social entrepreneurship, by involving in it like-minded people, friends, neighbours and other persons of various age and status.

Keywords: Social Entrepreneurship, Actors, Stakeholders, Institutions

[101]

**UNDERSTANDING PEER AND TEACHER ASSESSMENT ABOUT LABORATORY
SKILL ON FORMATIVE ASSESSMENT THROUGH SCIENTIFIC APPROACH**

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*Islamic University of Indonesia, Indonesia***ABSTRACT**

In order to obtain a holistic view of students' contribution peer assessment used in addition to teacher assessment to arrive at overall course grade of a students in scientific approach. However, students based assessment to determines final value still lots raises questions. Although, literature shown student based assessment useful to review and evaluate the right skills in scientific approach, but assessment between students and teacher have different perceptions toward viewpoints in assessments. Therefore, the aim of this study was to identify differences and similarities between peer assessment and teacher assessment. The samples of this research were 2nd-semester were following physical chemistry experiment in the laboratory. The research was quasi experimental. The scope of this study is limited to laboratory skill in the laboratory and that were assessed using peer and teacher assessment. The data peer and teacher assessment were collected by observation sheet and documentation in experiment. Students in each group were asked to give confidential assessment to review laboraty skill of their group. The data analysis result indicate that students tend to give similiar scores to peers, which are much higher than what were given by their teacher. In conclusion, that student based assessment does provide information on laboratory skill of peers which may not accordance with assessment is given by teacher. Understanding that contributes that was provided by students againts assessment learning process is important as basic a review of teachers help students be learners have good laboratory skill through scientific approach.

Keywords: Peer Assessment, Teacher Assessment, Scientific Approach, Laboratory Skill

[102]

**THE EFFECTIVENESS OF A COUNSELING TRAINING PROGRAM FOR
TEACHERS IN MODIFYING THE BEHAVIOR OF PUPILS LEARNING
DIFFICULTIES IN THE THIRD GRADE**

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Arabian Gulf University, Bahrain

ABSTRACT

The current study aimed to examine the effectiveness of a counseling program for the female teachers to modify the unacceptable behaviors of the students with learning disabilities using the semi-experimental design. The ultimate study sample consisted of (12) female grade three teachers, in addition to (35) male and female grade three students. It was shown that the most common unacceptable behaviors among grade three students with learning disabilities include: talking with friends during the lesson, speaking in the class without the teacher's permission, interrupting other students while speaking, not following the teacher's instructions and throwing wastes in the class. There are statistical differences between the pre-testing and the post-testing of the level of the unacceptable behaviors among the experimental group, in favor of the post-testing. There are no statistical differences between the pre-test and the post-testing of the level of the unacceptable behaviors among the control group. There are statistical differences in the post-test of the level of the unacceptable behaviors between the experimental group and the control group, in favor of the experimental group. There are no statistical differences in the post-test of the level of the unacceptable behaviors between the male students and the female students of the experimental group. There are no statistical differences between the post-test and the follow up-test of the level of the unacceptable behaviors among the experimental group.

Keywords: Counseling Training Program, Learning Disabilities, Behavioral Problems

[103]

INVESTIGATING THE EFFECT OF DXR SIMULATION SOFTWARE ON THE DIAGNOSTIC SKILLS OF MEDICAL STUDENTS AND THEIR MOTIVATION TOWARDS LEARNING

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ABSTRACT

The main goal of the present study is to explore how computer simulation software is used in teaching clinical skills and assess the impact of utilizing the computer simulation DxR clinical software in developing Arabian Gulf University fourth year students' diagnostics and clinical skills. The study was conducted on a sample of 157 medical students who were studying the Multi-System Integration Unit (Unit IX) at the College of Medicine and Medical Sciences during the second semester of the academic year 2015/2016. An experimental research method with quasi experimental design, time-series type with pre and posttest was adopted. The content of the study unit was composed of 6 instructional problems, of which three problems were taught conventionally (i.e., without the use of the DxR clinical software), then, the students' diagnostic skills were assessed by the end of the third week. The other three problems were taught using the DxR clinical software via the Learning Management System Blackboard. By the end of the sixth week, a post assessment of the students' diagnostic skills was administrated again. With regards to medical diagnostic skills assessed by DxR, results revealed statistically significant differences between the pre and post assessment and were in favor of the post application. Therefore, it could be concluded that the DxR computer simulation was effective in enhancing teaching clinical skills outcomes of medical students.

Keywords: Computer Simulation, Application Software, DXR Clinician, Medical Diagnosis, And Medical Diagnostic Skills

[104]

THE IMPLEMENTATION OF CURRICULUM 2006 (SCHOOL-BASED CURRICULUM) IN THE ERA OF CURRICULUM 2013 (K-13) IN VOCATIONAL HIGH SCHOOL IN BATAM, INDONESIA

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ABSTRACT

The change of curriculum 2006 (KTSP) into curriculum 2013 (K-13) brings pro and contra among the stakeholders. The K-13 started to be applied in all provinces in Indonesia in June 2014. One of the reasons of the change of the curriculum is to face the global competitive challenge. In its implementation, there is a problem about the low participation of schools to implement the new curriculum. The vocational schools in Batam, Indonesia implement KTSP in teaching learning process. This article discusses about the teachers' perspective of the new curriculum implementation and the teachers' perception of KTSP and K-13. Teachers' perspective and perception are the topic of this paper. Consistent with descriptive qualitative method, the teachers' perspective and perception are found through interviews and observation. In-depth interview is used to know the advantages of KTSP and the weaknesses of K-13. The observation is used to know how the teachers implement KTSP in the classrooms. The supporting data of this study is by reading the document of KTSP and K-13 to compare the purpose, content, materials, and methods. This study reveals that the K-13 is difficult to be implemented in classes, the assessment is complicated to be applied, parents do not understand how to read the students' final reports, the supporting facility is not well organized, and the books are not available. As the suggestion of this study is that the government should not change the curriculum but revise the previous curriculum to be better related to the today and future's needs.

Keywords: School-Based Curriculum (KTSP), Curriculum 2013, Implementation, Perception

[105]

**THE EFFECT OF DESIGNING LEARNING OBJECTS ON DEVELOPMENT OF
DIGITAL KNOWLEDGE OF INTERMEDIATE STAGE TEACHERS IN THE
KINGDOM OF BAHRAIN**

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ABSTRACT

The present study aimed at investigating the effect of designing learning objects on development of digital knowledge of intermediate stage teachers in the Kingdom of Bahrain. Population of the study was all intermediate school teachers in the Kingdom of Bahrain. The study sample consisted of 50 teachers who were purposefully chosen from 12 intermediate schools taking part in the Digital Empowerment Project in Bahrain implemented by the Ministry of Education. The study experiment was conducted over a period of three weeks during the academic year of 2016/2017. For the purpose of helping teachers build up their digital knowledge, they were trained using digital learning objects in three modules constructed by researchers. Those modules were titled Digital Content with 8 training activities; digital authoring and publishing with 12 training activities, and digital communication modes with 8 training activities. Training activities embodied in those modules were in line with objectives focusing on helping teachers to promote their instructional digital skills. The developmental research method was used to design and develop digital learning objects needed to train teachers. Research instrument used was an achievement test. Experimental and control group research design was adopted to conduct the study experiment. Toward the end of training, level of teachers' digital knowledge was assessed using the achievement test. Analysis of data obtained showed a statistically significant difference ($\alpha \leq 0.05$) between mean scores of post applications of the achievement test, and such difference was in favor of the experimental group. Results also revealed that use of digital learning objects in training of teachers was influential in developing their digital knowledge with a large effect size. Based upon results of the study, some relevant recommendations were made.

Keywords: e-training, learning objects, digital knowledge, intermediate stage teachers, Kingdom of Bahrain

VIRTUAL PRESENTATIONS

[106]

THE IMPORTANCE OF ENCOURAGING STUDENT PEER SOCIAL SUPPORT IN THE ONLINE UNDERGRADUATE CLASSROOM

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ABSTRACT

The practice of creating support between faculty and students in the online classroom is often researched and explored, with best practices identified and implemented. For student-to-student support among online university students, though, faculty tend not to focus on encouraging students to make connections with one another. The question, then, is how faculty can encourage peer social support in their online classroom, especially for students in entry-level classes? The term “student peer social support” refers to students helping one another in the classroom, studying together, providing emotional support, and, also, forming friendships which can continue throughout a student’s undergraduate education. Although studies from 2009 and earlier have proven the importance of student peer social support in the on-ground and the on-line classroom, the authors have been unable to find further research conducted to add to these findings or to explore the most efficient strategies faculty can use to encourage and facilitate it (Voigt, 2009, citing Grant-Vallone et al, 2003-2004; Gordon et al, 2001; Oehlkers & Gibson, 2001; Schwitzer & Lovell, 1999). Through observation, the authors detected that the majority of students displayed little interaction with one another, especially in the early weeks of the class. To minimize the sense of isolation, the authors experimented with techniques to encourage students to engage in peer social support. Based on the successful use of these practices, the authors have confirmed that encouraging student peer social support in the classroom results in more comfortable and confident online students.

Keywords: Student Peer Social Support, Online Learning

[107]

**INTERCULTURAL COMPETENCE: A CASE STUDY ON NATIVE-SPEAKER
CHINESE TEACHERS' BELIEFS AND PRACTICES IN TEACHING CHINESE AS
A SECOND LANGUAGE**

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ABSTRACT

This paper presents an empirical study into native-speaker Chinese teachers' intercultural competence (IC) in terms of their beliefs and practices in the context of teaching Chinese as a second language (TCSL) classroom in China. IC has been widely recognized and investigated in foreign language education in Europe, North America, and Australia since the late 1980s and yielded insights into the connotations of IC dimensions. IC models have been developed in American and European contexts and the empirical research has been conducted particularly on English language programs. In recent years, this topic of intercultural competence has been discussed frequently, and drawn wide attention in the academia and higher education institutes in TCSL; however, specific studies on Chinese teachers' beliefs and practices of IC are very rare and no empirical study has been conducted. This research is designed as a case study using a range of instruments, including questionnaires, classroom observations, and individual interviews to examine beliefs and practices of native-speaker Chinese teachers as related in classroom teaching context. Specifically, the study examines what they believe and how they teach in TCSL class. The findings indicate that there is lack of knowledge and skills on the part of native-speaker Chinese teachers to innovate 'intercultural' approaches in TCSL. It also implies that teachers' attitudes to Chinese as a second language/culture teaching and learning and their role in IC development have contributed to their beliefs and practices of IC.

Keywords: Intercultural Competence, Beliefs And Practices, TCSL

[108]

**ANALYSING STUDENTS' PERSPECTIVES ON GEOMETRY LEARNING FROM
THE COMBINATION OF VAN HIELE PHASE-BASED INSTRUCTIONS AND
GEOGEBRA**

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ABSTRACT

Geometry has always been regarded as one of the most important area in Mathematics. The van Hiele model is one of the renowned theories focusing on the teaching and learning of geometry. While GeoGebra is a free, open-source dynamic geometry software developed to assist the teaching and learning of Mathematics in general. This study investigated the effectiveness of van Hiele phases with GeoGebra in geometric transformations, particularly for the topic of rotation in geometry. Some of the Year 11 students who participated in this study were interviewed. The focus of the interview was directed at exploring the students' views on van Hiele phase-based learning, the use of GeoGebra and the thought processes on the topic. The development of the interview analyses yielded two emerging themes namely, the impact of van Hiele phases and the impact of GeoGebra as an instructional tool. Although the combination was mainly perceived as positive, there were also reluctance in accepting due to the readjustment needs of the concepts and applications of the tool itself.

Keywords: Geometry, Van Hiele Model, Geogebra, Students' Perceptions

[109]

USING VISUAL REPRESENTATIONS AS AN ALTERNATIVE IN TEACHING SIMULTANEOUS EQUATIONS

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ABSTRACT

It is widely known that students normally struggle in the mathematics topic of algebra. They tend to steer away from algebraic problems such as solving linear equation with one variable, let alone simultaneous equations, which require them to determine the values of two variables. This action research study investigates the effect of replacing the common symbolic representations with pictorial (static visual) representations in simultaneous equations lessons of 38 low-performing Year 10 students. The data for the study was collected by means of pre- and post-tests and facilitated by three worksheets as the intervention instruments. During the lessons, pictorial representations were used in solving simultaneous equations questions. These entailed drawing several pictorials that were given in the equations. In particular, drawings of burgers, fries, cheese slices, gift boxes and sweets were used as these were generally relatable to the students in real-life. The students were then provided with fresh worksheets and subsequently translated their workings from the pictorial part to x and y . And thus forms the symbolic part of the intervention. From the students' pre-test and post-test scores, it was evident that the pictorial representations helped the students in making significant improvements in the topic.

Keywords: Algebra, Simultaneous Equations, Pictorial Representation, Mathematics Performance

[110]

EXPLORING STUDENTS' ACADEMIC ACHIEVEMENTS IN PHYSICAL SCIENCES THROUGH LEARNING STYLES AND LEARNING STYLE- BASED INSTRUCTIONAL STRATEGIES IN MTHATHA HIGH SCHOOLS

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My paper presentation will focus on the preliminary findings of my doctoral research examining African students' academic achievement in the physical sciences through the use of diverse teaching and learning styles. Recent studies on the teaching and learning process has shown that learners tend to receive and process information in different ways. Many researchers (for example Felder-Silverman, 1988; Cassidy, 2004) agree on the fact that teaching strategies should be designed for all kinds of learners and all kinds of learning styles. The main objective of the study was to investigate the impact of matching instructional strategies with the learners learning styles and cultural background in the teaching of *Electricity and Magnetism* among Grade 11 learners in schools around Mthatha in South Africa. To achieve the intended objective and to answer the research question "what impact does the learners' learning style preferences have on learners' academic achievements", a total of 203 high school physical science learners were used for the study. A purposive convenience sampling technique was used to select four schools from the target population.

A pragmatic mixed method explanatory design was adopted for the study. Physical Science Achievement Test (PSAT) with reliability coefficient of 0.82 using Kuder Richardson-21, Semi-structured Interview, class observation schedules and Index of Learning Style Questionnaire (ILSQ) with reliability coefficient of 0.88 using test-retest approaches were the main instruments used for gathering the data. The quantitative part of the data was analysed using descriptive statistics and inferential statistics including an independent sample t-test and multiple regression analysis. The qualitative part of the data was analysed using a framework analysis approach. The study found that the instructional programmes developed to match learning style preferences were equally effective on achievement of physical science among learners. These instructional programmes were helpful for increasing learning skill for learners. These programmes were useful for teacher to class room instruction.

It is therefore recommended that teachers should find out the learning styles of their learners and use appropriate instructional strategies that will be congruence with the learning styles for effective teaching and learning to take place in the physical science classrooms. The paper will discuss some of the qualitative findings drawing on the implications for schooling and education in Africa. There will be comparative lessons drawn from other pluralistic contexts to point some of the ways forward for enhancing schooling for diverse learners with implications for equity and social difference education.

Keywords: Learning Styles, Instructional Strategies, Achievements, Physical Sciences, Cultural Attributes

[111]

**EMBEDDING THE ‘GLOBAL’ IN TEACHER EDUCATION PROGRAMS: AN
OPPORTUNITY FOR THE PROFESSIONAL DEVELOPMENT OF ACADEMIC
STAFF?**

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ABSTRACT

Preparing tomorrow’s teachers to take their place as ethical citizens and professionals in a globalized world is complex and requires that academic staff is both engaged and committed to the task. However, academics often report feeling unprepared, underconfident and undersupported when it comes to (re)designing the curriculum to reflect a more global and intercultural perspective. Considering these constraints, this paper presents a study, developed in the context of the project “Internationalizing the curriculum: towards global education in pre-service teacher training”, which aimed to support academics in embedding a global outlook in their teaching practice. The project included collaborative working sessions, during a period of 10 months, and was structured as participatory action research, according to which volunteer academics designed, developed and assessed global education projects carried out in their course units. Using qualitative content analysis of focus group sessions, we analyze the discourses of seven academics on their and their students’ learning achievements, and on the possibilities and constraints of integrating global education in their teaching practice, in an attempt to understand the effects of the larger project in academics’ professional development. Results of the analysis suggest that the project presented a meaningful opportunity for academics, regardless of their working experience and roles, to reconstruct their knowledge and educational practice around a new and relevant topic, and to assume new commitments to themselves, to their peers, to their students and to the institution they work in. Implications of these findings for the continuing professional development of academic staff are discussed.

Keywords: Global Education, Internationalization, Curriculum Development, Teacher Education, Professional Development, Participatory Action Research

[112]

THE INCREASING IMPORTANCE OF MINDFULNESS IN EDUCATION

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ABSTRACT

The popularity of mindfulness in so many different applications and sectors in the West today continues to increase at an astonishing rate. Its benefits are now well and truly established through empirical evidence that comes from not only psychotherapy and education but also from neurobiology. Contemplative Education that first became popular in the 1970s particularly in the USA had a meditative element but was mainly focused on higher education, whereas mindfulness today is expanding to all levels of education down to primary schools. Never in human history have we needed mindfulness and contemplation so much as in this fast-paced digital age with 24/7 connectivity, ceaseless noise and myriad distractions especially for the young, susceptible to so many mental ailments such as depression, anxiety and ADHD. Mindfulness used in the West today is a secular technique disengaged from its original Buddhist source. However, it is worthwhile investigating the true depth and range of its therapeutic value in this context: the calming of the chaotic mind that constantly flits from one object to another, the insight into one's own negative cognitive patterns and faulty sense of self that includes low self-esteem as well as self-inflation, and development of understanding and compassion for oneself and others. Even with the rudimentary level of mindfulness being used in education and therapy today there is strong evidence showing much improved attentional and learning processes, retention of knowledge and creativity as well as enhanced social skills and emotional wellbeing.

Keywords: Education, Mindfulness, Self-Reflection, Enhanced Learning, Wellbeing

[113]

**AUTISM AND THE LATINO CULTURE: PERCEPTIONS, BELIEFS, AND
EPISTEMOLOGIES**

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The Latino community is notorious for strong cultural values and identities. In the borderland region of El Paso, Texas Latinos are the majority, yet the perceptions of Autism within this community remain relatively unexplored. This study seeks to examine the possible cultural, linguistic, and socioeconomic factors that have the potential to sway the accessibility of treatment or therapy that a child with Autism receives in Latino families within this specific sector. By uncovering the beliefs and perceptions of the parents and families, we may begin to understand how the cultural perceptions of autism have the potential and likelihood to dictate the possible therapeutic interventions that a child with autism in this community would receive. Linguistic barriers, religion, and family/caregiver dynamics are examined.

Keywords: Autism, Latino, Immigration, Language, Religion

[114]

**TEACHER'S FEEDBACK AND STUDENTS' COGNITIVE PROCESSES IN
LEARNING PRIMARY SCIENCE IN BRUNEI**

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ABSTRACT

This study investigated the pedagogical move of feedback-giving by a primary teacher in teaching the topic 'Life Cycle' in a Year 5 science classroom. . Data collection consisted of direct observations of classroom teaching and field notes. These classroom teaching were also video-recorded to capture classroom teaching data for analysis. Chin's (2006) "Questioning-based Discourse" analytical framework was used to analyse teacher-student interactions when teaching science in the classroom. The findings from the three lesson observations indicated that the feedback movements (F-move) of the teacher showed a range of strategies which consisted mostly of accepting students' answers, followed by feedback to elicit; to focus; to probe; to clarify; and to extend respectively. The results of this study also showed that the cognitive processes of the students ranged from recalling, predicting, hypothesizing, evaluating and explaining. Although a wide range of teacher feedback and students' cognitive processing were observed, it was found that the teacher's questions mostly invited students to recall scientific facts. The analysis showed that the teacher only practised low level questioning and feedback given to the students was mostly to accept the students' answers rather than challenging students' ideas. The findings reported in this study provided useful insights into the importance of teacher-student interaction in the teaching and learning of science. Also, the "Questioning-based Discourse" analytical framework is useful for teachers' understanding of their own teacher talk and consequently to improve teachers' skills in giving feedback that fosters productive students' responses.

Keywords: Primary Education, Feedback, Discourse, Teacher Education, Case Study

[115]

USING BLOOM'S TAXONOMY AND GENDER DIFFERENCES TO ENHANCE THEORY AND PRACTICE IN GLOBAL EDUCATION

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ABSTRACT

Gender differences are important in theory vs. practice in education, and ignoring them causes the problem of incongruity instead of harmony with the material learnt. Psychiatrists have discovered a difference in the way the two genders handle theoretical and applied knowledge. This difference lies in genders' performance, whether they learn the theory alone, or practice what they learn. We will investigate how Bloom's Taxonomy (used by curriculum designers), particularly the psychomotor approach, would be misused by curriculum designers if they ignore the different patterns of reasoning and application of the two genders. Psychiatrists have discovered that females understand the theoretical knowledge better than the males, while the males on the other hand perform the application of the applied knowledge better than the females. As a result, countries/ schools/ syllabus designers that focus on theory more than they do on practice end up with a higher number of female students in schools, while the males tend to lose interest and drop out somehow. The same result occurs with majors that focus on theory alone, as literature, history, languages...etc. This research urges curriculum designers to consider gender differences in applying the psychomotor approach. The research analyzes how far curriculums consider application in order to help curriculum designers face problems at the level of gender differences. Researchers will find this study useful to understand how to use theory and practice to raise the level of students' performance in various majors.

Keywords: Curriculum Design, Development And Implementation, In Addition To Global Issues In Education

[116]

TEACHING AND LEARNING OF INTEGERS USING HANDS-ON VERSUS VIRTUAL MANIPULATIVES

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ABSTRACT

The purpose of this action research was to investigate the use of manipulatives in the teaching of addition and subtraction of integers. This research also looked at the impact of technology integration in the Mathematics classroom towards students' academic performance, students' motivation in learning integers, and students' attitude towards technology in Mathematics. The intervention lessons, which included the use of hands-on coloured counters and virtual manipulatives in the Gizmos application webpage, were carried out in two classes comprising a total of 51 students in a secondary school in Brunei. This research adopted a quantitative approach of analysing participants' assessment scores, in addition to individual responses to questionnaires, and observational data collected during the interventions. Analysis of the result indicates that there is improvement in students' academic performance, which carries positive impact towards students' motivation, and students' attitude from both intervention methods. Another important finding of the study was, students that achieved higher assessment scores were more motivated and had a more positive attitude after taking part in the technology-enhanced lessons.

Keywords: Manipulatives, Gizmos Application, Integers, Academic Performance, Motivation, Attitudes

[117]

USING CONCRETE MODEL TO ENHANCE CONCEPTUAL KNOWLEDGE OF LOW ABILITY STUDENTS IN FACTORISING QUADRATIC EXPRESSION

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ABSTRACT

This action research focused on the use of concrete models in the teaching and learning of factorisation by participants from Year 10 low ability classes in Brunei. The study attempts to assist students' difficulties in learning algebra, specifically on factorising quadratic expressions with all positive coefficients by using simplified algebraic tile as a form of concrete manipulative to aid teaching and learning. These tiles act as the remedial approach to improve students' conceptual knowledge. Result analysis of 22 students indicated significant difference in t-test between the means pre and post-tests result of students, suggesting that the implementation of concrete model does have an effect on students' achievements, and could possibly be used as an alternative approach to teaching this topic. There were also some positive feedback and concerns raised by students on the use of concrete models in their factorisation learning based on the interview of selected students in the study.

Keywords: Manipulatives, Algebraic Tile, Factorisation, Quadratic Expression

[118]

**ENHANCING MATHEMATICS STUDENTS' MENTAL COMPUTATION IN
CALCULATING PERCENTAGE BY USING THE BUBBLE METHOD**

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ABSTRACT

As students progress from primary to secondary school, they are exposed to the constant use of calculators in Mathematics. Due to this reason, some of them are becoming too comfortable and dependent on calculator to do all kinds of calculations including simple arithmetic. This study was conducted to promote mental computational skills amongst secondary students by using Bubble Method and challenge the students' dependence on calculators. A total of 44 mathematics students from two different schools were selected to be the participants of this study. These students were involved in intervention lessons using the Bubble Method. Based on the analysis of pre-test and post-test results, administered before and after the intervention respectively, 11 students were selected for further probing to understand their views about the intervention lessons. Based on the findings, the Bubble Method did not suggest any significant effect statistically in enhancing students' performance in calculating percentage. However, all the students who were interviewed agreed that the Bubble Method improved their mental computational skill.

Keywords: Bubble Method, Mental Computation, Percentage, Mathematics

[119]

**TEACHING STRATEGIES TO RAISE AWARENESS OF NON-COMMUNICABLE
DISEASES IN SECONDARY SCHOOLS IN BRUNEI DARUSSALAM**

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Darussalam, Brunei***ABSTRACT**

To date, non-communicable diseases (NCDs) remain the leading cause of disability and death in most countries, including Brunei Darussalam. As such, various strategies to improve health literacy have been introduced and carried out by both government and non-government agencies throughout the country. One of the on-going strategies is to raise awareness of NCDs among secondary school students through a subject called Food and Nutrition. This paper documents the teaching strategies used by five exemplary Food and Nutrition (FN) teachers in Brunei Darussalam. The aims of this study were to analyse and identify strategies as well as techniques that teachers could use to help students practice healthy lifestyle behaviours. A discussion on the extent to which these teaching strategies were effective in delivering important messages about NCDs is also presented. This study adopted a qualitative approach to research, wherein data were collected mainly through a series of lesson observations. In addition, analysis of teachers' lesson plans and students' work were used to obtain richer data. A total of five FN teachers and twenty-five students participated in the study. Overall, all teachers in the study preferred to use teacher-centred teaching strategies and very few teachers made the effort to incorporate student-centred teaching strategies in their lessons. However, it was found that the students were more engaged in lessons that provided opportunities for experiential and collaborative learning. The study makes a strong recommendation for student-centred teaching strategies in promoting healthy lifestyle behaviours among secondary school students. The findings of this study are useful to FN teachers, researchers and policy-makers. The findings serve as precursors to further research and decision-making.

Keywords: Collaborative Learning; Experiential Learning; Secondary Schools; Student-Centred Strategies

[120]

HOSPITALITY AND LEARNING ENGLISH

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ABSTRACT

Globalization allows cross countries to have interdependency regardless the distance and geographical boundaries. Globalization has brought people from different countries investing their money in developing countries such as Indonesia. English as an international language has been used in business conversations. This has been shaping the way people thinking about learning English. To be able to compete globally has been the most popular goal of learning English in Indonesia and it is as well stated in Indonesia's national curriculum. Job's opportunity is widely opened for those whose English skill is excellent. The way people imagine benefits of learning English has been impacting what is taught in the English classrooms and how it is taught. Topics such as advertisement and offering services are common in the curriculum. This value resides one's ability to flourish. In this article, I suggest, hospitality as the purpose of learning English. Hospitality will allow people to know "the others" who do not share the same nationality with us. It will give an opportunity to approach "the others" without arrogant assumptions. It will welcome "the others" to know us and open up interesting conversations how much we are different but remain respecting one another.

Keywords: Globalization, Learning English, Hospitality

[121]

NEW PARADIGM FOR CLOUD COMPUTING CURRICULUM BY MEETING INDUSTRY NEEDS: CCSE AND EMC2 AS CASE STUDY

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ABSTRACT

With the recent advances in technology and computing, it has become vital to update and revise the curriculum for Computer Science undergraduate students. The curriculum should meet the challenges and requirements of the industry by providing state of the art knowledge to the students. The main goal of any professional degree is to produce skilled graduates who can compete successfully in the job market. The traditional taught curriculum does fulfil the degree requirements, though it needs to be compatible with new industry trends as well. This paper is an attempt to highlight the importance of introducing new computing courses and certifications by having Academic Alliance between Educational Institutes and leading Industry partners. This is supported by discussing the Academic Alliance of College of Computer Science and Software Engineering (CCSE), University of Hail (UoH), with top leading industry partner like Egan Marino Corporation (EMC²). Various aspects of this alliance resulting in offering new elective course in the curriculum and as certified training course will be mentioned. Additionally, a survey will be conducted to take students' feedback regarding such certified courses. The paper will discuss in detail the outcomes of the survey in addition to the results of the courses offered as part of this alliance.

Keywords: Curriculum, Cloud Computing, Learning And Teaching, Computer Science, Higher Education

[122]

**PARENTS OF KINDERGARTEN CHILDREN' VIEWS ABOUT SOCIAL MEDIA
APPLICATIONS AS A COMMUNICATION TOOL WITH TEACHERS**

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ABSTRACT

This study aims to explore parents of kindergarten children' views- in the state of Kuwait- about the role of social media programs (What's App & Instagram applications) in particular to achieve positive interaction with teachers. The study participants consisted of 54 parents in a public kindergarten in Mubarak Al-Kabeer area. Data was collected with questionnaire consists of three scales in addition to the section on the demographic information. The demographic information section showed that females were more response than male about follow-up of children's activities across kindergarten social media account. As well as the study showed that What's App application was the most commonly used by participants. According to the results, communicating with parents through social media applications has positive effects on teacher's participation and parents are happy to be involved in kindergarten activities. The study recommends a need to activate the social media applications in a way that reflect kindergarten care of children and education. In addition to developing, a system saves children's privacy when using social media application.

Keywords: Kindergarten, Social Media, Communication, What's App

[123]

**THE FLIPPED CLASSROOM STRATEGY: THE EFFECTS OF
IMPLEMENTATION AT THE ELEMENTARY SCHOOL LEVEL MATHEMATICS
LESSONS**

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ABSTRACT

Students have been applied great pressure from global expectations and challenges of the 21st century. Brunei Darussalam, with its new education system (SPN21) aims to prepare the students in facing the challenges and globalized world. This study investigated the effects of flipped classroom on students' academic performance. At the same time, this study helps to provide the students to polish up their 21st century skills, provide a student-centered learning environment and allow students to be responsible in their own learning. This study, involving 16 Year 7 participants from an all-girls high school in Brunei, was an action research and uses quantitative methods for data collections. Pre-test, post-test and delayed post-test were given to the students to measure their learning of mathematics in three teaching cycles involving the topics *Whole Number and Operations, Integers, and Fractions and Decimals*. Analysis of the results from the pre-test, post-test and delayed post-test indicated an improvement in the overall students' performance.

Keywords: Flipped Classroom, Mathematics Lessons, Academic Performance

[124]

**MOOCS: THE LATEST TREND IN EDUCATION. AN OVERVIEW OF THE
IMPLICATIONS FOR COUNSELORS AND COUNSELOR EDUCATION**

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*Eskişehir Anadolu University, Turkey***ABSTRACT**

While conventional tuition-based online teaching has been embraced by some counselor education programs as a still growing practice, a new form of high technology online teaching known as MOOCs, or Massive Open Online Courses, has arrived. With more institutions building MOOCs, literature on MOOCs and their pedagogical implications has accumulated. On the other hand, the question of where counselor education stands in terms of MOOCs has surprisingly received scant attention in the literature and the vast majority of counselor education programs seem to have overlooked the idea of entering into the rapidly growing world of MOOCs. It is surprising that MOOCs, the newest form of educational technology, have been overlooked by counselors and counselor educators especially considering the fact that the use of technology, particularly the use of the internet in the counseling profession and education with regard to competence and ethical/legal issues involved have been subjected to extensive attention as such counseling organizations across the globe assured to address the issue of technology in their guidelines. MOOCs can serve as a practical tool for professionalization, expansion, and internationalization of the profession and counselor education, and thus, in fact, deserve to be considered as an area of awareness and competence for counselors. Besides, although in limited quantities, MOOCs do exist in counselor education and should be explored in terms of their implications for the profession. Thus, this article aims to fill a gap in the counseling literature regarding MOOCs both to update counselors and counselor educators on this new technological trend and their implications for the field. Accordingly, the program will include a brief overview of and discussions around MOOCs, and current and potential future uses of them in reaching diverse student populations clientele across the globe as they relate to counseling and counselor education.

Keywords: MOOCs, Counselor Education, Counseling, Career Counseling

[125]

‘EDUCATION’ OF REFUGEES IN NORWAY (2015-2016)

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Refugees are forced to flee their country owing to chaotic law and order conditions which render human existence dangerous to a country which is economically well-off and where a safe existence is possible. However the country in which the refugees seek shelter may have a culture which is very different from their own. Such is the case of refugees from the West Asia to different countries of Europe especially Norway. The language, culture, manners, social etiquettes etc. are poles apart. Probably at some point of their upbringing (both, the refugees and people of the country of their refuge have been taught that the other group is uncivilised and not worthy of admiration). Providing economic succour to the refugees is a stupendous task but to ensure a harmonious /civil interactions in daily life is a bigger challenge. In Norway, ‘education’ of refugees cannot be limited to providing literacy, teaching to read and write a new language,-----the refugees need to be acquainted in the manners and social etiquettes of the new country. A very important indicator would be the attitude of the refugees towards the women-folk of Norway. The aim of the paper is to briefly examine the conditions in which the refugees were forced to move to Norway. The attitude of the Government of Norway towards the refugees especially various efforts to counsel the refugees to iron out the problems arising out of cultural differences and the outcome of these efforts.

Keywords: Norway, Refugees, Cultural Identity, Cultural Bereavement

