The International Academic Forum

ECE/ECTC/ECLL 2016

Brighton, United Kingdom
iafor would like to thank its global institutional partners
THINKIAFOR.ORG is IAFOR’s brand new online magazine, launched for 2016. THINK is an ambitious project conceived by academics, for academics, with the following objectives:

– To provide an international, far-reaching platform for the best research presented at IAFOR conferences

– To make original, high-quality, thought-provoking multimedia content freely accessible to a wide readership

– To facilitate the opportunity for academics to step outside of the traditional research publishing status quo — to get creative, explore different disciplines and to have their ideas heard, shared and discussed by a diverse, global audience

Content published on THINK spans a wide variety of disciplines and the format is varied, encompassing full research papers, long-form journalism, opinion pieces, creative writing, interviews, podcasts, video, photography and more. Current contributing authors include leading academics such as Professor A. Robert Lee, Professor Bill Ashcroft and Professor J.A.A. Stockwin.

Get involved by visiting the website, following us on Facebook and Twitter and signing up to our e-newsletter.

facebook.com/ThinkIAFOR
twitter.com/ThinkIAFOR

SUBMIT TO THINK
We are currently accepting editorials, interviews, essays, creative writing, featured profiles and article submissions. We welcome photographs to accompany your writing as well as topical photo-essays.

Submissions should be between 750 and 3,000 words and sent to us at magazine@iafor.org. Please include 'THINK submission' in the subject line.
Join us in Japan for The Asian Conference on Education 2016


If you would like to know more about The Asian Conference on Education 2016 please visit the conference website

ace.iafor.org

international, intercultural, interdisciplinary
The International Academic Forum
Letter of Welcome

“[IAFOR] conferences present those taking part with three unique dimensions of experience, encouraging interdisciplinary discussion, facilitating heightened intercultural awareness, and promoting international exchange.”

Professor Sue Jackson
Pro-Vice Master for Teaching & Learning, Birkbeck, University of London
IAFOR Executive Council Member

Dear Delegates,

Welcome to the wonderful seaside city of Brighton and Hove, an artistic, cultural and educational hub, known as the home of a diverse and inspiring population, and, for the fourth year running, our conference home in the UK.

Over the next three days, scholars and practitioners in the field of Education are invited to share and discuss research around the conference theme of Education and Social Justice: Democratising Education, and in the fields of Technology in the Classroom, and Language Learning, to discuss the conference theme of Convergence and Divergence.

The programme will be stimulating and challenging, with papers that address the conference themes in different but complementary ways, including through studies drawing on empirical research, those that develop theoretical and conceptual insights, and those that engage with the experiential. The conference will be enhanced through its wide variety of presenters, who will draw on their diverse experiences and knowledges and on their academic, personal and geographical contexts.

I would like to thank our university partners from across the world, that help to promote the work of IAFOR, and to announce and welcome our newest partners, the University of Hawaii at Manoa, and Michigan State University, both in the USA.

I would like to thank the IAFOR International Directors of Programme, Professor Sue Jackson for Education and Professor Barbara Lockee for Technology, Education and Society, as well as Conference Co-Chairs Dr. Linda Morrice, Professor Brian Hudson and Professor Steve Cornwell, and the brilliant lineup of Keynote and Featured Speakers.

I would also like to thank the many people who acted as reviewers for the conference, and in advance, I would also like to thank all of you for your active participation.

Warm Regards,

Dr. Joseph Haldane, Ph.D. (London), F.R.S.A., F.R.A.S.
President, IAFOR
IAFOR promotes and facilitates new multifaceted approaches to one of the core issues of our time, namely globalization and its many forms of growth and expansion. Awareness of how it cuts across the world of education, and its subsequent impact on societies, institutions and individuals, is a driving force in educational policies and practices across the globe. IAFOR’s Conferences on Education have these issues at their core. The conferences present those taking part with three unique dimensions of experience, encouraging interdisciplinary discussion, facilitating heightened intercultural awareness and promoting international exchange. In short, IAFOR’s Conferences on Education are about change, transformation and social justice. As IAFOR’s previous education conferences have shown, education has the power to transform and change, whilst it is also continuously transformed and changed. The theme of education for social justice continues throughout 2016 and into 2017 in the Asian, European, Middle Eastern and North American Conferences on Education.

Globalised education systems are becoming increasingly socially, ethnically and culturally diverse. However, education is often defined through discourses embedded in Western paradigms as globalised education systems become increasingly determined by dominant knowledge economies. Policies, practices and ideologies of education help define and determine ways in which social justice is perceived and acted out. What counts as ‘education’ and as ‘knowledge’ can appear uncontestable, but is in fact both contestable and partial. Discourses of learning and teaching regulate and normalise gendered and classed, racialised and ethnicised understandings of what learning is and who counts as a learner.

In many educational settings and contexts throughout the world, there remains an assumption that teachers are the possessors of knowledge, which is to be imparted to students, and that this happens in neutral, impartial and objective ways. However, learning is about making meaning, and learners can experience the same teaching in very different ways. Students (as well as teachers) are part of complex social, cultural, political, ideological and personal circumstances, and current experiences of learning will depend, in part, on previous ones, as well as on age, gender, social class, culture, ethnicity, varying abilities and more.

IAFOR has 11 annual conferences on education, technology in the classroom and language learning, exploring common themes in different ways to develop a shared research agenda that develops interdisciplinary discussion, heightens intercultural awareness and promotes international exchange.

**ECE Conference Theme:** “Education and Social Justice: Democratising Education”

The conference theme for ECE2016 is “Education and Social Justice: Democratising Education”. The organisers have encouraged submissions that approach this theme from a variety of perspectives; however, submissions across a variety of interdisciplinary and theoretical perspectives have been welcomed. During this conference, participants are invited to explore and question ways in which education can transcend borders of space, identity, culture and more, and to consider the ways in which education can develop (or hinder) social justice.

**Professor Sue Jackson**
Pro-Vice Master for Teaching & Learning, Birkbeck, University of London, UK
IAFOR International Director of Programme: Education
ECE2016 Conference Co-Chair

**Dr. Linda Morrice**
Senior Lecturer in Education, University of Sussex, UK
ECE2016 Conference Co-Chair

**Professor Brian Hudson**
Head of the School of Education and Social Work, University of Sussex, UK
ECE2016 Conference Co-Chair
ECTC/ECLL Conference Theme: “Convergence and Divergence”

Educators face continually shifting demands from all directions: students, administrators, and society. With some of these demands, teachers and learners may feel greater isolation and pressure. These trends may be seen in the disaggregation of the university or in frequent testing of discrete outcomes for analysis and accountability purposes. In the face of these developments, it is more important than ever to reflect on learning as experience, and to bring theory, research, and craft to bear on creating those experiences.

Dewey wrote that, “the central problem of education based on experience is to select the kind of present experiences that live fruitfully and creatively in future experiences”. So, how does research in second language acquisition and teacher expertise tell us which experiences live on in communication? How do learning theories direct us to view the connections between experiences? And, how can application of technology both become normalised and create vivid experiences?

Finally, we need personal and professional integration. Coming together to share best practices in these grouped conferences is a chance to share and develop ways to better integrate our institutions, teachers, and most of all the experiences of the learners in a coherent practice of education.

**Professor Barbara Lockee**
Professor of Instructional Design and Technology. Associate Director of the School of Education. Associate Director of Educational Research and Outreach, Virginia Tech, USA
IAFOR International Director of Programme: Technology, Education, Information and Society
ECTC2016 Conference Chair

**Professor Steve Cornwell**
Professor of English and Interdisciplinary Studies, Osaka Jogakuin University, Japan
IAFOR International Director of Programme: Language Learning
ECLL2016 Conference Chair
IAFOR Media Presents

The Greatest Gift

A shared ambition for change, transformation and social justice was the catalyst for IAFOR Media and HOPE International Development Agency, Japan to document the lives and stories of the Indigenous Peoples of the Philippines and their struggle to achieve equity in education.

The Greatest Gift was made as part of a fundraising effort to create scholarships for the Pamulaan Center for Indigenous Peoples Education in Davao, Philippines. Hance Puga is a first year student at the Pamulaan Center and The Greatest Gift follows her story as we learn of the ambitions and challenges of the IP youth.

A full-length documentary which further expands upon the lives of the IPs and the Pamulaan Center is currently in production.

Special Screening
Thursday, June 30, 12:00pm, Renaissance
Dear Delegates,

Welcome to the city of Brighton & Hove, a vibrant and diverse centre of Arts and Culture.

Ever since the Prince Regent first visited in 1783, Brighton & Hove has been England’s most exciting seaside city, and today it’s as vibrant, eccentric and cosmopolitan as ever. As Mayor it’s my job to represent our city to others and its civic life to the people who live here… quite a job, considering the depth and breadth of our offerings.

Our city has a bohemian and artistic atmosphere that can’t be found anywhere else in the UK. We combine the modern with the traditional and the outlandish with the everyday; tempting and treating visitors and residents alike with a unique cultural experience.

If you’ve never visited I urge you to get out and about and make the most of the rich cultural mix – Regency architecture, pleasure pier, specialist shops, pavement cafés, lively arts and of course the exotic Royal Pavilion. Everything’s in walking distance, so take time to explore and enjoy what the city has to offer.

Our City–by-the-sea has a passion for creativity, a desire to look at things differently, and a friendliness that attracts visitors from all over the world.

Whether it’s the sea air that changes your perspective or the lively North Laine that buzzes day and night, I am sure that Brighton & Hove has got that special something that will inspire.

I wish you every success with your conference and hope you have a long and enjoyable stay.

Councillor Pete West
Mayor of the City of Brighton & Hove, UK
Getting to the Conference Venue

By Rail from London

London is the hub of the UK’s rail network and it is easy to travel by train to Brighton from the major London stations. The fastest direct travelling times from London to Brighton are:

- **London Victoria** – 56 minutes (direct)
- **London Bridge** – 1 hour 3 minutes (direct)
- **London St. Pancras** – 1 hour 33 minutes (direct)

Rail services in the UK are operated by a number of private train operators. The key operators to Brighton are Southern and First Capital Connect and all trains arrive into Brighton mainline station on Queens Road. Regular rail connections also serve Hove, which is just a few minutes from Brighton by rail.

Central Brighton and the Jurys Inn Brighton Waterfront are an easy 20-minute walk from Brighton Station, but, if required, buses and taxis are both available at the front of the station.

If you are travelling from Europe, the Eurostar train arrives from London St. Pancras, where there are direct train connections to Brighton.

**Travelling to Brighton from London Airports**

**London Gatwick Airport**

Trains from Gatwick to Brighton take approximately 30 minutes direct and run regularly. The Gatwick South rail station is directly linked to Gatwick’s South Terminal and just a few minutes away from North Terminal via a transit train link.

**London Heathrow Airport**

By Rail: Take the London Underground to London Victoria and then a mainline train to Brighton. Alternatively, take the Heathrow Express to Paddington and then the London Underground to Victoria.

By Coach: National Express is the major coach operator serving Brighton. Most international flights arrive at Terminal 4 and 5 where a coach departs every hour.

Brighton Coach Station is located next to Brighton Pier and is a two-minute walk from the Jurys Inn Brighton Waterfront.

Full information is available on the National Express website.

Registration and Information

You will be able to pick up your registration pack including Conference Programme and name badge at the conference Registration Desk. The conference Registration/Information Desk and Publications Desk will be situated in the following locations during the conference:

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>16:00-18:00</td>
<td>on the 2F Library Terrace</td>
</tr>
<tr>
<td>Thursday</td>
<td>08:30-11:15</td>
<td>in the B1F Renaissance Foyer</td>
</tr>
<tr>
<td>Thursday</td>
<td>12:30-17:00</td>
<td>on the 2F Library Terrace</td>
</tr>
<tr>
<td>Friday</td>
<td>08:30-18:00</td>
<td>on the 2F Library Terrace</td>
</tr>
<tr>
<td>Saturday</td>
<td>08:30-17:45</td>
<td>on the 2F Library Terrace</td>
</tr>
<tr>
<td>Sunday</td>
<td>09:00-12:30</td>
<td>on the 2F Library Terrace</td>
</tr>
</tbody>
</table>

If you have any questions or concerns, IAFOR staff and hotel staff will happily assist you in any way they can.
Conference Guide

What to Wear & Bring
Attendees generally wear business casual attire. You may wish to bring a light jacket or sweater.

Security
Please do not leave personal items or conference bags unattended anywhere in the Jurys Inn Brighton Waterfront as they will be removed by security.

Smoking
Smoking is not permitted in the Jurys Inn Brighton Waterfront.

Internet Access
There will be a free WiFi internet connection throughout the conference areas. However, we would strongly recommend that you do not rely on a live connection for your presentation. For your convenience, there will also be a limited number of computers available at the conference Information Desk.

Printing
There will be a printer at the Information Desk in the base room, and we are able to offer a complimentary printing service of up to ten A4 sheets, if required. Please be advised that printing may not be available during peak times.

Name Badges
On checking in at the conference Registration Desk, you will receive a conference package, including your name badge. You must wear your badge at all times during the conference. If you are not wearing your badge you may be asked to show your identification and evidence that you are registered.

There are four colours of badges indicating the type of conference participant:

- Blue: Presenters and General Audience
- Yellow: Keynote and Featured Speakers
- Red: Conference Exhibitors and Affiliates
- Black: IAFOR Staff & Board Members

Photo/Recording Waiver
There will be photography and audio and video recording at the conference. By entering the event premises, you give consent to the use of your photograph, likeness or video or audio recording, in whole or in part, without restriction or limitation, for any educational, promotional, or any purpose for distribution.

Refreshment Breaks
Complimentary coffee, tea, and water will be available throughout the day at the refreshment station located next to the conference Information Desk. Light snacks will be provided once in the morning and once in the afternoon.

Lunch
A buffet lunch will be provided in the Jurys Inn Brighton Waterfront hotel restaurant. Situated on the Promenade, with unrivalled views of the famous Brighton Pier and the sea, the restaurant serves a range of modern British and European dishes prepared by a talented team of chefs. Please remember to bring your name badge with you, as this will act as your lunch ticket (price included as part of the registration fee).

Plenary Session
The Plenary Session will be held on Thursday morning, beginning at 09:00 in the Renaissance Suite on the lower ground floor of the conference venue. Please arrive in good time if you wish to attend the session. There will be a Coffee Break after the first Keynote Presentation, during which complimentary refreshments and snacks will be served. The Plenary Session will be followed by the official conference photograph.

Parallel Speaker Sessions
Parallel Sessions will run from 13:30 on Thursday afternoon, and from 09:00 on the remaining days. They are organised into streams and generally consist of two or three presenters. Each presenter is allocated 25 minutes, which includes Q&A time.
Presentations and Equipment

All rooms will be equipped with a MacBook laptop, pre-installed with PowerPoint and Keynote, that is connected to a wide-screen TV. If you wish, you may directly link your own laptop, although we advise you to use the computer provided by plugging in your USB flash drive.

We recommend that you bring two copies of your presentation in the case that one fails, and suggest sending yourself the presentation by email as a third and final precaution.

Session Chairs

Session Chairs are expected to briefly introduce themselves and other speakers, hand out presentation certificates at the end of the session, ensure that the session begins and ends on time, and that the time is divided fairly between the presentations.

Each presenter should have no more than 25 minutes in which to present his or her paper, and questions should be answered within this time, as opposed to at the end of the session. The Session Chair is asked to assume this timekeeping role, and to this end, a yellow and red timekeeping card will be provided as a visual cue for presenters, letting them know when they have five minutes remaining and when they must stop.

Please follow the order in the programme, and if for any reason a presenter fails to arrive, please keep to the original timeslots, as delegates use the programme to plan their attendance.

Certificates

Poster presenters can collect their certificate of presentation from the Information Desk after their session. All other presenters will receive a certificate of presentation from their Session Chair or a member of staff at the end of their session. Audience members are welcome to collect their certificate of participation from the Information Desk at any point during the conference.

Poster Sessions & Requirements

Sessions are 90 minutes in length and are held on the 2F Library Terrace.

The poster boards are 2000mm high by 1000mm wide, so it is recommended that posters be no larger than B1 (707mm x 1000mm/27.8 inches x 39.4 inches). A1 (594mm x 841mm/23.4 inches x 39.4 inches) is also fine. Please be aware that there are no on-site poster facilities for printing posters.

Conference Abstracts

All conference abstracts are available to read online. Please visit papers.iafor.org for a searchable database of abstracts. Alternatively, download the IAFOR Events application, free of charge, from appstore.com/iaforevents on iPad or iPhone, or from the Google Play store for Android users.

Conference Proceedings

The Conference Proceedings are published on the IAFOR website (www.iafor.org), and can be freely accessed as part of the research archive. All authors may have their full paper published in the online Conference Proceedings.

Full text submission is due before August 3, 2016 through the online submission system. The proceedings will be published on September 3, 2016. Authors will have PDF copies of their offprints emailed to them by the IAFOR office by October 3, 2016.

A Polite Request to all Participants

Participants are requested to arrive in a timely fashion for all addresses, whether to their own, or to those of other presenters. Presenters are reminded that the time slots should be divided fairly and equally between the number of presentations, and that they should not overrun. We recommend that the 25-minute presentation time slot be divided as follows: 20 minutes for the paper and 5 minutes for Q&A. Please refrain from talking during sessions and please turn off your mobile phone or set it to silent.

Returning Delegate Discount

Every year we have a growing number of delegates who have presented at previous IAFOR conferences. To show our appreciation, IAFOR would now like to offer you a 10% discount off your next IAFOR conference registration.

This offer covers any IAFOR conference that you may choose to attend.
Wednesday, June 29

16:00-18:00: Conference Registration/Information and Publications Desks Open (Library Terrace)

18:00-19:30: Conference Welcome Reception (Library Terrace)
Join fellow delegates for a drink or two at the Conference Welcome Reception. Admission is included as part of your registration fee.

Thursday, June 30

09:00-9:15: Announcements and Welcome Address (Renaissance)
Alexander Pratt, Director of Systems & Administration, IAFOR
Joseph Haldane, President, IAFOR
Cllr Pete West, Mayor of Brighton & Hove, UK

09:15-9:30: Conference Chair Address (Renaissance)
Brian Hudson, University of Sussex, UK

09:30-10:00: Featured Co-Presentation (Renaissance)
REAL Pedagogy: Enhancing STEM Learning through Theatre Arts Integration
Barbara Lockee, Virginia Tech, USA
Megan Atkinson, Virginia Tech, USA

10:05-10:45: Keynote Presentation (Renaissance)
The Non-Linguistic Benefits of Language Learning
Jean-Marc Dewaele, Birkbeck, University of London, UK

10:45-11:15: Coffee Break

11:15-11:45: Keynote Presentation (Renaissance)
Leveraging Place and Moving Toward Glocalized Learning
Amy Azano, Virginia Tech, USA

11:50-12:00: IAFOR Documentary Photography Award Slideshow (Renaissance)

12:00-12:15: The Greatest Gift, Film Screening (Renaissance)

12:15-12:20: Conference Photograph
12:20-13:30: Lunch
13:30-15:00: Parallel Session I
15:00-15:15: Coffee Break
15:15-16:45: Parallel Session II
16:45-17:00: Coffee Break

17:00-17:30: Spotlight Co-Presentation (Renaissance)
Supporting Language Learners to Speak the Language of Mathematics
David Slavit, Washington State University, USA
Gisela Ernst-Slavit, Washington State University, USA
17:30-18:00: Spotlight Presentation (Renaissance)
Demographic Changes: Will Education in the United States Remain Separate and Equal?
Cynthia Northington Purdie, William Paterson University of New Jersey, USA

19:00-21:30: Conference Dinner (optional extra)
Come and join your fellow delegates for an evening out at Hilton Brighton Metropole.
Please meet on the Library Terrace at 18:15.
This is ticketed at 50 GBP and there are a limited number of spaces.

Friday, July 01

09:00-10:30: Parallel Session I
10:30-10:45: Coffee Break
10:45-12:45: Parallel Session II
12:45-13:45: Lunch
13:45-15:45: Parallel Session III
15:45-16:00: Coffee Break
16:00-18:00: Parallel Session IV

Saturday, July 02

09:00-10:30: Parallel Session I
10:30-11:00: Coffee Break
11:00-12:00: Keynote Presentation (Renaissance)
Reducing Fear, Increasing Confidence - How to Reach the Students who Think that Learning is an Ordeal
Ken Wilson, Author; UK

12:00-13:30: Lunch
12:45-13:15: Book Showcase (Tennyson)
Multicultural Education in Colleges and Universities: Developing Strengths-Based Narratives for Teaching and Learning
Damian Spiteri, The University of York, UK

13:30-15:30: Parallel Session II
15:30-15:45: Coffee Break
15:45-17:45: Parallel Session III

Sunday, July 03

09:00-10:30: Parallel Session I
10:30-10:45: Coffee Break
10:45-12:15: Parallel Session II
12:15-12:30: Coffee Break
12:30-13:00: Closing Session & Conference Photography Slideshow (Tennyson)
Join us in **January** for The IAFOR International Conference on **Education** – Hawaii 2017


If you would like to know more about The IAFOR International Conference on Education – Hawaii 2017 please visit the conference website

**iicehawaii.iafor.org**

international, intercultural, interdisciplinary

The International Academic Forum
Barbara Lockee
Virginia Tech, USA

Dr. Lockee is Professor of Instructional Design and Technology at Virginia Tech., USA, where she is also Associate Director of the School of Education and Associate Director of Educational Research and Outreach. She teaches courses in instructional design, message design, and distance education. Her research interests focus on instructional design issues related to technology-mediated learning. She has published more than 80 papers in academic journals, conferences and books, and has presented her scholarly work at over 90 national and international conferences.

Dr. Lockee is Immediate Past President of the Association for Educational Communications and Technology, an international professional organisation for educational technology researchers and practitioners. She earned her PhD in 1996 from Virginia Tech in Curriculum and Instruction (Instructional Technology), MA in 1991 from Appalachian State University in Curriculum and Instruction (Educational Media), and BA in 1986 from Appalachian State University in Communication Arts.

Featured Co-Presentation: REAL Pedagogy – Enhancing STEM Learning Through Theatre Arts Integration

This presentation will feature a research and outreach project that focuses on the creation of a teacher professional development program that employs theatre arts techniques to engage high school students in STEM learning. This initiative is based on the successful work of Project REAL—Reinforcing Education through Artistic Learning, an outreach project of the Barter Theater in Abingdon, VA, the state theatre of Virginia. From a learning sciences perspective, these strategies are based on the principles of embodied cognition and implicit learning for instruction across the curriculum. Through bringing together experts in theatre arts, and instructional design, the project team is striving to create an evidence-based model for enhanced student engagement and positive learning gains.
Megan Atkinson is the founder and director of Barter Theatre’s Project REAL, a collaborative initiative with K-12 schools that focuses on teaching the core curriculum through theatre techniques. Megan received a BFA in Theatre Performance from Columbus State University and recently received her MA in Liberal Studies from East Tennessee State University. Her career as a theatre artist began at Barter Theatre in Abingdon, Virginia, in 2006. Before moving back to Abingdon in 2011, Megan worked for multiple theatre companies in the Boston, MA area as an actor and director. Before leaving Boston she worked with Cambridge citizens, using theatre techniques to help solve problems with the local transit system. She also worked with a group of young, at-risk girls, using theatre to work on self-image. Her work using theatre to help with social and behavioral issues is continued through collaboration with government agencies and educational institutions that serve at-risk youth.

**Featured Co-Presentation: REAL Pedagogy – Enhancing STEM Learning through Theatre Arts Integration**

This presentation will feature a research and outreach project that focuses on the creation of a teacher professional development program that employs theatre arts techniques to engage high school students in STEM learning. This initiative is based on the successful work of Project REAL—Reinforcing Education through Artistic Learning, an outreach project of the Barter Theater in Abingdon, VA, the state theatre of Virginia. From a learning sciences perspective, these strategies are based on the principles of embodied cognition and implicit learning for instruction across the curriculum. Through bringing together experts in theatre arts, and instructional design, the project team is striving to create an evidence-based model for enhanced student engagement and positive learning gains.
Jean-Marc Dewaele is Professor of Applied Linguistics and Multilingualism at Birkbeck, University of London. He does research on individual differences in psycholinguistic, sociolinguistic, pragmatic, psychological and emotional aspects of Second Language Acquisition and Multilingualism. He has published over 180 papers and chapters, co-edited five books and five special issues. He is the author of a monograph *Emotions in Multiple Languages in 2010* (2nd ed in 2013). He is Vice-President of the International Association of Multilingualism, Convenor of the AILA Research Network Multilingualism, and former president of the European Second Language Association. He is General Editor of the *International Journal of Bilingual Education and Bilingualism*. He won the Equality and Diversity Research Award from the British Association for Counselling and Psychotherapy (2013) and the Robert C. Gardner Award for Outstanding Research in Bilingualism (2016) from the International Association of Language and Social Psychology. He is father of a trilingual daughter and holds a black belt (Shodan) in Go Kan Ryu karate.

**Keynote Presentation: The non-linguistic benefits of language learning**

Learning a language is more than merely acquiring a tool for communication. Researchers have found that the effect of learning languages extends beyond the purely cognitive level. They typically score higher on Openmindedness, Cultural Empathy, Social Initiative (Dewaele & Stavans 2014), on Cognitive Empathy, and on Tolerance of Ambiguity (Dewaele & Li Wei 2012, 2013). Moreover, multilinguals seem to suffer less from anxiety in all their languages (Dewaele 2013), have more fun in Foreign Language classes (Dewaele & MacIntyre 2014).

I will argue that these non-linguistic benefits of language learning are illustrations of multicompetence (Dewaele 2016), in the sense that the acquisition of a new language “alters the second language user’s mind in ways that go beyond the actual knowledge of language itself” (Cook 2002: 7).

In short, it seems that learning a new language can make you a better person, and a better citizen: more creative, more openminded, more empathic, more emotionally stable, more sociable, more likely to enjoy foreign language classes, better equipped to learn new languages, more confident and less anxious in communication.
Dr. Amy Price Azano is an Assistant Professor of Adolescent Literacy in the School of Education at Virginia Tech. Her scholarship focuses on rural literacies, place-based pedagogy, and the literacy needs of special populations. She is the co-Principal Investigator of Promoting PLACE (Place, Literacy, Achievement, Community, and Engagement) in Rural Schools, a five-year, 1.9 million dollar U.S. Department of Education grant designed to support gifted education programs in high-poverty rural communities. Dr. Azano’s scholarship addresses the intersection of literacy and rurality by investigating how place influences the experiences of rural youth. Informed by the work of literacy theorist Paulo Freire, she studies how a critical pedagogy of place engages students across disciplines and to what extent that engagement influences achievement. Dr. Azano has several book chapters, a newly released curriculum series with Prufrock Press, and regularly publishes in national and international peer-reviewed journals. She received her doctorate from the University of Virginia and taught high school English prior to becoming a teacher educator.

**Keynote Presentation: Leveraging Place and Moving Toward Glocalized Learning**

Rural schools around the world face unique challenges, such as geographic isolation, poverty, and limited resources, but rarely do we see these issues addressed on an international scale. Is it possible that global education has become code for urban education? Do we as educators and researchers privilege place equitably across multiple contexts, particularly in scholarship about socially, ethnically, and culturally diverse students? While globalized education has taken root, we must consider issues of social justice and the ways that rural people and places remain minoritized and marginalized in educational discourse.
David Ernst-Slavit  
Washington State University, USA

Dr. David Slavit is the Boeing Professor of Mathematics Education and Mathematics at Washington State University. His research interests include teacher collaboration and student learning, particularly in innovative contexts such as STEM-focused schools. Dr. Slavit directs the Mathematics and Science Education Ph.D. program, as well as the Masters Elementary Certification program and the Middle Level Mathematics endorsement.

Gisela Ernst-Slavit  
Washington State University, USA

Dr. Gisela Ernst-Slavit is Professor of Education and English Language Learning and former Associate Dean of the College of Education at Washington State University. She is a past president of WAESOL Washington State English to Speakers of Other Languages and co-author of the TESOL Standards, national recommendations for ELL education. Dr. Ernst-Slavit investigates language and education in culturally and linguistically diverse settings using ethnographic and sociolinguistic perspectives. She teaches courses in sociolinguistics, literacy and biliteracy, research on second language teaching and learning, ESL methods, and critical issues in the education of Latino students, and is currently the Director of the Elementary Certification Program.

**Spotlight Co-Presentation: Supporting Language Learners to Speak the Language of Mathematics**

Like any language, the language of mathematics has its own symbols, vocabulary, and discourse features. It is becoming increasingly important to learn the language of mathematics in the 21st century. Being aware of the complexities of the language of mathematics is a critical step in designing instruction that can improve the opportunities to learn mathematics for all students. To learn mathematics, one must be able to talk mathematically.

The authors draw on their experiences conducting research, leading professional development, and authoring national language standards to discuss the relationships between language and mathematical learning. We focus on the nature and use of academic language, conventions and syntax regarding language and mathematical symbols, the importance of everyday language, and special word usages and grammatical features (e.g., “of” and “in”). We will illustrate each of these topics with classroom examples and findings from research.

After reviewing the above key findings related to language and mathematics, we will then explore the role of classroom discourse in the learning of mathematics, with a particular focus on considerations for language learners. Ways of helping students talk mathematically in productive ways include: (1) attempting to balance mathematical precision with the need to surface mathematical meanings; (2) when appropriate, promoting the use of native languages by students to support their ability to communicate mathematically; (3) modeling and encouraging students to use everyday language to initially express complex thought processes and ideas; and (4) helping students develop metalinguistic awareness, or self-reflection on the language used in the mathematics classroom.
Cynthia Northington Purdie is a psychologist and associate professor at William Paterson University of New Jersey. Her research interests are reflected in her publications as they surround current issues in educational psychology with a particular emphasis on classroom management philosophies. She regularly presents her research internationally and serves as the International Chair of the Ireland International Conference on Education (IICE). She also serves on the Scientific Committee of the International Conference on Education and New Developments (END) and on the steering committee of the World Conference on Education (WCE). Before joining the university faculty, she enjoyed a long career as a teacher of both regular and special education in the United States public secondary schools.

Spotlight Presentation: Demographic Changes - Will Education in the United States Remain Separate and Equal?

According to the NCES, White children are no longer the dominant population in the U.S. public schools. In view of the devastating history of separate but unequal education in the USA, what impact will the new statistical demographics have on 21st-century public education? Research has shown that nonwhites are viewed as less intelligent or academically gifted than their white counterparts. Discipline and dropout rates are also skewed in the direction of nonwhite students, particularly Blacks and Hispanics. In view of these factors, this research will explore what can be done to “equalize education” how can the new dominant population be better served in schools. The efficacy of spending money and time to lure the white population back to public education will be explored.

1. How are nonwhites traditionally viewed? Arthur Jensen, Bell Curve (Herrnstein & Murray)
3. What can be done to “equalize education” how can the new dominant population be better served in schools? (Learn to speak Spanish, mandatory sensitivity training – most public school teachers are middle-class white females).
4. Should efforts and money be spent to lure the white population back to public education in order to preserve the “quality” of education?
Ken Wilson is a teacher trainer, and an author of a large amount of ELT materials, and has published with OUP, Cengage and Macmillan. His most recent series is *Smart Choice*, published by OUP. He has also written more than a hundred ELT radio and television programmes, including 50 radio scripts for the *Follow Me* series, 30 *Look Ahead TV* scripts and a series of plays called *Drama First*. He also contributed material to *Extr@ English*, an ELT sitcom commissioned by Channel 4. For many years, Ken was artistic director of the English Teaching Theatre, a company which toured the world performing stage-shows for learners of English.

**Keynote Presentation: Reducing Fear, Increasing Confidence – How to Reach the Students Who Think That Learning is an Ordeal**

Some students don’t like or don’t feel very engaged with a subject they are studying. In some cases the antipathy to the subject can result in a fear of actually being in the classroom. Student fear of a particular subject doesn’t reflect on the ability or personality of the teacher at all but the fear potential can increase when the subject is a foreign language, where even to say ‘I don’t know’ or ‘I don’t understand’ can be an ordeal in itself.

In terms of study, fear and confidence are in an inverse relationship with each other. The more we can reduce fear, the more we can instil confidence. And it is my belief that there are aspects of language teaching methodology which lend themselves to successful reduction of fear and increase in confidence, techniques such as pair and group work, and the recognition that fun activities and games are a successful way of learning.

In this talk, I will outline how some simple group and game activities can serve as confidence builders for students who, however hard we try, start every class with a sense of foreboding.
Sue Jackson
Birkbeck, University of London, UK

Sue Jackson is Pro-Vice-Master (Vice-President) for Learning and Teaching, Professor of Lifelong Learning and Gender and Director of Birkbeck Institute for Lifelong Learning at Birkbeck University of London. She publishes widely in the field of gender and lifelong learning, with a particular focus on identities.

Sue’s recent publications include Innovations in Lifelong Learning: Critical Perspectives on Diversity, Participation and Vocational Learning (Routledge, 2011); Gendered Choices: Learning, Work, Identities in Lifelong Learning (Springer, 2011, with Irene Malcolm and Kate Thomas); and Lifelong Learning and Social Justice (NIACE, 2011).

Linda Morrice
University of Sussex, UK

Linda Morrice is Senior Lecturer in Education at University of Sussex, UK. Her research interests focus on lifelong learning, gender and sexuality, identities, wellbeing and migration. Her most recent book, Being a Refugee: Learning and identity: A longitudinal study of refugees in the UK, was published by Trentham Books in 2011. Linda is a member Council of SCUTREA (Standing Conference on University Teaching and Research in the Education of Adults) and is co-convener and co-founder of the ESREA (European Society for Research in the Education of Adults) Network on Migration, Ethnicity, Racism and Xenophobia. She currently has two research awards: Optimising refugee resettlement in the UK: a comparative analysis (ESRC), and Cultural Values from the Subaltern Perspective: A Phenomenology of Refugees’ Experience of British Culture (AHRC).
Brian Hudson
University of Sussex, UK

Brian Hudson is Professor of Education and Head of the School of Education and Social Work at the University of Sussex. He is the main Organiser of the World Education Research Association (WERA) International Research Network on Didactics – Learning and Teaching; a member of the WERA Outreach Committee; an Associate Editor of the Journal of Curriculum Studies and a Board Member of the Teacher Education Policy in Europe (TEPE) Network. He is Honorary Member of the EERA Network on Didactics – Learning and Teaching; Honorary Professor at the University of Dundee and Adjunct Professor in the Department of Education Studies and Leadership at the University of Ghana.

Steve Cornwell
Osaka Women’s University, Japan

Steve Cornwell is Professor of English and Interdisciplinary Studies at Osaka Jogakuin University, and also teaches in the online portion of the MATESOL Programme for the New School in New York. He helped write and design several of the New School courses and has been involved with the program since its inception. He is involved with the Japan Association for Language Teaching (JALT) (an affiliate of IAFOR) severing on its National Board of Directors (Director of Programme); his duties involve working with a volunteer team of 50+ to put on JALT’s annual, international conference each fall. Most recently, since 2012 he has been the Committee Chair of Osaka Jogakuin University’s Lifelong Learning Committee and is responsible for their evening extension Programme geared at alumni and community members. He is also the Vice-Chair of Osaka Jogakuin University’s English Education Committee which is responsible for suggesting policy regarding English Education and also responsible for developing material for the integrated curriculum.
THURSDAY
Plenary Session
Location: Renaissance
Time: 08:30-12:20

08:30-09:00: Conference Registration (Renaissance)

09:00-09:15: Announcements and Welcome Address (Renaissance)
Alexander Pratt, Director of Systems & Administration, IAFOR
Joseph Haldane, President, IAFOR
Cllr Pete West, Mayor of Brighton & Hove, UK

09:15-09:30: Conference Chair Address (Renaissance)
Brian Hudson, University of Sussex, UK

09:30-10:00: Featured Co-Presentation (Renaissance)
REAL Pedagogy: Enhancing STEM Learning through Theatre Arts Integration
Barbara Lockee, Virginia Tech, USA
Megan Atkinson, Virginia Tech, USA

10:05-10:45: Keynote Presentation (Renaissance)
The Non-Linguistic Benefits of Language Learning
Jean-Marc Dewaele, Birkbeck, University of London, UK

10:45-11:15: Coffee Break

11:15-11:45: Keynote Presentation (Renaissance)
Leveraging Place and Moving Toward Glocalized Learning
Amy Azano, Virginia Tech, USA

11:50-12:00: IAFOR Documentary Photography Award Slideshow (Renaissance)

12:00-12:15: The Greatest Gift, Film Screening (Renaissance)

12:15-12:20: Conference Photograph

12:20-13:30: Lunch
Thursday Session 1
Time: 13:30-15:00

Room: Coleridge
Interdisciplinary Perspectives on Language Learning
Session Chair: Ilona Kenkadze

30206 13:30-14:00
Ideal L2 Self and Ought-To L2 Self: A Study in the Thai Context
Ratchaporn Rattanaphumma, Assumption University of Thailand, Thailand

25956 14:00-14:30
On EFL Learners’ Cultural Identity Anxiety in the Chinese Context
Yang Zhang, Harbin Institute of Technology, China

27367 14:30-15:00
Decoding of Irony in the Process of Intercommunication
Ilona Kenkadze, Georgian National University, Georgia

Thursday Session I: 13:30-15:00
Room: Keats
Education: Social Justice and Social Change
Session Chair: Bridget A. Teboh

27646 13:30-14:00
The Contribution of Multicultural and International Education to the Creation of Sustainable Learning Environments Which Support the South African Struggle
C. Hagenmeier, University of Venda, South Africa
TS Mashau, University of Venda, South Africa

31724 14:00-14:30
Assessment of Local Leadership Capacity for Community-Based Peacebuilding in South Africa
Olusegun Samson Obadire, University of Venda, South Africa

31808 14:30-15:00
Democratizing Education: The Politics of Schooling and Social Justice in Africa, Cameroon
Bridget A. Teboh, University of Massachusetts-Dartmouth, USA

15:00-15:15: Coffee Break
Thursday Session I
Time: 13:30-15:00

Thursday Session I: 13:30-15:00  Room: Shelley
Economic Management of Education
Session Chair: Peace Buhwamatsiko Tumuheki

29846  13:30-14:00
*Shaping Elite Perspectives? World Citizenship, Privilege and Transnational Biographies in the Context of International Education at an Exclusive School*
Heinz-Hermann Krüger, Institute of Pedagogy, Martin-Luther-University Halle-Wittenberg, Germany
Catharina I. Keßler, Centre for School and Educational Research, Martin-Luther-University Halle-Wittenberg, Germany
Anne Schippling, Centro de Investigação e Estudos de Sociologia - Instituto Universitário de Lisboa, Portugal

31931  14:00-14:30
*Do Students Acquire Intercultural Competence Through Teamwork Projects at University?: Lessons From Two Case Studies*
Thomas Greenaway, University of Warwick, UK

29897  14:30-15:00
*“What do you mean by non-traditional students?”: Constructing identity from an insider’s perspective – experiences from Uganda*
Peace Buhwamatsiko Tumuheki, Makerere University, Uganda

Thursday Session I: 13:30-15:00  Room: Tennyson
Curriculum Research and Development
Session Chair: Kudayja Parker

21030  13:30-14:00
*Integrating the Management of Electronic Waste into the Curriculum of Primary Schools*
Thelma de Jager, Tshwane University of Technology, South Africa

31307  14:00-14:30
*Towards Building Authentic Understandings of Contemporary Science Practices for Science Educators*
Greg Lancaster, Monash University, Australia
Lisa Fazio, Monash University, Australia
Joanne Burke, Monash University, Australia
Deborah Corrigan, Monash University, Australia
David Overton, Monash University, Australia

29967  14:30-15:00
*Curriculum Renewal as a Transformational Project at the Durban University of Technology: What Does the Existing Data Say?*
Kudayja Parker, Durban University of Technology, South Africa

15:00-15:15: Coffee Break
Thursday Session I
Time: 13:30-15:00

Thursday Session I: 13:30-15:00  Room: Wordsworth
Instructional Technology
Session Chair: Yeo Chong Keat Rene

29772  13:30-14:00
Developing Students' Scientific Reasoning in Singapore Schools: An Inquiry-Based Learning Approach Facilitated by Technology
Yeo Chong Keat Rene, Ministry of Education, Singapore

31202  14:00-14:30
Matching Instructional Visualizations to Female and Male Learners
Paul Ayres, University of New South Wales, Australia

29931  14:30-15:00
Using Google Classroom for Student and New Teacher Training
Julie Smith, Lennox Middle School, USA

15:00-15:15:  Coffee Break
Thursday Session II
Time: 15:15-16:45

Pragmatics
Session Chair: Cheung-Shing Sam Leung

31466 15:15-15:45
A Study of Compliment Responses Among Male and Female Egyptian Undergraduate Students
Maraim Mostafa, American University in Cairo, Egypt

25882 15:45-16:15
Encouraging the Creation and Adoption of Reading Culture: Panacea for Effective Language Learning
Ibrahim Yabagi Mohammed, Jubail University College, Saudi Arabia

31949 16:15-16:45
Learning to Say ‘Sorry’ in Cantonese
Cheung-Shing Sam Leung, Technological and Higher Education Institute of Hong Kong, Hong Kong
Yuen-Fan Lornita Wong, Hong Kong Reading Association, Hong Kong

Adult and Lifelong Learning
Session Chair: Ellie Law

29564 15:15-15:45
Exploring Non-Formal Educational Experiences from Adaptive to Transformative Responses
Nomazulu Ngozwana, University of South Africa, South Africa

32151 15:45-16:15
Accountability in the Further Education and Training Sector: A Middle Manager Perspective
Ailish M. O’Brien, Institute of Technology Carlow, Ireland

28995 16:15-16:45
‘Developing Independent Lifelong Learners’ Is it a Realistic Curriculum Goal?
Ellie Law, The University of Hong Kong, Hong Kong

Higher Education
Session Chair: Ksenija Napan

31837 15:15-15:45
A Newly Available Alternative Pathway to University in Hong Kong?: How Do Students Study in a Community College?
Yi-Lee Wong, Chinese University of Hong Kong, Hong Kong

32177 15:45-16:15
A 48-Hour Project: Learning Beyond Crisis Communication Theories
Edwin K. Luk, Hong Kong Baptist University, Hong Kong

27376 16:15-16:45
Collaborative Transformations: Democratizing Education Through Co-Operative Inquiry
Ksenija Napan, School of Social Work, Massey University, New Zealand
Jenny Green, School of Nursing, Massey University, New Zealand
Warwick Stent, School of Accountancy, Massey Business School, New Zealand
Judy Thomas, Life Sciences, Massey Institute of Food Science and Technology, New Zealand
Shirley Julich, School of Social Work, Massey University, New Zealand
Jane Terrell, National Centre for Teaching and Learning, Massey University, New Zealand
Lynnamaree Patterson, Whitecliffe College of Arts and Design, New Zealand

16:45-17:00: Coffee Break
Thursday Session II  
Time: 15:15-16:45  

Thursday Session II: 15:15-16:45  
Room: Tennyson  
Educational Policy, Leadership, Management and Administration  
Session Chair: Melissa Jacques

29898  15:15-15:45  
Which Teachers Leave their Workplace and Why?  
Zenobia Niculita, Romanian Adventist Theological Institute, Romania

28331  15:45-16:15  
The Moderation Effect of Teachers' Emotional Labor on the Relationship Between School Principals' Emotional Intelligence and Teachers' Job Satisfaction  
Mustafa Toprak, Zirve University, Turkey  
A.Cezmi Savas, Zirve University, Turkey

32347  16:15-16:45  
Narrative Knowledge As Practice in the Nursing Classroom  
Melissa Jacques, University of British Columbia, Canada

Thursday Session II: 15:15-16:45  
Room: Wordsworth  
Human Computer Interaction  
Session Chair: Qobiljon Yunusov

29328  15:15-15:45  
Designing Multimedia Materials for Non- Native English Speaking Students: Challenging Visual-Verbal Classifications  
Sylvie Stuednte, Regent's University London, UK  
Filia Garivaldis, Monash University, Australia  
Nina Seppala, University of Lincoln, UK

31585  15:45-16:15  
The Impact of Using Electronic Learning Tools on Promoting Saudi Students' Reading Skills  
Badraddin Alawad Babikir Balal, King Khalid University, Saudi Arabia  
Mukhtar Ahmed Khan, Jazan University, Saudi Arabia

29539  16:15-16:45  
Making Learning the Complex Fun Using Problem-Based Learning, Technology and Collaboration  
Qobiljon Yunusov, Westminster International University in Tashkent, Uzbekistan

16:45-17:00: Coffee Break
Thursday Session III
Time: 17:00-18:00

Room: Renaissance North
Spotlight Presentations

27770 17:00-17:30
Supporting Language Learners to Speak the Language of Mathematics
David Slavit, Washington State University, USA
Gisela Ernst-Slavit, Washington State University, USA

32163 17:30-18:00
Demographic Changes: Will Education in the United States Remain Separate and Equal?
Cynthia Northington Purdie, William Paterson University of New Jersey, USA

Conference Dinner (Optional Extra): 19:00-21:00
Come and join your fellow delegates on an evening out in Brighton & Hove
Please meet on the Library Terrace at 18:15
This is ticketed at 50 GBP
FRIDAY
Friday Session I
Time: 09:00-10:30

Testing and Evaluation
Session Chair: Khaled Barkaoui

29584  09:00-09:30
ESL Teachers Beliefs and Practices of Multiple Assessments in the United States
Yu-Ching Chan, JinWen University of Science and Technology, Taiwan

28356  09:30-10:00
Case Studies of ESL Teachers’ Practices and Beliefs About L2 Writing Assessment
Khaled Barkaoui, York University, Canada
Antonella Valeo, York University, Canada

30960  10:00-10:30
Analysis of Teachers’ Experience and the Application of Testing Skills Among Senior Secondary Schools Teachers
Hassana Oseiwia Ali, Kogi State University, Nigeria

Languages Education and Applied Linguistics (ESL/TESL/TEFL)
Session Chair: Sarah Kwan Yee Ng

30134  09:00-09:30
Discussion Based Approach in the English Classroom
Rima Bahous, Lebanese American University, Lebanon
Tamara El Khishen, Lebanese American University, Lebanon

29521  09:30-10:00
An Exploratory Study on FL1-Specific Epistemological Beliefs and Their Interactions with Learner Strategy
Sarah Kwan Yee Ng, The Chinese University of Hong Kong, Hong Kong

28246  10:00-10:30
Students with Foreign Origins in Italian IVET - Initial Vocational Education and Training: Pathways for Integration
Luisa Daniele, ISFOL, National Institute of Research VET and Labour Market, Italy

Higher Education
Session Chair: Hao Bin Yuan

29810  09:00-09:30
Adaptation of the Medical Achievement Self-Efficacy Scale (Mass) Into Turkish
Sevgi Turan, Hacettepe University Faculty of Medicine, Turkey
Melih Elçi, Hacettepe University Faculty of Medicine, Turkey
Anselme Derese, Ghent University Faculty of Medicine, Belgium

24686  09:30-10:00
Death of Ancient Indian Universities: Will History Repeat Itself?
Rajnandan Patnaik, Institute of Management Technology, India

28619  10:00-10:30
Nursing Student Views on Decision Making in High-Fidelity Simulation
Hao Bin Yuan, Macao Polytechnic Institute, Macao

10:30-10:45: Coffee Break
Friday Session I
Time: 09:00-10:30

Student Learning, Learner Experiences and Learner Diversity
Session Chair: Virginia Guneyli

29776 09:00-09:30
Duoethnography as a Pedagogical Tool that Encourages Deep Reflection
Hilary Brown, Brock University, Canada

29863 09:30-10:00
The Primary School Gifted Students’ Perceptions of Learning Interests and Their Ways to Reach Information
Abdul Samet Demirkaya, Hacettepe University, Turkey
Özlenen Ozdiyar, Hacettepe University, Turkey
Eda Gurőn, Hacettepe University, Turkey

31661 10:00-10:30
Reaching Underprivileged and Under-Served Students Through International Partnerships and Distance Learning
Virginia Guneyli, St. Charles Community College, USA

First Language Acquisition
Session Chair: Paula Aguilar

32291 09:00-09:30
Exploring Moving Mean Length of Utterance (MovMLU) as an Alternative Measure of a Child’s Language Development
Edwin K. Luk, Hong Kong Baptist University, Hong Kong

31893 09:30-10:00
Developing Conversation Analysis by Using Video Clips in the English Language Classrooms
Jirajittra Higgins, Kasetsart University, Thailand

31570 10:00-10:30
Reconstruction of Implicit Theories Regarding Primary Teacher Student Writing Skills: Towards Understanding Their Discursive-Enunciative Attitude about Their Writing Processes
Paula Aguilar, Heidelberg University, Germany
María Constanza Errázuriz, Pontificia Universidad Católica de Chile, Chile

10:30-10:45: Coffee Break
Friday Session II

Friday Session II: 10:45-12:45   Room: Coleridge
Learning Strategies
Session Chair: Elizabeth Yoshikawa

31812  10:45-11:15  
A Case Study of Two Taiwanese Second Language Learners in the United States
Hui-Ya Wang, Minghsin University of Science and Technology, Taiwan

29606  11:15-11:45  
Effective English Language Learning for Academic Purposes in Higher Education in Second Language Situations: Strategies for Successful Implementation of Programmes
Victoria Akachinyere Achufusi, Institute of Management and Technology, Nigeria

32034  11:45-12:15  
An Empirical Study of EFL Postgraduates’ Metacognitive Beliefs
Xue Li, Harbin Institute of Technology, China
Jinghui Wang, Harbin Institute of Technology, China

21783  12:15-12:45  
Art: A Conversational Centerpiece
Elizabeth Yoshikawa, Naruto University of Education, Japan

Friday Session II: 10:45-12:45   Room: Keats
Language Education
Session Chair: Rosario Mahusay-Baria

32419  10:45-11:15  
Classroom Language Development: A Study of Teaching Chinese as Second Language to Non-Chinese Speakers in Secondary School in Hong Kong
Zhihui Kou, The Chinese University of Hong Kong, Hong Kong

29844  11:15-11:45  
Oral Language and Public Speaking Anxiety: A Study of Correlations with Hesitation Phenomena
Rosario Mahusay-Baria, University of the Philippines Los Banos, Philippines

28346  11:45-12:15  
A Study of Factors Affecting Undergraduates’ Anxiety with Foreign Language Communication at Rajamangala University of Technology Srivijaya
Metas Panich, Rajamangala University of Technology Srivijaya, Thailand
Kittiya Phisutthangkoon, Rajamangala University of Technology Srivijaya, Thailand
Phanlapa Khathayut, Rajamangala University of Technology Srivijaya, Thailand

29540  12:15-12:45  
Using Learners’ First Language in EFL Classrooms
Eman Alshehri, King Abdulaziz University, Saudi Arabia

12:45-13:45: Lunch
Friday Session II
Time: 10:45-12:45
Room: Library Terrace

Poster Session

25517
*Long Night of Research: Optics and Photonics for All*
Dana Seyringer, Vorarlberg University, Austria
Catalina Burtscher, Vorarlberg University, Austria
Amrita Prasad, Zumtobel Lighting GmbH, Austria

29840
*Addressing the Need for Internationalisation in HE through an Undergraduate Course ‘Global Communication in English’*
Jane Richardson, Heriot-Watt University, Edinburgh, UK
Emma Guion Akdag, Heriot-Watt University, Edinburgh, UK

32305
*Practice-Based Knowledge on System Innovation and Climate Change: A Learning Approach for Practitioners through Active-Blended Format*
Cristian Matti, Utrecht University & Climate KIC, The Netherlands
Javier de Vicente Lopez, Climate KIC Professional Education, Spain
Emily Sargeantson, Climate KIC eLearning, UK
Claire Burn, Climate KIC eLearning, UK
Piret Liv Stern Dahl, Climate KIC eLearning, Denmark

29735
*Transdisciplinary Approach to Curriculum and Instruction for Community-Based Learning*
Vladimir Kricsfalussy, University of Saskatchewan, Canada
Maureen Reed, University of Saskatchewan, Canada
Colleen George, University of Saskatchewan, Canada

30074
*Student Loan Programs: An International Comparison and Its Implications for Taiwan*
Hsiuhsi Liu, National Academy for Educational Research, Taiwan

29374
*Life Skills and Inclusion: An Ethnographic Study in Four Swiss Elementary Schools*
Mirja Bänninger, University of Applied Sciences and Arts Northwestern Switzerland, Switzerland

32190
*The Bullying Phenomenon*
Carmel French, Mount Saint Vincent University, Halifax, Canada
Sarah Dorey, Mount Saint Vincent University, Halifax, Canada

28403
*“The Chicken Ate Me” and Skills to Increase Proficiency with Blended Learning*
Nenita Pambid Domingo, University of California at Los Angeles, USA

24998
*Modular Learning Design: A modern curriculum structure, including a teacher training plan, suitable for K-12 schools, based on the theoretical and practical teaching and assessment of 21st-century skills*
Murat Surmeli, Digital Learning Center, Turkey

27421
*Planning and Building Wooden Houses with, and for, Refugees and Residents*
Catalina Burtscher, Vorarlberg University, Austria
Andreas Postner, Vorarlberg University, Austria
Thomas Fink, Vorarlberg University, Austria
Konrad Duelli, Vorarlberg University, Austria
Herman Kaufmann, Vorarlberg University, Austria
Friday Session II
Time: 10:45-12:45

Friday Session II: 10:45-12:45   Room: Library Terrace
Poster Session

32196
Research Trends on Information and Communication Technology: An Automatic Content Analysis from 1996 to 2015
Chia-Li Debra Chen, National Taiwan Normal University, Taiwan
Yueh-Hsia Chang, Tamkang University, Taiwan
Chun-Yen Chang, National Taiwan Normal University, Taiwan

32632
The Utilization of Water Footprint Education to Build-up the Level of Environmental Awareness
Karin Kandananond, Faculty of Industrial Technology, Valaya Alongkorn Rajabhat University, Thailand

32887
Strategic Self-Regulated Language Learning at the University Level
Mohammed Aldawsari, University of Southampton, UK

Friday Session II: 10:45-12:45   Room: Shelley
Conflicting Perspectives in Learning and Teaching
Session Chair: Patricia Stringer

29598  10:45-11:15
Thai EFL University Teachers and Learner-Centred Education: Negotiating Pedagogical Spaces
Aunyarat Tandamrong, Monash University, Australia

32339  11:15-11:45
Media Literacy in Ireland: How Religious Habitus Organizes Educational Practices and Social Justice Spaces
Ramonia Rena Rochester, Florida Atlantic University, USA

32139  11:45-12:15
Emergence of Professional Identities Based on Challenges Faced by Novice Teachers in the First Year of Teaching
Patricia Stringer, Auckland University of Technology, New Zealand
Lilly Tennant, Emirates College for Advanced Education, United Arab Emirates
Martina Dickson, Emirates College for Advanced Education, United Arab Emirates
Julie Riddlebarger, Khalifa University, United Arab Emirates
Keith Kennetz, Emirates College for Advanced Education, United Arab Emirates

12:45-13:45: Lunch
Friday Session II
Time: 10:45-12:45

Friday Session II: 10:45-12:45   Room: Tennyson
Institutional Accreditation and Ranking
Session Chair: Jayanthi Ranjan

32217  10:45-11:45 (1 hour Panel Presentation)
The Story of Becoming a Faculty Centred on Engagement Scholarship: Ten Years of Transformation
Kyle Y. Whitfield, University of Alberta, Canada
Jennifer A. Foote, University of Alberta, Canada
Katy Campbell, University of Alberta, Canada
Dennis Foth, University of Alberta, Canada

25030  11:45-12:15
Accreditation in Higher Education: A Comparative Case Study of Polytechnic Institutions in Nigeria
Oluwole Adeniyi Solanke, Federal Polytechnic, Nigeria
Yinka-Adebisi, Adeleke, Palace Consults, UK

26023  12:15-12:45
Faculty Competency Systems: An Empirical Case Study in Business School Education
Jayanthi Ranjan, IMT Ghaziabad, India
Pooja Tripathi, IPEC College Ghaziabad, India

Friday Session II: 10:45-12:45   Room: Wordsworth
Web 2.0 Technologies in the Classroom
Session Chair: Melissa Lee Price

32170  10:45-11:15
Ethics Issues on Digital Contents for Pre-Service Primary Teachers: A Gamification Experience for Self-Assessment with Socrative
Victoria I. Marín, Universitat de les Illes Balears, Spain
Adolfo Pérez Gaceiras, Universitat de les Illes Balears, Spain

29687  11:15-11:45
Call to Arms: Generations Clash Over Digital Technology in the Foreign Language Classroom
Sandor Danka, Assumption University, Thailand

23039  11:45-12:15
Understanding Student Attitudes About Distance Education: The Importance of Excitement and Fear
Esther Smidt, West Chester University, USA
Jennifer Bunk, West Chester University, USA
Rui Li, West Chester University, USA
Ashley McAndrew, West Chester University, USA
Matthew Florence, West Chester University, USA

30044  12:15-12:45
Culture Through Technology
Melissa Lee Price, Zayed University, United Arab Emirates

12:45-13:45: Lunch
Friday Session III
Time: 13:45-15:45

Room: Coleridge

Language Education
Session Chair: Magdalen Phillips

22009 13:45-14:15
Research or Rhetoric? Deconstructing the Norms of Young Language Learning
Magdalen Phillips, Manchester Metropolitan University, UK

28835 14:15-14:45
Readiness in English Speaking Skills of Engineering Student at Rajamangala University of Technology Srivijaya before Entering the ASEAN Community
Tassanee Kirisri, Rajamangala University of Technology Srivijaya Songkhla, Thailand
Thanomsi Jenwitheesuk, Rajamangala University of Technology Srivijaya Songkhla, Thailand
Nanttana Boontong, Rajamangala University of Technology Srivijaya Songkhla, Thailand

32259 14:45-15:15
Why not Literature?: An Investigation into University Teachers’ Perspectives of Teaching English Through Literature in the EFL Classroom
Wan-Iun Lee, Fu Jen Catholic University, Taiwan

Friday Session III: 13:45-15:45  Room: Keats

Innovative Language Teaching and Learning Methodologies
Session Chair: Kittiya Phisutthangkoon

28341 13:45-14:15
Language in Future World: New Sprouts
Jessy Nedumthuruthiputhanpurayil Chummar, P K M College of Education - Kannur University, India
Rekha Koovakkatt Ravindran, P K M College of Education - Kannur University, India

27550 14:15-14:45
A Comparative Analysis of Virtual and Traditional Grammar Approach in Teaching Use of English at College of Education, Ikere, Nigeria
Elizabeth Olabisi Seweje, College of Education, Ikere Ekiti, Nigeria

28920 14:45-15:15
Prominent Factors Affecting Group Work Efficiency for EFL Learners: Obstacles and Solutions
Jalal H Albaqshi, Alahsa College of Technology, Saudi Arabia

28332 15:15-15:45
Effectiveness of English Song Activities on Vocabulary Learning and Retention
Kittiya Phisutthangkoon, Rajamangala University of Technology Srivijaya, Thailand
Metas Panich, Rajamangala University of Technology Srivijaya, Thailand

15:45-16:00: Coffee Break
Friday Session III
Time: 13:45-15:45

Friday Session III: 13:45-15:45  Room: Shelley
Education: Social Justice and Social Change
Session Chair: Fred French

32141 13:45-14:15
Establishing International Accreditation for Regionally Developed TVET Qualifications in Climate Change Adaptation and Disaster Risk Management for 15 Pacific Nations
Sarah Louise Hemstock, Economic Development Division, The Pacific Community, Fiji
Helene Jacot Des Combes, The Pacific Centre of Environment and Sustainable Development, The University of the South Pacific, Fiji
Tess Martin, The Pacific Centre of Environment and Sustainable Development, The University of the South Pacific, Fiji
Leigh-Anne Buliruarua, The Pacific Centre of Environment and Sustainable Development, The University of the South Pacific, Fiji

27375 14:15-14:45
Ksenija Napan, Massey University, New Zealand

32328 14:45-15:15
BME Higher Education and Social Justice
Joydeep Dutta, St. Patrick’s International College, UK

32324 15:15-15:45
A Qualitative Analysis of Perspectives on Factors Connected to Empowerment and Academic Success in a First Nations Community
Fred French, Mount Saint Vincent University, Canada
Darren Googoo, First Nations School District, Canada
Carmel French, Mount Saint Vincent University, Canada

Friday Session III: 13:45-15:45  Room: Tennyson
Student Learning, Learner Experiences and Learner Diversity
Session Chair: Ali Suleman Abdella

29854 13:45-14:15
Staff Perception: An Unexplored Threat to Student Transition?
Stephanie Craighill, Edinburgh Napier University, UK
Debbie Meharg, Edinburgh Napier University, UK

22216 14:15-14:45
Mentoring Practices in PNU Partner Schools: Towards Policy Creation in Capacity Building of Cooperating Teachers for Effective Mentoring
Josephine M. Calalam, Philippine Normal University, Philippines
Darryl Roy T. Montebon, Philippine Normal University, Philippines
Annabelle DC. Palmeiry, Philippine Normal University, Philippines
Ma. Victoria J. Delos Santos, Philippine Normal University, Philippines

29865 14:45-15:15
The Changing Landscape of Teacher Education in Ireland: An Analysis
Judith Harford, University College Dublin, Ireland
‘Teresa O’ Doherty, Mary Immaculate College, Limerick, Ireland

21634 15:15-15:45
Analysis of Teaching Style in Initial Teacher Education of Eritrea
Ali Suleman Abdella, Stellenbosch University, South Africa

15:45-16:00: Coffee Break
Friday Session III
Time: 13:45-15:45
Room: Wordsworth

Future Classrooms
Session Chair: Gunter Saunders

32214  13:45-14:15
Innovative Use of Simulation to Enhance Nursing Research Course
Kellie Bryant, New York University, USA
Wendy Budin, New York University, USA
Yzette Lanier, New York University, USA
Kevin Birk, New York University, USA
Jordan Genee, New York University, USA
Nadia Sultana, New York University, USA
David Resto, New York University, USA
Ralph Carumba, New York University, USA
Jo Anne M Jaravata, New York University, USA
Matt Marsaglia, New York University, USA

29773  14:15-14:45
Creating Highly Immersive Learning Environments with Sprout Pro
Attila Csipa, Hewlett Packard Inc, UK
Molly Joy, Hewlett Packard Inc, USA

32047  14:45-15:15
Smart Teaching in New and Old Classrooms
Gunter Saunders, University of Westminster, UK
Antonia Klemming, University of Westminster, UK
Federica Oradini, University of Westminster, UK
Peter Hartley, Edge Hill University, UK

15:45-16:00: Coffee Break
Friday Session IV
Time: 16:00-18:00

Education for International Exchange
Session Chair: Elizabeth Yoshikawa

29472  16:00-16:30
Nation-State Citizenship or Global Citizenship?: What do International Exchange Programmes do to Participants?
Haruko Ishii, Hokkai-Gakuen University, Japan

29596  16:30-17:00
Access to Higher Education for Refugees: Collaborating with Kiron Open Higher Education
Patricia Arnold, Munich University of Applied Sciences, Germany

21784    17:00-17:30
Foreign Language Homepages: Representations of Internationalization
Elizabeth Yoshikawa, Naruto University of Education, Japan

Educational Change through Technologies
Session Chair: Christine Redman

29599  16:00-16:30
Out of Sight, Out of Mind: Re-Connecting Architecture Students to Construction Sites Through a 4-Dimensional Learning Environment
Chris Landorf, University of Queensland, Australia
Stephen Ward, University of South Australia, Australia

29698    16:30-17:00
Can MOOCs be a Model for Providing Quality Higher Education to Refugees? Lessons from the First Experiment
Thomas Greenaway, University of Warwick, UK
Lisa Hillers, Kiron Open Higher Education, Germany
Florian Rampelt, Kiron Open Higher Education, Germany

32233   17:00-17:30
Researching the Relationships between Augmented Reality Games and Motivating Pedagogies
Christine Redman, The University of Melbourne, Australia
Joanne Blannin, The University of Melbourne, Australia

Special Education, Learning Difficulties, Disability
Session Chair: Winnie Sin Wai Pui

31778   16:00-16:30
Autism, Sociality and Friendship: A Qualitative Enquiry
Joanna Baker-Rogers, Sheffield Hallam University, UK

32420   16:30-17:00
Differentiated Curriculum Design: Responding to the Individual Needs and Group Needs of Students with Learning Difficulties with Self-regulated Learning Strategies
Winnie Sin Wai Pui, University of Cambridge, UK

32323   17:00-17:30
Intervent Service Delivery Model: Enablers of Inclusion for Students Who Are Deaf/Hard of Hearing and/or Blind/Visually Impaired
Fred French, Mount Saint Vincent University, Canada
Bert Tulk, Atlantic Provinces Special Education, Canada
Carmel French, Mount Saint Vincent University, Canada

30279   17:30-18:00
Inclusive Education: What Social-Psychological Perspectives Can Add to Its Conceptualization?
Sharmila Rathee, Jawaharlal Nehru University, India
Friday Session IV
Time: 16:00-18:00

Friday Session IV: 16:00-18:00  Room: Tennyson
Student Learning, Learner Experiences and Learner Diversity
Session Chair: Bobbie Fletcher

31833  16:00-16:30
Perceptions of Being Elders
Mei Hua Kerry Hsu, School of Health Sciences in Macao Polytechnic Institute, Macao

29788  16:30-17:00
What if Silence was Considered a Legitimate Form of Participation in the Classroom?
Rosemary Laoulach, Notre Dame University, Australia

29686  17:00-17:30
Massive Multiplayer Online Games Communities: Lessons for Diversity in School Classrooms
Bobbie Fletcher, Staffordshire University, UK
Barbara Emadi-Coffin, Staffordshire University, UK
Janet Hetherington, Staffordshire University, UK

31966  17:30-18:00
From Classroom to Conference: An Interdisciplinary Approach to Capstone Courses
Jennifer A. Vincent, Champlain College, USA

Friday Session IV: 16:00-17:00  Room: Wordsworth
Workshop Presentation: Mobile Technologies

26070
Using QR Codes as a Resourceful ICT Tool in the ELT Classroom
Sarp Erkir, American University of the Middle East, Kuwait

Friday Session IV: 17:00-18:00  Room: Wordsworth
Workshop Presentation: Teacher Training

31678
Applying CREAM Strategy to Coach Teaching
Marine Milad, Arab Open University, Kuwait
Hiba Tayara, Arab Open University, Kuwait
Saturday Session I
Time: 09:00-10:30

Saturday Session I: 09:00-10:30  Room: Coleridge
Teaching Online
Session Chair: Jill Purdy

29045  09:00-09:30
The Online Video Lecture: Examining the Role of the Communicator, The Learner and the Lecture in Promoting Effective Learning
Rodney McCrohan, RMIT University, Australia

20312  09:30-10:00
Synchronous Video Chat Sessions in a TESOL Graduate Online Course: Instructor Roles and Best Practices
Esther Smidt, West Chester University, USA
Ashley McAndrew, West Chester University, USA
Brian McDyre, West Chester University, USA

30986  10:00-10:30
Five Years of Online Instruction: Lessons Learned
Jill Purdy, Cedar Crest College, USA

Saturday Session I: 09:00-10:30  Room: Keats
Language Education
Session Chair: Deirdre Murphy

31950  09:00-09:30
English Language Use Among Malaysian Tertiary Level Students: A Case Study of Tunku Abdul Rahman University College
Bee Imm Low, Tunku Abdul Rahman University College, Malaysia

32418  09:30-10:00
Ireland’s new Primary Language Curriculum
Deirdre Murphy, National Council for Curriculum and Assessment, Ireland

10:30-11:00: Coffee Break
Saturday Session I

Time: 09:00-10:30

Room: Library Terrace

Saturday Session I: 09:00-10:30

Poster Session

31196
Augmented Reality Applied to the Teaching of the Descriptive Geometry
Franz Calderon, Universitaria Agustiniana Uniagustiniana, Colombia

29888
Democracy and Education: The Academic Freedom Connection
Todd A. Horton, Nipissing University, Canada
Jennifer A. Barnett, Nipissing University, Canada

23652
How Does the Government Construct the Pedagogical Relationship between Teachers and Children in Saudi Preschool Education?
Adaylah Rajab, University of Hull, UK

25645
The Effects of Student Characteristics and Teaching Effectiveness on Student Learning Strategies
Jui-Sheng Wang, ACT Inc., USA
Yu-Lan Su, ACT Inc., USA

28395
A Study of the Evaluation Indicators of the Excellent Image of The Teacher Education Department: From Brand Image Theories
Yu-Chuan Chen, National Taiwan Normal University, Taiwan

31197
Learning through Social Changes: The Associations between Helping Relationships from Significant Others and Healthy Lifestyle among Patients with Chronic Disease
Hui-Chen Tsai, National Cheng Kung University, Taiwan
Miaofen Yen, National Cheng Kung University, Taiwan

31203
Developing Teaching Strategies to Improve the Helping Relationship Between Significant Others and Patients with Chronic Kidney Disease for Promoting Health
Pei-Yu Lee, National Cheng Kung University, Taiwan
Miaofen Yen, National Cheng Kung University, Taiwan

31941
Leadership Competence: Developing Teaching Objectives for Undergraduate Nursing Programs in Taiwan
Miaofen Yen, University of Minnesota, USA

32165
The Cultivation of Expert Teachers in Primary School - Mainland China vs. Taiwan
Lijuing Wu, National Taiwan University of Education (NTUE), Taiwan

27455
A Pilot Study in Promoting Active Learning in a Large Class
Chan Ming-yin, Hong Kong Polytechnic University, Hong Kong

29347
Education Equity? Examine the Academic Performance for Different Races in Taiwan
Mingchuan Hsieh, National Academy for Educational Research, Taiwan

29872
A Step in the Right Direction: Evaluating Teacher Perspectives on Culturally Responsive Teaching in Germany
Amarachi Adannaya Igboegwu, Heidelberg University, Germany

32147
Visible Invisible: Seeing the World Beyond
Beth Rankin, Australian Catholic University, Australia
32207
Trainee Teachers’ Perceptions During School Placement: Co-Operating Teacher Support and Working Relations
Deirdre Harvey, St. Angela’s College - Sligo, Ireland

29775
Math Online: Student’s Perspective Based on Survey
Nina Stankous, National University, USA
Martha Buibas, National University, USA

31665
The Flipped Classroom Methodology: Enhancing Engagement and Interaction of First Year Nursing Students Through an Experiential Education Approach
Eva Peisachovich, York University, Canada

Saturday Session I: 09:00-10:30  Room: Shelley
Education: Social Justice and Social Change
Session Chair: Sylvan Everton Blignaut

27613 09:00-09:30
Moderation Effects of Commercial Tutoring on the Association Between Family Socioeconomic Background and Students’ Academic Performance
Jie Wang, Social Policy Research Centre – UNSW, Australia

25580 09:30-10:00
Dan Berger, University of Hertfordshire, UK
Charles Wild, University of Hertfordshire, UK

31209 10:00-10:30
Reflections on the Teaching of a New Module to Postgraduate Students
Sylvan Everton Blignaut, Nelson Mandela Metropolitan University, South Africa

Saturday Session I: 09:00-10:30  Room: Tennyson
Technology Enhanced and Distance learning
Session Chair: Eldin Wee Chuan Lim

31957 09:00-09:30
Evaluation of the Effectiveness of E-Lectures on Students’ Learning
Meghdad Fazeli, Swansea University, UK
Paul Holland, Swansea University, UK
Rhian Kerton, Swansea University, UK

31746 09:30-10:00
The Effects of Using Internet on Saudi EFL Speaking Skills
Badraddin Alawad Babikir Balal, King Khalid University, Saudi Arabia
Saber Ahmed Hago Eisa, Jazan University, Saudi Arabia

29524 10:00-10:30
A Design Software to Facilitate Integration of Knowledge Across Modules by Chemical Engineering Students
Eldin Wee Chuan Lim, National University of Singapore, Singapore

10:30-11:00: Coffee Break
Saturday Session I
Time: 09:00-10:30

Curriculum Research and Development
Session Chair: Beatrice Ngulube

29887  09:00-09:30
Educational Needs of Gifted/Talented Students: A Needs Analysis Based on School Administers Views
Zeynep Sen, Hacettepe University, Turkey
Tulin Acar, Hacettepe University, Turkey
Nuri Dogan, Hacettepe University, Turkey
Eda Gurlen, Hacettepe University, Turkey

23242  09:30-10:00
The Idea of Autonomy in Child-Centered Education: The Preschool in Saudi Arabia as a Case Study
Adaylah Rajab, University of Hull, UK

29873  10:00-10:30
Employability and Undergraduate Curricula in South Africa: A Case of Tshwane University of Technology in South Africa
Beatrice Ngulube, Tshwane University of Technology, South Africa

10:30-11:00: Coffee Break
Saturday Keynote Session: 11:00-12:00
Room: Renaissance
Reducing Fear, Increasing Confidence - How to Reach the Students Who Think That Learning is an Ordeal
Ken Wilson, Author, UK

Ken Wilson is a teacher trainer, and an author of a large amount of ELT materials, and has published with OUP, Cengage and Macmillan. His most recent series is "Smart Choice", published by OUP. He has also written more than a hundred ELT radio and television programmes, including fifty radio scripts for the Follow Me series, thirty Look Ahead TV scripts and a series of plays called Drama First. He also contributed material to Extr@ English, an ELT sitcom commissioned by Channel 4. For many years, Ken was artistic director of the English Teaching Theatre, a company which toured the world performing stage-shows for learners of English.

12:00-13:30: Lunch

Saturday Book Showcase: 12:45-13:15
Room: Tennyson
Multicultural Education in Colleges and Universities: Developing Strengths-Based Narratives for Teaching and Learning
Damian Spiteri, The University of York, UK

This year’s conference is also featuring the launch of a new book: “Multicultural Education in Colleges and Universities: Developing Strengths-Based Narratives for Teaching and Learning” which is to be published by Palgrave Macmillan, and that forms part of the Palgrave Studies in Global Citizenship and Democracy Series (Series editor: Prof. Jason Laker). The book is by Damian Spiteri Ph.D. who is previously from Malta, and now lectures at the University of York. The book is rooted in data that the author gathered from students an asylum seeking background when working in Malta as a college lecturer. This highly original work thereby clearly locates multicultural education in the lived contexts of university and college students, and proposes that students often need to read ‘between the lines’ when relating to one another; particularly if the worlds that they come from are highly disparate. In so doing, they would all ‘grow’ by becoming more self-reflexive as they explore their own assumptions of the world and how these assumptions influence how they think, what they say, and how they act. Building on this, the book deconstructs the meaning of culture and accentuates the need to dispense of cultural stereotypes if understanding and empathy are to prevail. The book also locates multicultural education in the digital age and, in so doing, shows that multicultural education is an evolving discipline. Above all the book shows that multicultural education merits prominence in today’s college and university curricula due to its relevance to students’ lives.
Saturday Session III
Time: 13:30-15:30

Room: Coleridge

Primary and Secondary Education
Session Chair: Jane Akister

29932 13:30-14:00
Science Concepts Steam-ified
Julie Smith, The Lennox Middle School, USA

19535 14:00-14:30
Developing the Vocational Identity of Hong Kong Secondary School Students
Chan Bik Ling, The University of Hong Kong, Hong Kong

30812 14:30-15:00
The Role of Empowerment in the Professional Development of Middle Managers: An Exploratory Study in a Private School in Lebanon
Mona Nabhani, Lebanese American University, Lebanon
Manal Adada, Lebanese American University, Lebanon

31956 15:00-15:30
Promoting Mental Wellbeing: Do ‘Activity’ Projects Help Vulnerable Young People Transit From Primary to Secondary School?
Jane Akister, Anglia Ruskin University, UK
Sarah Burch, Anglia Ruskin University, UK

Room: Keats

Bilingualism
Session Chair: Sandiso Ngcobo

22050 13:30-14:00
Bilingualism and Academic Achievement: The Linguistic Interdependence Hypothesis Revisited
Serhat Kurt, Boğaziçi University, Turkey

22567 14:00-14:30
The Effect of Teachers Code-Switching on Students Achievement in Speaking in the EFL Saudi Context
Alaa Al-Adnani, King Abdulaziz University, Saudi Arabia
Tariq Elyas, King Abdulaziz University, Saudi Arabia

31612 14:30-15:00
Systematicity of L1 Thai Learners’ English Interlanguage of Dependent Prepositions
Piyaboot Sumonsriworakun, Chulalongkorn University, Thailand
Nattama Pongpairoij, Chulalongkorn University, Thailand

29183 15:00-15:30
Sociocultural Aspects and Their Influence on Attitudes Toward Biliteracy
Sandiso Ngcobo, Mangosuthu University of Technology, South Africa

Room: Shelley

Education for Sustainable Development
Session Chair: Fatema Al-Amouri

32287 13:30-14:00
Social-Emotional Challenges and Its Impact on Teaching and Learning
Rekha Sapra, Bharati College, University of Delhi, India

29830 14:00-14:30
Spaces and Places in Higher Education: Questioning the Identities of International Student Mothers in the UK
Sophia Deterala, Liverpool Hope University, UK
Saturday Session III
Time: 13:30-15:30

Parents’ Conception of the Educational Role of Museums as Informal Learning Sites
Fatema Al-Amouri, University of Reading, UK
Trevor Davies, University of Reading, UK
Berry Billingsley, University of Reading, UK

Saturday Session III: 13:30-15:30
Room: Tennyson
Higher Education
Session Chair: Ina Stan

A Research-Based Approach to Defining the Attributes of Graduates in a Transnational Education Setting
Aaron Tan, Singapore Institute of Management Global Education, Singapore

The Impact of Group Work on the Students’ Learning Experience in Higher Education: A Case Study of Buckinghamshire New University
Ina Stan, Buckinghamshire New University, UK

Positioning Assessments as Learning Opportunities at The University: An SoEL Perspective
Stephen Wee Hun Lim, National University of Singapore, Singapore
Harry T. Hubbell, University of British Columbia, Canada

Saturday Session III: 13:30-15:30
Room: Wordsworth
Computer Assisted Language Learning (CALL)
Session Chair: Joanne Blannin

Student-Produced Podcasts in Language Learning: Exploring Student Perceptions of Podcast Activities
Birgit Phillips, University of Applied Sciences FH Burgenland, Austria

Transforming Feedback to International Students with Screen-Capture Video
Ella Tennant, Keele University, UK

Delivering a Flipped Classroom in China
Mizuho Jones, The University of Nottingham – Ningbo China, China

Utilising Positioning Theory to Better Enable Academic’s Understanding of Digital Learning Affordances for Teacher Education
Joanne Blannin, Melbourne Graduate School of Education, The University of Melbourne, Australia
Christine Redman, Melbourne Graduate School of Education, The University of Melbourne, Australia
Paul Chandler, Australian Catholic University, Melbourne, Australia
Seamus Delaney, Fachhochschule Nordwestschweiz, Pädagogische Hochschule, Switzerland
Fiona Trapani, Melbourne Graduate School of Education, The University of Melbourne, Australia
Merryn Dawborn–Gundlach, Melbourne Graduate School of Education, The University of Melbourne, Australia
Victoria Millar, Melbourne Graduate School of Education, The University of Melbourne, Australia
Ann Osman, Melbourne Graduate School of Education, The University of Melbourne, Australia
Gerry Healy, Melbourne Graduate School of Education, The University of Melbourne, Australia

15:30-15:45: Coffee Break
Saturday Session IV  
Time: 15:45-17:45

Saturday Session IV: 15:45-17:45  
Room: Coleridge

Education: Social Justice and Social Change
Session Chair: Beth Rankin

32138  15:45-16:15
Musical Theatre for Disadvantaged Youth: Inspired by the Courage of William Cooper
Beth Rankin, Australian Catholic University, Australia

30834  16:15-16:45
Interest and Recruitment in Science: Factors Influencing Recruitment and Retention in STEM Education in the Punjab, Pakistan
Riffat-un-Nisa Awan, University of Sargodha, Pakistan
Munim Mehdi, University of Sargodha, Pakistan
Muhammad Sarwar, University of Sargodha, Pakistan

20786  16:45-17:15
Path Analysis of the Effects of Science Literacy and Science Process Skills on Pre-Service Science Teachers’ Efficacy Beliefs
O.E Ogunseemi, College of Education, Nigeria
A.A Ojo, College of Education, Nigeria

32193  17:15-17:45
Resilience of Pregnant and Parenting Learners to Pursue Educational Aspirations Within a Formal School Setting in Rural South Africa
Tawanda Runhare, University of Venda, South Africa

Saturday Session IV: 15:45-17:45  
Room: Keats

Innovative Language Teaching and Learning Methodologies
Session Chair: Elizabeth Ruiz Esparza Barajas

29679  15:45-16:15
Online Text to Speech Material for Improving English Listening
Ayako Nakai, Toyo University, Japan

29491  16:15-16:45
Teachers Thinking about Out-of-Class Teamwork: A Case Study
Elizabeth Ruiz Esparza Barajas, Universidad de Sonora, Mexico

Saturday Session IV: 15:45-17:45  
Room: Shelley

Educational Policy, Leadership, Management and Administration
Session Chair: Ron Phillips

32200  15:45-16:15
Classroom Observations in Context: Learning About Education Policies in Colombia
Juan David Parra, ISS, Erasmus University Rotterdam, The Netherlands
Carola Hernandez, CIFE, Universidad de los Andes, Colombia

30826  16:15-16:45
#Feesmustfall (October 2015-March 2016): A Critical Discourse Analysis (CDA) Of Selected Newspaper Articles
George Mavunga, University of Johannesburg, South Africa

25839  16:45-17:15
Racism in Canada: First Nations Education in Canada
Ron Phillips, Nipissing University, Canada

29249  17:15-17:45
Phantasmagoria: The Illusion of Entrepreneurship in South African School Textbooks
Suriamurthee Moonsamy Maistry, University of KwaZulu-Natal, South Africa
Roshnee David, University of KwaZulu-Natal, South Africa
Saturday Session IV  
Time: 15:45-17:45  
Room: Tennyson

**Bicultural, Bilingual and Binational Education**

**Session Chair: Criss Jones Diaz**

23158 15:45-16:15  
*Promoting Self-Competences and Life Skills of Children Coming from Vulnerable Groups: Research-Based Development of an Inclusive Education Programme*

Wiltrud Weidinger, Zurich University of Teacher Education, Switzerland

32249 16:15-16:45  
*Is Education Transcending the Borders of Space, Identity and Culture?*

Sayanti Banerjee, University of Sussex, UK

30233 16:45-17:15  
*Bi/Multilingual Identity Negotiation: Exploring Transformations and Contestations of Identity and Bi/Multilingualism in Contexts of Hybridity and Diaspora*

Criss Jones Diaz, Western Sydney University, Australia

---

Saturday Session IV: 15:45-17:45  
Room: Wordsworth

**Virtual and Distance Learning**

**Session Chair: Susan Silverstone**

29562 15:45-16:15  
*Using Pebble Pad (Eportfolios) in Undergraduate Dentistry for Reflective Learning*

Atieh Sadr, Charles Sturt University, Australia

25149 16:15-16:45  
*The Flipped Lab: Reimagining Science Education with Next-Generation Virtual Laboratories*

Maaroof Fakhri, Labster, Denmark  
Samuel Butcher, Labster, Denmark

25700 16:45-17:15  
*Successful Strategies in Online Marketing Courses*

Susan Silverstone, National University, USA
SUNDAY
Sunday Session I
Time: 09:30-10:30

Sunday Session I: 09:30-10:30  Room: Coleridge
Blended Learning
Workshop Presentation

29572  09:30-10:30
Evaluating and Designing Narrative Media for Language Learning
Sim Joo Jin, Ministry of Education, Singapore
Dawn Chia, Ministry of Education, Singapore
Joy Koh, Ministry of Education, Singapore
Louis Tan, Ministry of Education, Singapore

Sunday Session I: 09:30-10:30  Room: Keats
Learner and Teacher Autonomy
Session Chair: Zhengyu Chi

32246  09:30-10:00
Autonomous Learning after Course Completion: A Case Study of Learners of Japanese
Miho Inaba, Cardiff University, UK

29542  10:00-10:30
Self-Efficacy of Chinese as a Foreign Language Teachers in UK: Teachers’ Perceptions of Language Teaching and Culture Teaching
Zhengyu Chi, Xi’an Jiaotong University & Confucius Institute at the University of Liverpool, China

10:30-10:45: Coffee Break
Sunday Session II

**Time: 10:45-12:15**

**Room: Coleridge**

### Instructional Technology

**Session Chair: Amy Lewis**

- **32086** 10:45-11:15
  - *The Role of Technology in Learning and Teaching*
  - Badraddin Alawad Babikir Balal, King Khalid University, Saudi Arabia
  - Norah Hussain Banafi, Jazan University, Saudi Arabia
  - Ahmed Altayeb Yousif Alhaj, Jazan University, Saudi Arabia

- **32220** 11:15-11:45
  - *Conceptualizing a Model for ICT Implementation in a Teacher Education Programme in Nigeria*
  - Arit Uyouko Uyouko, College of Education, Afaha Nsit Nigeria, Nigeria
  - Abiola Waliyu Aiyeola, Administrative Staff College of Nigeria, Nigeria
  - Imaikop Akpan, College of Education, Afaha Nsit Nigeria, Nigeria

- **20791** 11:45-12:15
  - *Developmental English Professors’ Experiences with Learning Management Systems at an Urban Community College: Challenges, Benefits, and Other Perceptions*
  - Amy Lewis, Community College of Philadelphia, USA

**Room: Keats**

### Translation and Interpretation

**Session Chair: Yu-kit Cheung**

- **23647** 10:45-11:15
  - *Divergence in Picturebook Translation: Peter Rabbit in the Garden of Terror*
  - Anne Ketola, University of Tampere, Finland

- **30995** 11:15-11:45
  - *A Corpus Study of a Neglected Europeanized Chinese Structure*
  - Yu-kit Cheung, Lingnan University, Hong Kong

**Room: Shelley**

### Digital Technologies and Communications

**Session Chair: Ezekiel Olusegun Babatunde**

- **29669** 10:45-11:15
  - *A Survey of the University Students’ Perspectives About Using Digital Technologies in Education: Zimbabwean Case*
  - Sibusisiwe Dube, University of Cape Town, South Africa
  - Elsie C. Scott, University of Cape Town, South Africa

- **25884** 11:15-11:45
  - *Social Media in Sport Coaching: Knowledge, Attitude and Use of Information and Communication Technology in Service Delivery among Tertiary Institutions*
  - Ezekiel Olusegun Babatunde, University of Ibadan, Nigeria

**12:15-12:30: Coffee Break**

**Sunday Closing Session: 12:30-13:00**

**Room: Tennyson**

Conference highlights photography slideshow and closing remarks from the Conference Chair, followed by a buffet lunch.
VIRTUAL
Virtual Presentations
www.vimeo.com/iafor

26015
Embedding and Assessing Compassion in the University Curriculum
Theo Gilbert, University of Hertfordshire, UK

31021
Digital Funds of Identity: Funds of Knowledge 2.0 for the Digital Generation
Adam Poole, University of Nottingham, Ningbo, China

28404
The Concept of Academic Integrity: Does Everyone Understand it the Same?
Arunas Emeljanovas, Lithuanian Sports University, Lithuania
Vida Janina Cesnatiene, Lithuanian Sports University, Lithuania
Brigita Mieziene, Lithuanian Sports University, Lithuania
Diana Karanauskiene, Lithuanian Sports University, Lithuania

29560
A Service Oriented Perspective in Higher Education Curriculum Evaluation
Maurice Abi Raad, Rabdan Academy, United Arab Emirates
Russell Tytler, Deakin University, Australia
Shaun Rawolle, Deakin University, Australia

29821
Jugglers by Choice: ESL Adult Learners in Distance Education
Habsah Hussin, Universiti Putra Malaysia, Malaysia

32168
Social Identity in Childhood: Peer to Peer Interactions and Pressures of Conformity, Uniformity and Comparison in the Primary Classroom
Jane Webb-Williams, University of South Australia, Australia

32169
I Hate Myself, I Want to Be Him: Comparison with Peers and the Vulnerability of Children in Low Ability Groups
Jane Webb-Williams, University of South Australia, Australia

32297
Design Patterns in Educational Contexts: An Approach to Support Teaching with Technologies?
Simone Markenson, Estácio de Sá University, Brazil
Giselle Ferreira, Estácio de Sá University, Brazil

32335
A Comparison Between Scottish and Spanish Educational Change Towards an Equal and Democratic Education
María Martínez Pisón, University of Granada, Spain

29736
Autobiographical Narrative Data as a Window into the Emotional Dimension of Language Learning
Tiziana Miceli, Griffith University, Australia
Adriana Diaz, University of Queensland, Australia

32294
A Corpus Informed Study of Thai News Agencies’ Evaluation of Two Key Participants Found in Political Conflicts in Thailand
Wimonwan Aungsuwan, Thammasat University, Thailand

29856
Using Telecollaboration to Enhance Language Acquisition and Motivation in the Foreign Language Classroom
Nuria Benavent Esteve, Universitat de Valencia, Spain

32132
Creating the Environment to Bring Ideas Into Practice: Experiences of Singapore’s 3rd Masterplan for ICT in Education
Horn-Mun Cheah, SIM University, Singapore
Virtual Presentations

www.vimeo.com/iafor

32179
Videogame Technologies for a Neurosciences Program
Roderigo Montufar-Chaveznav, Universidad Nacional Autonoma de Mexico, Mexico
Ivette Caldelas, Universidad Nacional Autonoma de Mexico, Mexico
Fernando Brambila-Paz, Universidad Nacional Autonoma de Mexico, Mexico

32319
The Joy of Grading
Linda Haynes, University of West Georgia, USA

29848
Towards a Functional Educational System in Western Africa
Ibukunoluwa Akinola, University of Lagos, Nigeria

26590
Inclusion, Exclusion, and Equity: A Critical Discourse Analysis of Six Introductory Special Education Textbooks
Kathy-Anne Jordan, Mercy College, USA

29946
Pedagogy of Hope: A Case Study of Curriculum Reform
Zinat Goodarzi, University of Ottawa, Canada

32251
Resource and Profitability Assessment of Transition to Flipped Video-Based Lecturing
Iuliia Shnai, Lappeenranta University of Technology, Finland
Mariia Kozlova, Lappeenranta University of Technology, Finland
Leonid Chechurin, Lappeenranta University of Technology, Finland
The IAFOR YouTube Channel

New videos uploaded weekly featuring interviews and presentations with IAFOR Speakers from our conferences in Asia, North America, Europe and Dubai.

Prof. Svetlana Ter-Minasova
President of the Faculty of Foreign Languages and Area Studies
Lomonosov Moscow State University

Subscribe at iafor.org/youtube
IAFOR Conference Highlights: The Past 12 Months

Since 2009, IAFOR has welcomed university presidents, faculty deans, award-winning journalists, national politicians, government ministers, diplomats, charity leaders, think tank directors, documentary makers, movie directors, members of the armed forces, lawyers, doctors, jurists, artists, poets, writers, clergy, scientists, philosophers...
Above left: IAFOR President Dr. Joseph Haldane presents Assistant Professor Brent Huffman with a certificate for his Honorary Award-winning film, Saving Mes Aynak, which was the Featured Documentary screened at the IAFOR Documentary Film Award & Festival 2015 during The Asian Conference on Media & Mass Communication 2015 (MediAsia2015). Above right: Conference Chair and Keynote Speaker, Professor Frank Ravitch of Michigan State University College of Law, addresses delegates during a Featured Panel at The Asian Conference on Ethics, Religion and Philosophy 2016 (ACERP2016), with Dr. Joseph Haldane, Professor Brian Daizen Victoria and Professor Dexter Da Silva. The panel discussed “Holy War: Its Causes, Nature and, if Possible, its Solutions”.

Below left: Dr. A. Robert Lee takes questions after his joint Featured Presentation with Professor Myles Chilton at The Asian Conference on Literature, Librarianship & Archival Science (LibrAsia2016). Following the presentation, Dr. Lee announced the winning entries of the IAFOR Vladimir Devidé Haiku Award 2016. This year’s award was its most prolific yet, attracting nearly 700 entries from 60 countries. Below right: Professor Myles Chilton of the Department of English Language and Literature at Nihon University, Japan listens to his co-presenter during their Featured Presentation on “Literature and Justice: Text, Teaching” at LibrAsia2016.

Bottom left: Expert in learning and teaching spaces in schools, Andrew J. Stark of The Southport School, Australia, gives an animated Featured Presentation at LibrAsia2016 titled “Space and Place, Power and Purpose, Libraries and their ‘just deserts’”. Bottom right: Vickie Skorji, Director of TELL Lifeline, delivers her Keynote Presentation at The Asian Conference on Psychology and the Behavioral Sciences 2016, which focused on community mental healthcare for minority groups in Japan.
Above left: Professor David Matchar concludes The Asian Conference on Aging and Gerontology 2015 (AGen2015) with his Featured Presentation on the importance of research data. Active clinician Dr. Matchar is Professor and Director of the Health Services & Systems Research Program of the Duke-NUS Graduate Medical School, Singapore. Above centre: Director of the NACDA Program on Aging, University of Michigan, USA, and AGen2015 Conference Co-Chair, Dr. James McNally, delivers his Featured Presentation on the value of survey research data for the study of the aging life course. Above right: Social mobility, social stratification and social inequality expert Professor Hiroshi Ishida of the University of Tokyo, Japan, gives his Keynote Presentation on the current state of data-archiving and resources for aging research in Japan at AGen2015.

Below left and right: Professor Curtis Ho of University of Hawai'i at Manoa, USA presents “Emerging Technology: The Learner Awakens” at The IAFOR International Conference on Education 2016 – Hawaii. At the same conference, Professor Chung-Ying Cheng, also of the University of Hawai'i at Manoa, gives his Keynote Presentation “Reality and Creativity in the Philosophy of Way of Change: A Matter of Eco-Cosmology”. Both stimulated discussion around the conference theme of “Education and Social Justice: Learning and Teaching for Change”.

Bottom left: Nobuo Sato, Executive Director of the Harvard Business School Japan Research Center in Tokyo explains the changing focuses of MBA programmes in America during his Featured Presentation at The Asian Conference on Business and Public Policy 2015 (ACBPP2015). Bottom right: Professor Bradley Hamm, who is Dean and Professor at the Medill School of Journalism, USA, gives his Keynote Presentation “Power, Human Rights and Justice” at MediAsia2015.
Before and after impact. 5th Degree Black Belt Master Instructor, Sensei Hiroshi Nishioka, of Osaka’s Nishioka Dojo practices Tameshiwari ice breaking during the Plenary Session at The Seventh Asian Conference on Education 2015 (ACE2015) in Kobe, Japan. The Chito-Ryu Karate demonstration gave an exemplary illustration of the conference theme “Power”.

Below left: Professor Barbara Lockee takes questions from the audience during her Featured Presentation at ACE2015 in which she discussed “Empowering Learners as Designers – The Rise of the Maker Movement”. Dr. Lockee is Professor of Instructional Design and Technology at Virginia Tech, USA, where she is also Associate Director of the School of Education and Associate Director of Educational Research and Outreach.

Below centre: Professor Jun Arima of the Japanese Ministry of Economy, Trade and Industry addresses delegates during his Keynote Presentation at The Asian Conference on Sustainability, Energy & the Environment 2016 on “COP21 and Japan’s Action”.

Below right: Conference Chair for ACE2015, Professor Sue Jackson answers questions from delegates after her Welcome Address. Professor Jackson is Pro-Vice-Master (Vice-President) for Learning and Teaching, Professor of Lifelong Learning and Gender and Director of Birkbeck Institute for Lifelong Learning at Birkbeck University of London, UK and the IAFOR International Programme Director for Education.
Below left: Keynote Speaker at ACE2015, Professor Eiko Kato-Otani presents her Featured Presentation "Language Learning: Then and Now". Professor Kato-Otani is President and a Professor at Osaka Jogakuin University, Japan. She received her Ed.D. in language and literacy from Harvard University and her research interests include children's language development, as influenced by interaction with adults in home and preschool settings, and the cultural differences between Japan and the US.

Below centre: Dr. Amy Szarkowski of Harvard Medical School, USA, delivers her Featured Presentation "Disability in Japan" at The Asian Conference on Asian Studies 2016 (ACAS2016). As well as being an Instructor in the Department of Psychiatry at Harvard Medical School, Dr. Szarkowski is also a practicing psychologist in the Deaf and Hard of Hearing Program at Boston Children's Hospital.

Below right: Also at ACAS2016, Dr. Yukinori Komine, Associate in Research at the Edwin O. Reischauer Institute of Japanese Studies, Harvard University, USA, discusses "The Senkaku/Diaoyu Islands Disputes in the U.S.-Japan-China Strategic Triangle: Explanations from Analytical Eclecticism" during his Featured Presentation.
Top left: Leading expert on religious cults, Dr. George Chryssides presents a keynote on “Power, Empowerment and Disempowerment in Religion” at The European Conference on Ethics, Religion & Philosophy (ECERP2015). Top right: Celebrity academic and psychologist on Channel 4’s Big Brother in the UK, Professor Geoffrey Beattie of Edgehill University delivers a wide-ranging Keynote Presentation on “The Divided Self” at The European Conference on Psychology & Behavioral Sciences (ECP2015). Above left: Dr. Christine Coombe, currently President of TESOL Arabia, and a past president of TESOL International, addresses delegates during her Keynote Presentation on “Professionalizing Your English Language Teaching” at The IAFOR International Conference on Language Learning (IICLLDubai2016). Above centre: Leading cultural scholar and translator Professor Said M. Faq of the American University in Sharjah delivers his Keynote Presentation which examined the culture of translation in the translation of culture at The IAFOR International Conference on Education held at Festival City, Dubai (IICEDubai2016). Above right: Professor Fadi Aloul of the American University of Sharjah delivers her Featured Presentation on “Cyber Security Awareness: Challenges and Solutions” at IICEDubai2016. Below left: Bestselling ELT author and playwright, Ken Wilson, returns to The European Conference on Language Learning 2015 (ECLL2015) by very popular demand, to deliver a workshop on Student-Teacher Communication. Below centre: Internationally-recognised English Language educator, Alan Maley takes questions following his Keynote Presentation which looked at the legacy of great educators, and what today’s teaching professionals can continue to learn from them, at ECLL2015. Below right: Irish Academic, Dr. Fergal Finnegan delivers a powerful Keynote Presentation on Democracy and Education at The European Conference on Education (ECE2015).
Top left: Professor Yozo Yokota delivers a keynote to the audience at The Asian Conference on the Social Sciences 2015 (ACSS2015) underlining the continued importance and impact of the United Nations in ensuring human rights. Professor Yokota is an internationally-recognised academic, jurist and diplomat, who served as the UN Special Rapporteur in Myanmar, and Member of the UN Sub-Commission on the Promotion and Protection of Human Rights. Formerly Chairman of the International Labour Organisation’s Committee of Experts, he is now the President of the Japanese Center for Human Rights and Special Adviser to the Ministry of Justice.

Top right: Delegates pose for a selfie. Above left: Professor Sir Kenneth Calman, Rector of the University of Glasgow takes a break after delivering a moving Keynote Presentation on the impact of energy generation on health and the environment at The European Conferences on Sustainability, Energy and the Environment (ECSEE2015) and the Social Sciences (ECSS2015). Professor Calman is an Academic and Physician who was formerly Chief Medical Officer for the UK. Above centre: Colin Donald, Business Editor of the Scottish Sunday Herald newspaper delivers a Featured Address on Sustainable energy in Scotland as part of The European Business and Management Conference 2015, held alongside ECSS/ECSEE2015. Above right: US Civil Rights Activist and Academic, Professor Ruth Johnson Carter delivers a featured lecture on historical and contemporary injustices in the US Deep South at ECSS2015. Below left: Emiko Miyashita, a prominent and widely published haiku poet, as well as an award-winning translator delivering a Haiku Workshop at The Asian Conference on Literature, Librarianship & Archival Science 2016. Below right: Lowell Sheppard, Asia-Pacific Director of the HOPE International Development Agency, lectures the audience at The Asian Conference on Education and International Development (ACEID2015) about indigenous education activities in the Philippines, the subject of a documentary made by IAFOR.
Above: IAFOR values highly the local cultural community and our delegates’ experience of it. Our packed and exciting programmes of events reflect this, and offer delegates a diverse, informative and thought-provoking range of activities and experiences. The performances of the taiko drums by leading Japanese group Batholic, or by the award-winning Osaka-based Akutagawa Senior High School Drum Club, are examples of this, and are always a cultural highlight for the conference attendees. The powerful and complex rhythms never fail to delight the appreciative audience.

Below left: Professor Nishizawa is a Clinical Psychologist and Professor of Social Work at Yamanashi Prefectural University, Japan. He is a Chief Editor of the Japanese Journal of Child and Neglect, and a Board Member of several groups, including the Japanese Society for Prevention of Child Abuse and Neglect, the Center for Child Abuse Prevention, Tokyo, and the Association for Prevention of Child Abuse and Neglect, Osaka. Below centre: Mimi Bong, Professor of Educational Psychology and the Associate Director of the Brain and Motivation Research Institute at Korea University, Korea, delivers a Keynote Presentation on Context-Specific Motivational Beliefs in Adolescents, as part of the Plenary Session at The Asian Conference on Psychology and the Behavioral Sciences (ACP2015). Below right: Professor Thomas Brian Mooney is Professor of Philosophy and Head of School of Creative Arts and Humanities, Charles Darwin University, Australia. He has an international reputation in Moral and Political Philosophy. Here he delivers a Keynote Presentation which looked at the “Power of the Soul” and theories of justice at The Asian Conference on Ethics, Religion & Philosophy 2015 (ACERP2015).
A continuing feature of IAFOR’s Kansai-based conferences is the showcasing of the arts and culture of Japan. The conference attendees had the opportunity to gain knowledge and practical experience of the Japanese art of calligraphy, with an informative demonstration given by calligraphy students from Ritsumeikan University.

Above left: Professor Kay Irie of Gakushuin University, Japan delivers a keynote entitled “Integrating Language Learning as Part of a Self Narrative” to delegates at The Asian Conference on Language Learning (ACLL2015). Above centre: Professor David Passig is a futurist, lecturer, consultant and best-selling author who specialises in technological, social and educational futures, who teaches at Bar-Ilan University in Israel. His ACTC2015 Keynote Presentation looked at uses of virtual reality in education. Above right: Professor Kristen Sullivan of Shimonoseki University delivered a popular practical featured workshop on “helping learners to succeed”.

Below left: Professor Tony Tin of Waterloo University, Canada, delivers a keynote in the parallel Asian Conference on Technology in the Classroom 2015 (ACTC2015) on how mobile technology can be incorporated into teaching. Below right: In a related presentation, Eric Hawkinson shows delegates how one such technology, alternate reality, can also be used, in a presentation with colleagues Martin Stack and Erin Noxon.
Top left: Dr Keizo Nagao, a Japanese Child Psychologist specialising in the treatment of children affected by bullying, delivers a moving Keynote Presentation on the subject. Top centre: Professor Frieda Mangunsong of the University of Indonesia delivers a Keynote Presentation on the development of education in Indonesia at The Asian Conference on Education & International Development (ACEID2015). Top right: Dr Monty P Satiadarma is a Clinical Psychologist and Former Rector of Tarumanagara University in Indonesia, one of the country’s oldest private universities and an IAFOR University Partner. Here he welcomes delegates to ACEID2015, for which he was Conference Co-Chair. Above left: Delegates are photographed in the beautiful traditional kimono during the conference kimono workshops. Above right: Delegates enjoy sake at the Welcome Reception.

Below left: Leading cultural studies and human rights scholar, Professor Baden Offord of Curtin University, Australia, responds to questions at the jointly held Asian Conference on Cultural Studies (ACCS2015) and Asian Conference on Asian Studies (ACAS2015), where he was the Conference Chair. Below centre: Dr Amanda Third of the University of Western Sydney, Australia, delivers her thought-provoking Featured Presentation in the same plenary on children’s digital rights beyond citizenship and the nation state. Below right: Professor Angela Wong Wai Ching discusses the Umbrella Movement in Hong Kong following her Keynote Presentation which explored the possibilities of conception and re-conception of the multitude as a resistant force in a late capitalist society at ACCS/ACAS2015. She is Deputy Chair of the Department of Cultural and Religious Studies at the Chinese University of Hong Kong.

ECE/ECTC/ECLL 2016 | IAFOR.ORG | 73
Above: Renowned pianist and composer, Marusya Nainggolan of University of Indonesia, Indonesia, performs during her Featured Workshop Presentation at The Asian Conference on Arts & Humanities 2016 (ACAH2016).

Below left: Gerard Goggin is Chair of the Media and Communications Department at the University of Sydney, Australia, and widely published on digital technology, and is particularly known for his work on disability and the media. Here Professor Goggin delivers a Keynote Presentation on Internet Activism in Asia during The Asian Conference on Cultural Studies 2015 (ACCS2015).

Below right: Professor John Erni answers questions from the audience on the relationship between cultural studies and human rights following his ACCS/ACAS2015 Keynote Presentation. Dr. Erni is Chair Professor in Humanities and Head of the Department of Humanities & Creative Writing at Hong Kong Baptist University. A qualified lawyer, he is both an academic with an international reputation in human rights, and an activist.
Above: Delegates get to know each other at the official Conference Dinner, which offers delegates the chance to sample the local cuisine. Here they are served traditional Japanese food and sake as they look over the impressive Osaka skyline.


Below right: Professor Donald Hall, Dean of Lehigh University’s College of Arts and Sciences, lectures the audience on the importance of “Interdisciplinary Activism” at the closing address of The IAFOR European Conference Series in Brighton, UK. Professor Hall has published widely in the fields of British studies, gender theory, cultural studies, and professional studies. His work examines issues such as professional responsibility and academic community-building, the dialogics of social change and ethical intellectualism, and the Victorian (and our continuing) interest in the deployment of instrumental agency over our social, vocational, and sexual selves.

*Photography by Thaddeus Pope & IAFOR Media*
Join us in Dubai for The IAFOR International Conference on Education – Dubai 2017


If you would like to know more about The IAFOR International Conference on Education – Dubai 2017 please visit the conference website

iicedubai.iafor.org

international, intercultural, interdisciplinary
The International Academic Forum
To Open Minds, To Educate Intelligence, To Inform Decisions

The International Academic Forum (IAFOR) provides new perspectives to the thought-leaders and decision-makers of today and tomorrow by offering constructive environments for dialogue and interchange at the intersections of nation, culture, and discipline. Headquartered in Japan, with offices in Nagoya and Kobe, IAFOR is an independent think tank committed to the deeper understanding of contemporary geo-political transformation, particularly in the Asia Pacific Region.

IAFOR is a registered non-profit organisation (General Association 一般社団法人). The organisation’s commercial activities are operated by a mission-driven social enterprise that underwrites the organisation and funds non-profit and charitable activities.

For more information about IAFOR, please visit our website at www.iafor.org and hear the latest news and developments by joining our mailing list.

Like us on Facebook at /IAFORJapan
Follow us on twitter @iafor
Watch our videos at www.iafor.org/youtube

international | intercultural | interdisciplinary
The International Academic Forum
Academic Vision and Mission
“To Open Minds, To Educate Intelligence, To Inform Decisions”

The vision of IAFOR grew out of the perceived need to fill a vacuum in the communication and exchange activities of the academic world. Its mission arose out of examining that space and investigating why it existed. The vacuum existed because of the lack of opportunity for serious and thoughtful exchange between academics, members of the global business community, and practitioners in the fields of human endeavor that linked these groups together. In the field of education, for example, we have academic theorists, educational managers (political decision-makers and organisational directors) and classroom teachers with their support staff in IT, library work, exchange programmes, and specialist fields. But how often do they have the opportunity to interact?

Moving beyond one particular field, larger questions arise. What function should universities prioritise in the 21st century? What do businesses see as their contribution to social and global well-being? How can people on the ground, trying to implement improvements that will transform human life, best be supported? And perhaps above all, what are the agendas that will drive mechanisms to enable these groups to interact effectively.

One piece of distilled thought that came from early exchanges at one of our conferences was the recognition that some of the rhetoric of concern about the problems of developing nations was perhaps over-focused on the term “poverty” because it can be defined only in a relative way. “Hunger” was put forward as being more immediate and itself a contributory factor to poverty, rather than the other way round. One key to the hunger issue could be the provision of safe drinking water, or water for irrigation in some contexts, while flood management might be necessary elsewhere. These, in and by themselves become valuable only insofar as they help to relieve hunger in specific contexts.

IAFOR is affording opportunities that do not exist elsewhere. The base is Kansai, Japan’s great commercial and manufacturing hub, one symbol of the emerging Pacific economy that is already eclipsing the long dominant Atlantic zone. Our conferences present those taking part with three unique dimensions of experience. First of all, they encourage interdisciplinary activity to be expanded. Depending on the field, this can face varying degrees of difficulty, ranging from discouragement to downright prohibition. Those overly dependent on fixed academic structures often see lateral thinking as a threat. None of these negatives apply in IAFOR. Its purpose is to generate new approaches that cross any disciplinary lines. The principle employed is to let the imagination permit intuitive responses to questions. There are no panels of critics. There are simply people who want to listen and reflect. The model of academic work as potholing is replaced by the metaphor of mountaineering. While respecting the need for solid and well-founded academic work, we feel the need to go beyond it from time to time to discover fresh approaches to old questions.

Secondly, it facilitates the heightening of intercultural awareness. Again, we encourage innovation through cross-cultural perception. Cultural roots influence people in their attitudes more than most would realise or admit. The need to see and internalise insights gained from other viewpoints is met by a process of steady illumination.

Thirdly, it promotes the broadening of international exchange. We may live in a world, but in reality parochialism still holds sway. The collapse of the U.S.S.R and the break-up of Yugoslavia led to the re-establishment of numerous former countries. While this may be desirable for the peoples concerned, it merely adds to the world’s cultural confusion. Exchange leads to explanation and that helps the growth of intercultural awareness.

IAFOR makes all of these developments possible in one gathering. Our conferences are not a substitute for specialist conferences. We intend our events to be an alternative that functions as a balance or even a corrective to the extreme tendencies that can arise from more narrowly defined research parameters. In short, IAFOR is promoting and facilitating a new multifaceted approach to one of the core issues of our time, namely globalisation and its many forms of growth and expansion. Awareness of how it cuts across the worlds of business, and academia, along with its impact on societies and institutions is one of the driving forces that has given the organisation its momentum, and is making it a pioneer in this global age.

Rev. Professor Stuart D.B. Picken
Order of the Sacred Treasure (瑞宝中綬章), M.A. (Hons), BD, Ph.D, F.R.A.S.
Chairman, Japan Society of Scotland
Chairman, IAFOR International Advisory Board

Dr. Joseph Haldane
B.A. (Hons), Ph.D, F.R.S.A., F.R.A.S.
President, IAFOR
Chairman

The Reverend Professor Stuart D. B. Picken
Order of the Sacred Treasure,
M.A. (Hons), B.D., Ph.D. (Glasgow), F.R.A.S.

Stuart D. B. Picken is the Chairman of the International Advisory Board, and in this role is Chairman of the Organisation. As Chairman of IAFOR, Professor Picken helps guide the academic and political strategy of the organisation, and assists in the forging of global institutional partnerships. He is also responsible for the development of the IAFOR Research Institutes.

The author of a dozen books and over 130 articles and papers, Professor Picken is considered one of the foremost scholars on Japan, China, and Globalisation in East Asia. As an academic, Professor Picken has devoted more than 30 years to scholarship in Japan, notably as a Professor of Philosophy at the International Christian University in Tokyo, where he specialised in ethics and Japanese thought, and as International Adviser to the High Priest of Tsubaki Grand Shrine (Mie prefecture). He has also served as a consultant to various businesses, including Jun Ashida Ltd., Mitsui Mining & Smelting Corp., Kobe Steel, and Japan Airlines.

In November 2008, the Government of Japan awarded Professor Picken the Order of the Sacred Treasure for his pioneering research, and outstanding contribution to the promotion of friendship and mutual understanding between Japan and the UK. The honour is normally reserved for Japanese citizens and is a mark of the utmost respect in which Professor Picken is held by the Japanese Government. More recently, in 2012 he was invited to London to attend a reception at the Japanese Embassy, hosted by Emperor Akihito and Empress Michiko as an expression of their gratitude towards Britons who had helped support Japan after the 2011 Tohoku earthquake and tsunami. Professor Picken helped organise fundraising efforts through both the Japan Society of Scotland, of which he is the Chair, in the UK, and IAFOR in Japan.

Although now resident in Scotland, Professor Picken maintains his interests in Japan, as Chair of the Japan Society of Scotland, through the IAFOR IAB, and through regular visits.

President & C.E.O.

Dr. Joseph Haldane

Joseph Haldane is the President and Chief Executive Officer of The International Academic Forum. He was Academic Director from IAFOR’s inception in 2009 until January 2011, and Executive Director from 2011 until late 2014, when he assumed his current role. He is responsible for devising strategy, setting policies, forging institutional partnerships, implementing projects, and overseeing the organisation’s business and academic operations, including research, publications and events.

Dr. Haldane’s academic interests include politics and international affairs, literature and history, and he holds a Ph.D. from the University of London in 19th century French Studies. He began his academic career in France, and from 2002-2005 held full-time faculty positions at the University of Paris XII (Paris-Est Créteil) and Sciences Po Paris, as well as visiting positions at both the French Press Institute in the University of Paris II (Université Panthéon-Assas), and the School of Journalism at Sciences Po Paris. Prior to founding IAFOR in 2009, Dr. Haldane was an Associate Professor at Nagoya University of Commerce and Business in Japan, where he taught a range of language and culture courses at undergraduate level, and the MBA Ethics course in the graduate school.

In 2016 he is also an Invited Lecturer in the School of Journalism at Moscow State University. His current research concentrates on post-war and contemporary politics and International Relations especially in and between Japan, China and the USA.

From 2012-2014 Dr. Haldane served as Treasurer of the American Chamber of Commerce in Japan (Chubu Region) and he is currently a Trustee of the HOPE International Development Agency (Japan). In 2012 he was elected a Fellow of the Royal Asiatic Society, and in 2015 a Fellow of the Royal Society of Arts.

A black belt in judo, he is married with two children and lives in Nagoya, Japan.
The Executive Council of the IAFOR International Advisory Board

IAB Chair: Professor Stuart D.B. Picken

The IAB Executive Council is composed of distinguished academics, business executives, former and current government officials, and community leaders of international standing. Its role is to provide counsel and direction in the business and affairs of IAFOR, suggest and approve the areas of scholarly investigation, and safeguard the independence of the Forum’s work. International Directors of Programme and Research Institute Directors are ex-officio members of the Executive Council of the International Advisory Board. Membership of the Executive Council of the International Advisory Board is by invitation only.

Mr. Mitsumasa Aoyama
Director, The Yufuku Gallery, Tokyo, Japan

Professor Don Brah
Former Governor of the Reserve Bank; New Zealand
Former Leader of the New National Party; New Zealand
Adjunct Professor, AUT, New Zealand & La Trobe University, Australia

Lord Charles Bruce
Patron, Japan Society of Scotland
Patron, Scottish Centre of Tagore Studies at Edinburgh Napier University
Chairman, Kolkata Scottish Heritage Trust

Professor Tien-Hai Chiang
Professor and Chair, Department of Education
National University of Taiwan, Taiwan/Chinese Taipei

Professor Chung-Ying Cheng
Professor of Philosophy, University of Hawai`i at Manoa, USA
Editor-in-Chief, The Journal of Chinese Philosophy

Professor Steve Cornwell
Professor of English and Interdisciplinary Studies, Osaka Jogakuin University, Osaka, Japan
IAFOR International Director of Programme: Language Learning

Professor Dexter Da Silva
Professor of Educational Psychology, Keisen University, Tokyo, Japan

Professor Georges Depeyrot
Professor and Director of Research & Member of the Board of Trustees
French National Center for Scientific Research (CNRS) & L’Ecole Normale Superieure, Paris, France

Professor Donald E. Hall
Herbert J. and Ann L. Siegel Dean & L’Ecole Normale Superieure, Paris, France

Professor June Hentan
Dean, College of Human Sciences, Auburn University, USA

Professor Michael Hudson
President of The Institute for the Study of Long-Term Economic Trends (ISLET)
Distinguished Research Professor, Economics, The University of Missouri, Kansas City

Professor Koichi Iwabuchi
Professor of Media and Cultural Studies & Director of the Monash Asia Institute, Monash University, Australia

Professor Sue Jackson
Professor of Lifelong Learning and Gender & Pro-Vice Master of Teaching and Learning, Birkbeck, University of London, UK

Professor A. Robert Lee
Formerly University of Kent, UK and Nihon University, Japan

Professor Sing Kong Lee
Director, The National Institute of Education, Singapore

Professor Sir Geoffrey Lloyd
Senior Scholar in Residence, The Needham Research Institute, Cambridge, UK
Fellow and Former Master, Darwin College, University of Cambridge
Fellow of the British Academy

Professor Barbara Lockee
Professor of Instructional Design and Technology, Virginia Tech., USA

Professor Keith Miller
Orthwein Endowed Professor for Lifelong Learning in the Science, University of Missouri-StLouis, USA

Professor Kureko Miyazaka
Director, Human Potential Institute, Japan
Fellow, Reischauer Institute, Harvard University, USA

Professor Dennis McNerney
Chair Professor of Educational Psychology and Co-Director of the Assessment Research Centre
The Hong Kong Institute of Education, Hong Kong

Dr. James McNally
Director of the NACDA Program on Aging University of Michigan, USA

Professor Johannes Moenius
The University of Redlands School of Business, USA

Professor Ka Ho Josua Mok
Chair Professor of Comparative Policy, Associate Vice-President (External Relations)
Dean of the Faculty of Arts and Sciences, The Hong Kong Institute of Education, Hong Kong SAR

Professor Thomas Brian Mooney
Head of School of Creative Arts and Humanities, Charles Darwin University, Australia

Professor Michiko Nakano
Professor of English & Director of the Distance Learning Center, Waseda University, Tokyo, Japan

Ms. Linda Toyo Obayashi
Senior Mediation Officer, The World Bank Group

Professor Baden Offord
Director and Chair Centre for Human Rights Education
Curtin University, Australia

Professor Frank S. Ravitch
Professor of Law & Walter H. Stowers Chair in Law and Religion, Michigan State University College of Law, USA

Professor Richard Roth
Senior Associate Dean, Medill School of Journalism, Northwestern University Qatar

Professor Monty P. Satia Darma
Clinical Psychologist and Lecturer in Psychology & Former Dean of the Department of Psychology and Rector of the University, Tarumanagara University, Indonesia

Mr. Mohamed Salahem
Director, The United Nations World Food Programme, Japan & Korea

Mr. Lowell Sheppard
Asia Pacific Director, HOPE International Development Agency, Canada/Japan

His Excellency Dr. Drago Stambuk
Croatian Ambassador to Brazil, Brazil

Professor Mary Stuart
Vice-Chancellor, The University of Lincoln, UK

Professor Arthur Stockwin, OBE ONS
University of Oxford, UK

Professor Gary Swanson
CEO D’Image Studios
Former Hansen Endowed Chair in Journalism and Distinguished Journalist-in-Residence
University of Northern Colorado, USA

Professor Jiro Takai
Secretary General of the Asian Association for Social Psychology & Professor of Social Psychology
Graduate School of Education and Human Development, Nagoya University, Japan

Professor Svetlana Ter Minassova
President of the Faculty of Foreign Languages and Area Studies, Lomonosov Moscow State University, Russia

Professor Brian Daizen Victoria
Fellow of the Oxford Centre for Buddhist Studies

Professor Yoza Yokota
Former UN Special Rapporteur on Myanmar
Director of the Center for Human Rights Affairs, Japan

Professor Kensaku Yoshida
Professor of English & Director of the Center for the Teaching of Foreign Languages in General Education, Sophia University, Tokyo, Japan
IAFOR Key Staff

Kiyoshi Mana – International Director of Operations
Kiyoshi is the International Director of Operations, responsible for overseeing the operations of the organisation, including IAFOR’s conferences in Asia, Europe, North America and the Middle East. An American of Japanese descent, Kiyoshi has long been fascinated by the country of his ancestors, studying both Japanese language and culture at San Francisco State.

Thaddeus Pope – Director of Design, Media & Marketing
Born and raised in Brighton, UK, Thaddeus is an experienced commercial and editorial photographer with a B.A. in Photography from the London College of Communication, University of the Arts London. Thaddeus oversees IAFOR's design and media output, as well as producing photo-essays, short documentaries and other visual content for the organisation’s publications, including THINK. He is also the Creative Director of the IAFOR Documentary Photography Award.

Rachel Dyer – Publications Manager
Rachel studied art history at the University of Nottingham, UK, before embarking on a career in publishing in London. She has worked in print and online as a content manager, writer and editor across numerous titles, with a particular interest and focus on the arts and education. In her role as Publications Manager at IAFOR she is responsible for coordinating all IAFOR publications, including the journals, THINK and The IAFOR Academic Review.

Ann-Loy Morgan – Marketing Manager
Ann-Loy was born in Montego Bay, Jamaica in a multicultural family with deep roots in tourism and hospitality. After graduating from the University of The West Indies, she started her career as an investigative journalist producing documentaries for one of Jamaica’s Emmy award-winning radio stations. Ann-Loy has since transitioned into marketing, working in the FMCG, tourism and luxury industries.

John Ananthan – Design & Technology Coordinator
Born and raised in northern Denmark in a multicultural family, John studied Computer Science at University College Nordjylland. At an early age he started his own IT company, worked for several third party companies and now has over 11 years of experience in website management and software development. Due to his Scandinavian background, John speaks Danish and can understand Norwegian and Swedish.

Virpi Helena Yasuda – Senior Administrative Assistant
Virpi has a BBA degree in Modern Languages and Business Studies for Management Assistants from HAAGA-HELIA University of Applied Sciences, Finland. Her common passions for both Japan and languages brought her to Nagoya to study Japanese. Virpi has a BBA degree in Modern Languages and Business Studies for Management Assistants from HAAGA-HELIA University of Applied Sciences, Finland. Her common passions for both Japan and languages brought her to Nagoya to study Japanese. Virpi joined IAFOR soon after finishing her one and a half year Japanese language course at the Trident College of Languages and Hotel Studies.

Yumiko Horie – Events & Domestic Relations Manager
Yumiko Horie is responsible for conference management and developing IAFOR’s institutional partner relationships. An Ibaraki-born (Japanese native, she started her career as a correspondent of a major Japanese newspaper, before returning to study gaining an M.Sc. at the School of Oriental and African Studies, University of London, UK. She has since worked in the international non-profit sector for UN institutions and an NGO.

Stephen Rudden – Systems & Administrative Coordinator
Originally from Leicester, UK, Stephen Rudden is an experienced network and systems engineer with a B.Sc. in Computing from the University of Westminster. Before joining IAFOR, in 2013, Alex held positions in education management, information services, and international relations. At IAFOR Alex helps oversee the general administration and operation of the organisation.

Alexander Pratt – Director of Systems & Administration
A Civil Engineering graduate from the University of Nottingham, UK, Alex first came to Japan in 1997. Previous to joining IAFOR, in 2013, Alex held positions in education management, information services, and international relations. At IAFOR Alex helps oversee the general administration and operation of the organisation.

Shawn Mahler – Director of Events, Media & Production
Los Angeles native Shawn Mahler has a wealth of experience working on film, video, and theater productions in the United States and Japan. He holds a Bachelor of Arts in Film Theory and Production from the University of California, Irvine. Shawn has spent over ten years in Japan where he has worked with numerous industry professionals to develop television shows, movies, and theatrical productions.

Darcey Barge – Media Coordinator
Darcey was born and raised in Yakima, Washington. Graduating from Yakima Valley and Collins College with qualifications in animation and TV video production, she pursued a career in the media at KNDO-TV. After moving to KNXV-TV in Phoenix she received two Emmy nominations for her technical directing work Technical Directing Under Breaking News.

Stephanie Morgan – Systems & Administrative Coordinator
Stephanie Morgan is a experienced network and systems engineer with a B.Sc. in Computing from the University of Westminster. Before joining IAFOR, in 2013, Alex held positions in education management, information services, and international relations. At IAFOR Alex helps oversee the general administration and operation of the organisation.

Nami Toyama – Administrative Assistant
Nami grew up in Aichi Prefecture of Japan, where she studied Commerce and Economics at university. She gained a senior secretary mechanic qualification before working for various automobile-related companies, with a particular focus on quality management and business administration. She joined the IAFOR team in Nagoya in spring 2015.

Mariko Oguri – Administrative Assistant
Mariko was born and raised in Nagoya, Japan. She majored in American History and as an exchange student in the US she focused on Gender Perspective. She then worked at the international sales section at a company in Aichi. Mariko also has translated correspondence exchanged between Japan and the US and has worked as a Study Abroad Counsellor.
IAFOR Journals

The International Academic Forum's Journals conform to the highest academic standards of international peer review, and are published in accordance with the IAFOR publishing commitment to make all of our published materials available online.

How are Journal Editors appointed?

Journal Editors are appointed by The International Academic Forum’s leadership, under the guidance of the Chairman of the International Advisory Board. The term of appointment is for one issue, to be renewed by mutual consent.

How do we ensure academic integrity?

Once appointed, the editor is free to appoint his or her own editorial team and advisory members. All papers published in the journal have been subjected to the rigorous and accepted processes of academic peer review. Neither editors nor members of the editorial team are remunerated for their work. Authors will never be asked to “contribute” towards publication costs.

How are papers selected?

Journal Editors may accept papers through an open call, and proposed articles may be sent directly to the respective editors. A small number of papers from the associated IAFOR Conference Proceedings may also be selected by the journal editor(s) for reworking and revising, subject to normal processes of review. It is expected that between five and ten percent of papers included in any given Conference Proceedings will be developed for inclusion in the associated conference journal.

How are IAFOR Journals related to IAFOR conferences?

IAFOR’s journals reflect the interdisciplinary and international nature of our conferences and are organised thematically. Papers included in the associated Conference Proceedings may be considered for reworking by the editor(s), and are then subjected to the same processes of peer review as papers submitted by other means.

Visit the IAFOR website for further information – www.iafor.org/journals

Journal Editors

IAFOR Journal of Arts & Humanities
TBA

IAFOR Journal of Literature & Librarianship
Dr. Richard Donovan, Kansai University, Japan

IAFOR Journal of Education
Dr. Bernard Montoneri, Tamkang University, Taiwan

IAFOR Journal of Business & Management
Dr. Merlin Levirs, Ritsumeikan University, Japan

IAFOR Journal of the Social Sciences
Dr. Tingting Ying, University of Nottingham, China

IAFOR Journal of Ethics, Religion & Philosophy
TBA

IAFOR Journal of Sustainability, Energy & the Environment

IAFOR Journal of Media, Communication & Film
Dr. James Rowlins, Singapore University of Design and Technology, Singapore

IAFOR Journal of Asian Studies
Dr. Seiko Yasumoto, The University of Sydney, Australia

IAFOR Journal of Language Learning
Dr. Ebru Melek Koç, Izmir Institute of Technology, Turkey

IAFOR Journal of Politics, Economics & Law
Dr. Craig Mark, Tokyo Denki University, Japan

IAFOR Journal of Cultural Studies
Professor Holger Briel, Xi’an Jiaotung-Liverpool University, China

IAFOR Journal of Psychology & the Behavioral Sciences
Dr. Shahrok (Sharo) Shafaie, Southeast Missouri State University, USA
Dr. Deborah G. Wooldridge, Professor and School Director, Bowling Green State University, USA
Join us in January for The IAFOR International Conference on Language Learning – Hawaii 2017


If you would like to know more about The IAFOR International Conference on Language Learning – Hawaii 2017 please visit the conference website

iicllhawaii.iafor.org

international, intercultural, interdisciplinary
The International Academic Forum
IAFOR Keynotes Series

The IAFOR Keynotes Series is a collection of Keynote Presentations, or associated papers given at our conferences. Presented as a part of the open research archive, the Keynotes Series provides an example of the range and quality of speakers at IAFOR events. These keynotes are lightly reworked, and contain references, but are otherwise true to the original address. Many can also be seen in video format on our YouTube page. Whether you were present at the conference or not, the content from senior academics is a valuable source of information for research across a broad range of disciplines.

Special Series & Monographs

The International Academic Forum publishes a number of special monographs both in print and online. One such publication is the IAFOR Haiku Anthology, which features a selection of haiku from the annual IAFOR Vladimir Devidé Haiku Award. This year’s award was its most prolific yet, attracting nearly 700 submissions from 60 countries. iaforhaikuaward.org
<table>
<thead>
<tr>
<th>A-Z Index of Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdella, Ali Suleman</td>
</tr>
<tr>
<td>Abi Raad, Maurice</td>
</tr>
<tr>
<td>Achufusi, Victoria</td>
</tr>
<tr>
<td>Aguilar, Paula</td>
</tr>
<tr>
<td>Akinola, Ibukun</td>
</tr>
<tr>
<td>Akister, Jane</td>
</tr>
<tr>
<td>Al-Adnani, Aiaa</td>
</tr>
<tr>
<td>Alamouri, Fatema</td>
</tr>
<tr>
<td>Albaqshi, Jalal</td>
</tr>
<tr>
<td>Alshehri, Eman</td>
</tr>
<tr>
<td>Ahmad, Patricia</td>
</tr>
<tr>
<td>Aungsuwan, Wimonwan</td>
</tr>
<tr>
<td>Awan, Rifat-Un-Nisa</td>
</tr>
<tr>
<td>Ayres, Paula</td>
</tr>
<tr>
<td>Babatunde, Ezekiel Olusegun</td>
</tr>
<tr>
<td>Bahous, Rima</td>
</tr>
<tr>
<td>Baker-Rogers, Joanna</td>
</tr>
<tr>
<td>Balal, Baderadin Alawad Babikir</td>
</tr>
<tr>
<td>Balal, Baderadin Alawad Babikir</td>
</tr>
<tr>
<td>Banafi, Norah</td>
</tr>
<tr>
<td>Banerjee, Sayanti</td>
</tr>
<tr>
<td>Bäningerin, Minja</td>
</tr>
<tr>
<td>Bari, Rosario</td>
</tr>
<tr>
<td>Barkaoui, Khaled</td>
</tr>
<tr>
<td>Benavent Esteve, Nuna</td>
</tr>
<tr>
<td>Berger, Dan</td>
</tr>
<tr>
<td>Bik Ling, Chan</td>
</tr>
<tr>
<td>Blannin, Joanne</td>
</tr>
<tr>
<td>Blignaut, Sylvan</td>
</tr>
<tr>
<td>Brown, Hilary</td>
</tr>
<tr>
<td>Bryant, Kellie</td>
</tr>
<tr>
<td>Bunn Gunevik, Virginia</td>
</tr>
<tr>
<td>Burtscher, Catalina</td>
</tr>
<tr>
<td>Burtscher, Catalina</td>
</tr>
<tr>
<td>Butcher, Samuel</td>
</tr>
<tr>
<td>Calamam, Josephine</td>
</tr>
<tr>
<td>Calderon, Franz</td>
</tr>
<tr>
<td>Campbell, Katy</td>
</tr>
<tr>
<td>Chan, Ming Yin</td>
</tr>
<tr>
<td>Chan, Yu-Ching</td>
</tr>
<tr>
<td>Cheah, Hoon</td>
</tr>
<tr>
<td>Chen, Cha-Li Debra</td>
</tr>
<tr>
<td>Chen, Yu-Chuan</td>
</tr>
<tr>
<td>Cheung, Yu-Kit</td>
</tr>
<tr>
<td>Chi, Zhengyu</td>
</tr>
<tr>
<td>Chummar, Jessy N.C.</td>
</tr>
<tr>
<td>Craighill, Stephanie</td>
</tr>
<tr>
<td>Csapa, Attila</td>
</tr>
<tr>
<td>Danieka, Luisa</td>
</tr>
<tr>
<td>Dankai, Sandor</td>
</tr>
<tr>
<td>De-Jager, Thelma</td>
</tr>
<tr>
<td>Deterala, Sophia</td>
</tr>
<tr>
<td>Díaz, Adriana</td>
</tr>
<tr>
<td>Dube, Sibusiwiwe</td>
</tr>
<tr>
<td>Dutta, Joycedeep</td>
</tr>
<tr>
<td>E.L. Tayara, Hiba</td>
</tr>
<tr>
<td>Eisa, Saber</td>
</tr>
<tr>
<td>Emadi-Coffin, Barbara</td>
</tr>
<tr>
<td>Emeljanovas, Arunas</td>
</tr>
<tr>
<td>Eirkir, Sarp</td>
</tr>
<tr>
<td>Ernst-Slavit, Gisela</td>
</tr>
<tr>
<td>Errázuritz, María Constanza</td>
</tr>
<tr>
<td>Fazeli, Meghad</td>
</tr>
<tr>
<td>Fletcher, Bobbie</td>
</tr>
<tr>
<td>Foote, Jennifer A.</td>
</tr>
<tr>
<td>Foth, Dennis</td>
</tr>
<tr>
<td>French, Carmel</td>
</tr>
<tr>
<td>French, Frederick</td>
</tr>
<tr>
<td>Gilbert, Theo</td>
</tr>
<tr>
<td>Goodarzi, Zinat</td>
</tr>
<tr>
<td>Greenaway, Thomas</td>
</tr>
<tr>
<td>Greenaway, Thomas</td>
</tr>
<tr>
<td>Harford, Judith</td>
</tr>
<tr>
<td>Harvey, Deirdre</td>
</tr>
<tr>
<td>Haynes, Linda</td>
</tr>
<tr>
<td>Hemstock, Sarah</td>
</tr>
<tr>
<td>Higgins, Ira-Ittara</td>
</tr>
<tr>
<td>Horton, Todd</td>
</tr>
<tr>
<td>Hsieh, Mingchuan</td>
</tr>
<tr>
<td>Heu, Mei-Hua Kerry</td>
</tr>
<tr>
<td>Hussein, Habibah</td>
</tr>
<tr>
<td>Igboegwu, Amarachi</td>
</tr>
<tr>
<td>Inaba, Mio</td>
</tr>
<tr>
<td>Ishii, Haruko</td>
</tr>
<tr>
<td>Jacques, Melissa</td>
</tr>
<tr>
<td>Jones Diaz, Criss</td>
</tr>
<tr>
<td>Jones, Mizuho</td>
</tr>
<tr>
<td>Jordan, Kathy-Anne</td>
</tr>
<tr>
<td>Kandananond, Karin</td>
</tr>
<tr>
<td>Keskade, Ilona</td>
</tr>
<tr>
<td>Ketola, Anne</td>
</tr>
<tr>
<td>Khan, Mukhtar</td>
</tr>
<tr>
<td>Kinsiri, Tassanee</td>
</tr>
<tr>
<td>Kou, Zhihui</td>
</tr>
<tr>
<td>Knicsfas, Vladimir</td>
</tr>
<tr>
<td>Krüger, Heinz-Hermann</td>
</tr>
<tr>
<td>Kurt, Serhat</td>
</tr>
<tr>
<td>Lancaster, Greg</td>
</tr>
<tr>
<td>Landorf, Chris</td>
</tr>
<tr>
<td>Laoulach, Rosemary</td>
</tr>
<tr>
<td>Law, Elie</td>
</tr>
<tr>
<td>Lee, Pei-Yu</td>
</tr>
<tr>
<td>Lee, Wan-Lun</td>
</tr>
<tr>
<td>Leung, Cheung-Shing Sam</td>
</tr>
<tr>
<td>Lewis, Amy</td>
</tr>
<tr>
<td>Li, Xue</td>
</tr>
<tr>
<td>Lim, Elid Wee Chuan</td>
</tr>
<tr>
<td>Liu, Hsiuhi</td>
</tr>
<tr>
<td>Low, Bee Imm</td>
</tr>
<tr>
<td>Luk, Emily</td>
</tr>
<tr>
<td>Luk, Edwin</td>
</tr>
<tr>
<td>Maistry, Sunamurthee Moonsamy</td>
</tr>
<tr>
<td>Marin, Victoria</td>
</tr>
<tr>
<td>Markenson, Simone</td>
</tr>
<tr>
<td>Martínez Písón, María</td>
</tr>
<tr>
<td>Mashau, Takalani</td>
</tr>
<tr>
<td>Matti, Cristian</td>
</tr>
<tr>
<td>Mavunga, George</td>
</tr>
<tr>
<td>McCrohan, Rodney</td>
</tr>
<tr>
<td>Milad, Marine</td>
</tr>
<tr>
<td>Mohammed, Ibrahim Yabagi</td>
</tr>
<tr>
<td>Montufar-Chaveznavia, Roderigo</td>
</tr>
<tr>
<td>Mostafa, Mariam</td>
</tr>
<tr>
<td>Murphy, Deirdre</td>
</tr>
<tr>
<td>Nabhani, Mona</td>
</tr>
<tr>
<td>Nakai, Ayako</td>
</tr>
<tr>
<td>Napan, Ksenja</td>
</tr>
</tbody>
</table>
A-Z Index of Presenters

Napan, Ksenija p. 41
Ng, Kwan Yee Sarah p. 34
Ngobo, Sandiso p. 50
Ngozwana, Nomazulu p. 30
Ngulube, Beatrice p. 48
Niculita, Zenobia p. 31
Northington Purdie, Cynthia p. 32
O'Brien, Ailish p. 30
Obadare, Olusegun Samson p. 27
Ogunseemi, Olatunbosun p. 52
Ozdiken, Ozlenen p. 35
Pambid Domingo, Nenita p. 37
Panich, Metas p. 36
Parker, Kudayja p. 28
Patnaik, Rajnandana p. 34
Peisachovich, Eva p. 47
Phillips, Birgit p. 51
Phillips, Magdalen p. 40
Phillips, Ron p. 52
Phisutthangkoon, Kittiya p. 40
Pongjaroen, Nattama p. 50
Poole, Adam p. 60
Price, Melissa Lee p. 39
Pui, Winnie Sin Wai p. 43
Purdy, Jill p. 45
Rajab, Adaylah p. 46
Rajab, Adaylah p. 48
Rankin, Jayanthi p. 39
Rankin, Beth p. 46
Rankin, Beth p. 52
Rathee, Sharmila p. 43
Rattanaphumma, Ratchaporn p. 27
Redman, Christine p. 43
Richardson, Jane p. 37
Rochester, Ramonia p. 38
Ruiz Esparza Barajas, Elizabeth p. 52
Runhare, Tawanda p. 52
Sadr, Atieh p. 53
Sapra, Rekha p. 50
Saunders, Gunter p. 42
Sen, Zeynep p. 48
Sewje, Elizabeth p. 40
Seyringer, Dana p. 37
Shnai, Iuliia p. 61
Silverstone, Susan p. 53
Sim, Joo Jin p. 56
Slavit, David p. 32
Smit, Esther p. 39
Smith, Esther p. 45
Smith, Julie p. 29
Smith, Julie p. 50
Solanke, Oluwole p. 39
Spiteri, Damian p. 49
Stan, Ina p. 51
Stankous, Nina p. 47
Stringer, Patricia p. 38
Studente, Sylvie p. 31
Sultan, Nadia p. 42
Surmeli, Murat p. 37
Tan, Aaron p. 31
Tan, Louis p. 56
Tandamrong, Aunyarat p. 38
Teboh, Bridget p. 27
Tennant, Ella p. 51
Thongsongsee, Juthamas p. 40
Toprak, Mustafa p. 31
Tsai, Hui-Chen p. 46
Tumuhela, Peace Buhwamatsiko p. 28
Turanski, Sevji p. 34
Uyouko, Ant p. 57
Vincent, Jennifer p. 44
Wang, Hui Ya (Anny) p. 36
Wang, Jie p. 47
Wang, Jui-Sheng p. 46
Webb-Williams, Jane p. 60
Webb-Williams, Jane p. 60
Weidinger, Wiltrud p. 53
Whitfield, Kyle p. 39
Wild, Charles p. 47
Wong, Yi-Lee p. 30
Wu, Li-Jiung p. 46
Yen, Miaofen p. 46
Yeo, Rene p. 29
Yoshikawa, Elizabeth p. 36
Yoshikawa, Elizabeth p. 43
Yuan, Hao Bin p. 34
Yunusov, Qobiljon p. 31
Zhang, Yang p. 27

Thank You

To show our appreciation for your participation, IAFOR would like to offer you a 10% discount off your next IAFOR conference registration. This offer covers any IAFOR conference that you may choose to attend. For more information, please visit www.iafor.org.
ECE 2016 Senior Reviewers

A.Y.M. Atiquil Islam, University of Malaya, Malaysia
Ailish O Brien, Institute of Technology, Carlow, Ireland
Amarachi Igboegwu, Heidelberg University, Germany
Beatrice Ngulube, Tshwane University of Technology, South Africa
Beth Rankin, Australian Catholic University, Australia
Carmel French, Mount Saint Vincent University, Canada
Christine Redman, University of Melbourne, Australia
Edwin Luk, Hong Kong Baptist University, Hong Kong
Elizabeth Yoshikawa, Naruto University of Education, Japan
George Mavunga, University of Johannesburg, South Africa
Ina Stan, Buckinghamshire New University, United Kingdom
Isaak Papadopoulos, Aristotle University of Thessaloniki, Greece
Jane Webb-Williams, University of South Australia, Australia
Jennifer Vincent, Champlain College, United States
Joanne Danker, University of New South Wales, Australia
Kavita Solder; University of Exeter, United Kingdom
Kelechi Lazarus, University of Ibadan, Nigeria
Luisa Daniele, ISFOL - Italian Institute of Research on VET and Labour Market, Italy
Martiallou Organiza, University of the Visayas, The Philippines
Mary Nyong, College of Education, Ikere Ekiti, Nigeria
Maurice Abi Raad, Rabdan Academy, United Arab Emirates
Meghdad Fazeli, Swansea University, United Kingdom
Melanie Nash, Melbourne Graduate School of Education, Australia
Melih R. Simsek, Faculty of Education, Mersin University, Turkey
Nasreen Sultana Mitu, University of Rajshahi, Bangladesh
Niloufar Shahmirzadi, The University of Tehran, Language Centre, Iran
Nina Stankous, National University, United States
Noelia Ceballos López, University of Cantabria, Spain
Sangeeta Sahney, Indian Institute of Technology, Kharagpur, India
Takalani Mashau, University of Venda, South Africa
Theo Gilbert, University of Hertfordshire, United Kingdom
Thomas Greenaway, The University of Warwick, United Kingdom

ECE 2016 Reviewers

Aaron Tan, Singapore Institute of Management Global Education, Singapore
Ali Suleman Abdella, Stellenbosch University, South Africa
Badraddin Alawad Babikir Balal, King Khalid University, Saudi Arabia
Comelia Smith, TUT, South Africa
Eva Peisachovich, York University, Canada
Ferdi Widiputera, Maastricht University, Netherlands
Huda Alkubaisi, QU, Qatar
Jennifer Simpson, University of Waterloo, Canada
Joanna Baker-Rogers, Sheffield Hallam University, United Kingdom
Jorge Reyna, University of Technology Sydney, Australia
Ksenija Napan, Massey University, New Zealand
Lucy Edwards, Highview Christian College, Australia
Miaofen Yen, National Cheng Kung University, Taiwan
Mustafa Toprak, Zirve University, Turkey
Roshini Chandroo, University of New South Wales, Australia
Sayanti Banerjee, University of Sussex, United Kingdom
Sin Wai, Winnie Pui, University of Cambridge, United Kingdom
Wiltrud Weidinger, Zurich University of Teacher Education, Switzerland
Zeynep Sen, Graduate School of Educational Sciences, Turkey

ECTC 2016 Senior Reviewers

Esther Smidt, West Chester University, United States
Melissa Lee Price, Zayed University, United Arab Emirates
Rodrigo Montufar-Chavezna, Universidad Nacional Autonoma de Mexico, Mexico
Amrollah Roozbehi, Yasuj University of Medical Sciences, Iran
Jill Purdy, Cedar Crest College, United States

ECTC 2016 Reviewers

Amrollah Roozbehi, Yasuj University of Medical Sciences, Iran
Amy Lewis, Community College of Philadelphia, United States
Arit Uyouko, College of Education, Afaha Nsit, Nigeria
Our academic events would not be what they are without a commitment to ensuring adherence to international norms of abstract peer review. We would like to thank the scholars who have acted as reviewers for ECE/ECTC/ECLL 2016.
Barcelona, Spain 2016
July 16-18, 2016 – City2016 – The IAFOR International Conference on the City 2016

Kobe, Japan 2016

Hawaii, USA 2017

Dubai, UAE 2017

Kobe, Japan 2017
May 11-14, 2017 – ACTC2017 – The Asian Conference on Technology in the Classroom 2017
June 8-11, 2017 – AGen2017 – The Asian Conference on Aging & Gerontology 2017
It's Only Make Believe (1995) by Jim Haldane