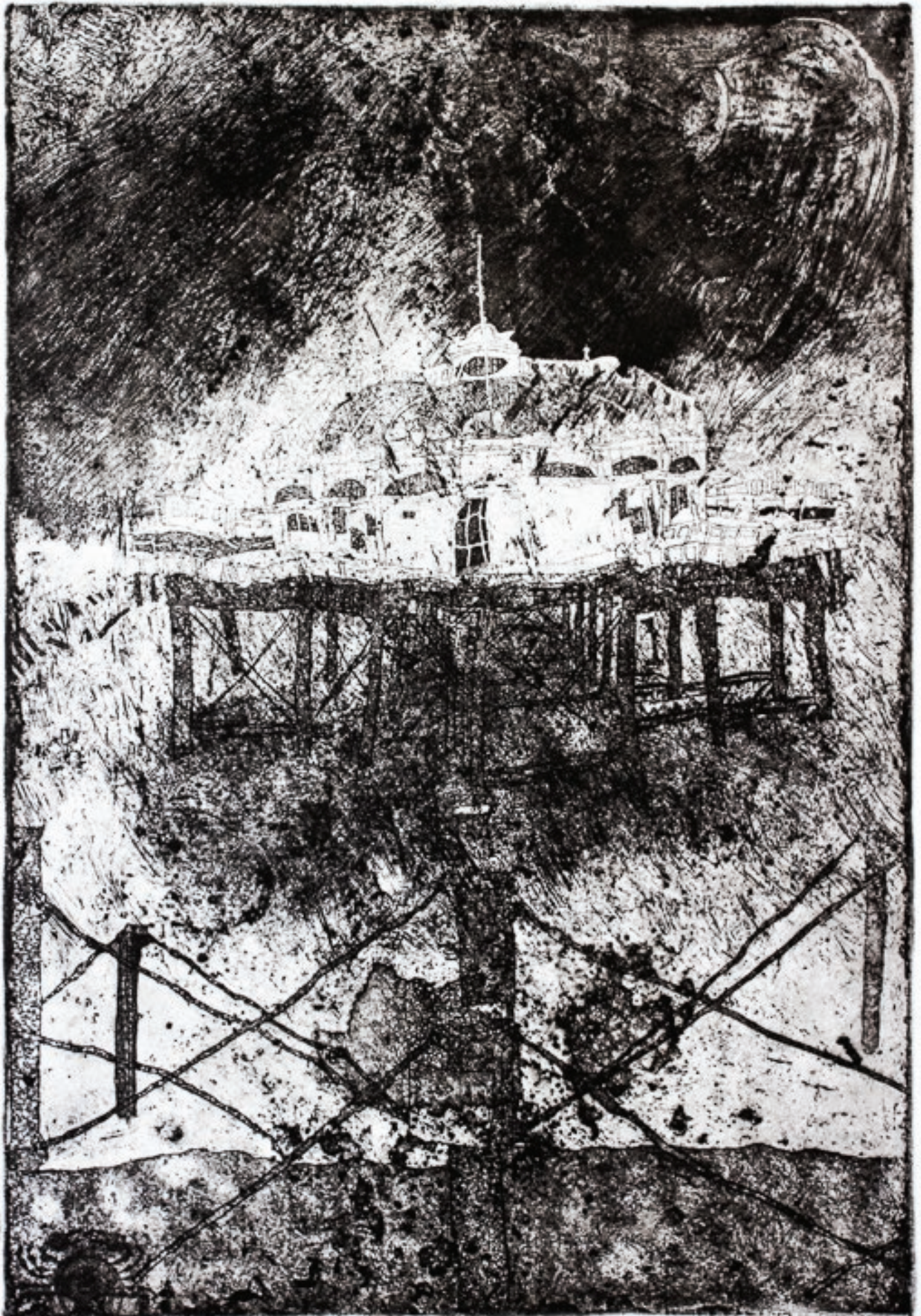




#iafor

iafor would like to thank its global institutional partners

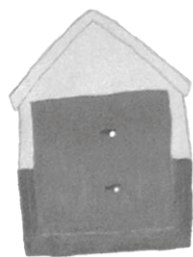






ECE/ECLL/ECTC 2015 Programme Cover Image:
“Bandstand,” by Jim Haldane

Beautiful and truly unique, the Bandstand is located on Brighton's vibrant seafront. Designed by Phillip Lockwood, Brighton Borough Surveyor, and completed in 1884 The Bandstand is considered to be one of the finest examples of a Victorian bandstand still surviving in England today. The original design featured a bridge linking the upper promenade with the Bandstand which was removed in the late 1970s. The ground floor was used as public conveniences until 2003 when vandalism forced their closure. It was restored to its original specification and re-opened in summer 2009, having undergone a major restoration project to return the building to its Victorian splendour. The deck of the bandstand is used for regular concerts, whilst the base of the building has been converted into a café with an al fresco area.



welcome to brighton & hove

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 try and 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 offer.

Our city has a bohemian, artistic and eccentric 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.

letter of welcome



Councillor Lynda Hyde
Mayor of the City of Brighton & Hove

welcome to brighton & hove



Dear Delegates,

The International Academic Forum (IAFOR) returns to the wonderful seaside city of Brighton and Hove for the third year running, an artistic, cultural and educational hub, known as the home to a diverse and inspiring population, and our conference home in the UK.

This 2015 conference series, organized in four separate events over two weeks, welcomes more than 800 participants representing more than fifty countries in an international, intercultural and interdisciplinary celebration.

Since 2009, IAFOR has promoted and facilitated research synergies and partnerships between individuals and institutions in, and between Asian countries, and between Asian countries and the outside world. This function as a network hub has seen IAFOR grow to develop partnerships with many of the world's foremost institutions of learning, and this event is strongly supported by this global partnership, and includes such institutions as Waseda University (Japan), Birkbeck University of London (UK), The National Institute of Education (Singapore), The National University of Tainan (Taiwan), Lincoln University (UK), the Hong Kong Institute of Education (HKSAR), Auburn University (USA), Virginia Tech (USA), Monash University (Australia), Lehigh University (USA), NorthWestern University (USA), Barcelona University (Spain), and most recently Moscow State University (Russia).

IAFOR has built a tradition of hosting truly international, intercultural and interdisciplinary conferences. People working in a great range of cultures, contexts, and academic areas come together to share their perspectives on common human issues. The result is invariably a unique experience of learning and sharing and making new contacts for future collaboration, and I do expect us to continue in this tradition.

This conference, the first in a series of four, will bring together scholars and practitioners covering Education, Technology in the Classroom, and Language Learning, and we hope that you will enjoy the rich and diverse program over the next few days together.

If you enjoy this event, then I would encourage you to explore other IAFOR conferences, including announced events in the UK, Japan, Dubai, and Hawaii in 2015 and early 2016, and with events in Boston, Barcelona and Singapore in the planning stages for later in 2016 and 2017.

I would like to thank the conference chairs and the keynote and featured speakers, as well as each and every delegate, from wherever you have come, and I look forward to meeting you all.

Respectfully,

Dr Joseph Haldane, Ph.D. (London), F.R.S.A., F.R.A.S.
President, IAFOR



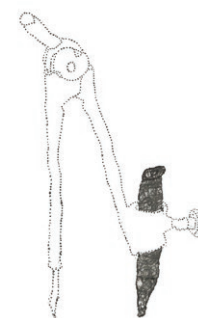
letter of welcome



About 3min walk 

The Lanes and Seafront

VisitBrighton
www.visitbrighton.com



conference at a glance

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 and the South Coast from the major London stations. The fastest direct travelling times from London to Brighton are:

London Victoria – 52 minutes (direct)
London Bridge – 58 minutes (direct)
London St Pancras – 1 hour 16 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. Trains arrive into Brighton mainline station on Queens Road. Regular rail connections also serve Hove and take just a few minutes from Brighton.

Central Brighton (including the Thistle Brighton) is easily walkable (about 15 minutes) from Brighton Station, but if you require a bus or taxi - these are both available at the front of the station.

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

Travelling to Brighton from the 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. You do not need to reserve tickets in advance.

London Heathrow Airport

By Rail: Take the London Underground to London Victoria and connect with a mainline train to Brighton. Alternatively, take the Heathrow Express to Paddington and then the Underground to Victoria. The Heathrow Express is probably quickest but the Underground is the cheaper option. The Journey takes approximately 2 hours 15 minutes, depending on your chosen route and connection times.

By Coach: National Express is the major coach operator serving Brighton. Most international flights arrive at Terminal 4 and 5. From Terminal 4 & 5 there are coach departures every hour. The journey takes 2 hours to 2 hours 30 minutes depending on the airport terminal you are departing from, and costs around 20 GBP each way. Brighton Coach Station is located next to Brighton Pier and is a 2 minute walk from the Thistle Brighton. Full information is available on the National Express website.

Information and Registration

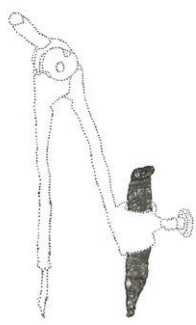
If you have already paid online or by bank transfer, you will be able to pick up your registration pack at the Conference Registration and Information Desk. This will include a tote bag, the conference programme, and receipt of payment. At this time you will also be given a name card, and lanyard. For those wishing to pay on the day, please note that we are able to accept credit cards, however, we cannot accept payment in foreign currencies.

If you are a presenter, your official certificate of presentation can be collected after your session at the Conference Registration and Information Desk. Audience members can collect a Certificate of Participation at anytime during the conference.

The **Conference Registration and Information Desk** will be located at the following times and locations during the conference:

Wednesday	15:00-17:00 on the 2F Library Terrace
Thursday	08:00-12:00 in the BIF Renaissance Foyer
Thursday	12:00-17:00 on the 2F Library Terrace
Friday	08:30-17:00 on the 2F Library Terrace
Saturday	08:30-17:00 on the 2F Library Terrace
Sunday	08:30-14:00 on the 2F Library Terrace

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



conference at a glance

Wednesday, July 1, 2015

8:15-18:00: Pre-Conference Tour of Portsmouth & Arundel

This is an optional ticketed event and advanced booking is required. For more information, please see the conference website. Please meet in the lobby at 7:45 AM for a prompt 8:00 AM departure. The tour bus will return to the Thistle Brighton by 18:00.

15:00-17:00: Conference Registration & Information Desk Open (2F Library Terrace)

18:00-19:30: Conference Welcome Reception (2F Library Terrace)

To open the conference, come and enjoy a few glasses of beer, wine, or a choice of soft drinks if you prefer. You can meet with fellow delegates and network. All registered attendees and spouses/partners are welcome.

Thursday, July 2, 2015

9:00-12:00: Welcome, Keynote Speaker, and Featured Speaker Session (Renaissance Suite)

9:00-9:15: Welcome & Introductory Addresses (Renaissance Suite)

Alexander Pratt, Deputy Director of Operations, IAFOR

The Right Worshipful the Mayor of the City of Brighton & Hove, Councillor Lynda Hyde

Joseph Haldane, President, IAFOR

9:15-9:30 Conference Chair Address (Renaissance Suite)

Linda Morrice, University of Sussex, UK

Sue Jackson, Birkbeck - University of London, UK

9:30-10:15: Keynote Presentation (Renaissance Suite)

Fergal Finnegan, Maynooth University, Ireland

10:15-10:45: Coffee Break

10:45-11:45: Featured Panel Presentation (Renaissance Suite)

Challenging practices: imagining spaces of empowerment and participation

Panel Chair: Linda Morrice, University of Sussex

Tamsin Hinton-Smith, University of Sussex, UK

David Wolff, University of Brighton, UK

Kerry Harman, Birkbeck, University of London, UK

11:45-12:00 Conference Photograph (Atrium Lounge)

12:00-13:00: Lunch Break

13:00-13:45: Keynote Presentation (Renaissance Suite)

Alan Maley, Freelance Consultant, UK

13:45-14:15 Break

14:15-15:45 Parallel Session I & Poster Session I (various rooms)

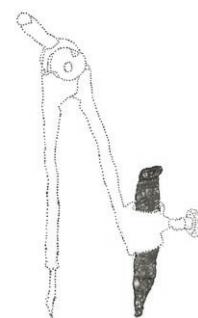
15:45-16:00 Break

16:00-17:30: Parallel Session II & Poster Session II (various rooms)

18:30-21:00: A Night Out in Brighton: Official Conference Dinner

The official conference dinner will be held at the Hilton Brighton Metropole, and provides a relaxed and enjoyable environment to meet and network with other delegates. This is ticketed at 50GBP and there are a limited number of places; pre-reservation is required.

The party will leave the Thistle Brighton 2F Library Terrace at 18:30, so please be there in good time. The venue is a short walk away. The conference dinner will begin at 19:00 at the venue and will finish at 21:00.



conference at a glance

Friday, July 3, 2015

9:00-10:30: Parallel Session I (various rooms)

10:30-10:45: Break

10:45-12:15: Parallel Session II & Poster Session I (various rooms)

12:15-13:15: Lunch Break

13:15-14:45: Parallel Session III Poster Session II (various rooms)

14:45-15:00: Break

15:00-16:30: Parallel Session IV (various rooms)

16:30-16:45: Break

16:45-18:15: Spotlight Session (Renaissance North Suite)

Saturday, July 4, 2015

9:00-10:30: Parallel Session I (various rooms)

10:30-10:45: Break

10:45-11:45: Keynote Presentation (Renaissance North Suite)

Ken Wilson, Author, UK

11:45-12:45: Lunch Break

12:45-14:15: Parallel Session II (various rooms)

14:15-14:30: Break

14:30-16:00: Parallel Session III (various rooms)

16:00-16:15: Break

16:15-17:45 Parallel Session IV (various rooms)

Sunday, July 5, 2015

9:00-10:30: Parallel Session I (various rooms)

10:30-10:45: Break

10:45-12:15: Parallel Session II (various rooms)

12:15-12:30: Lunch Break

12:30-13:00: Conference Closing Address (Renaissance Suite North)

Join us for a conference highlights photography slideshow and closing remarks from Dr Joseph Haldane (IAFOR President) and Dr Linda Morrice (Conference Chair). Lunch will be available in the 2F Library Terrace after the closing session.

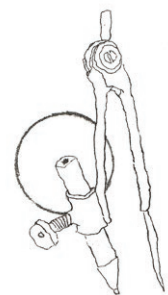
Monday, July 6, 2015

8:30-18:00 Post-Conference Tour of Kent & East Sussex

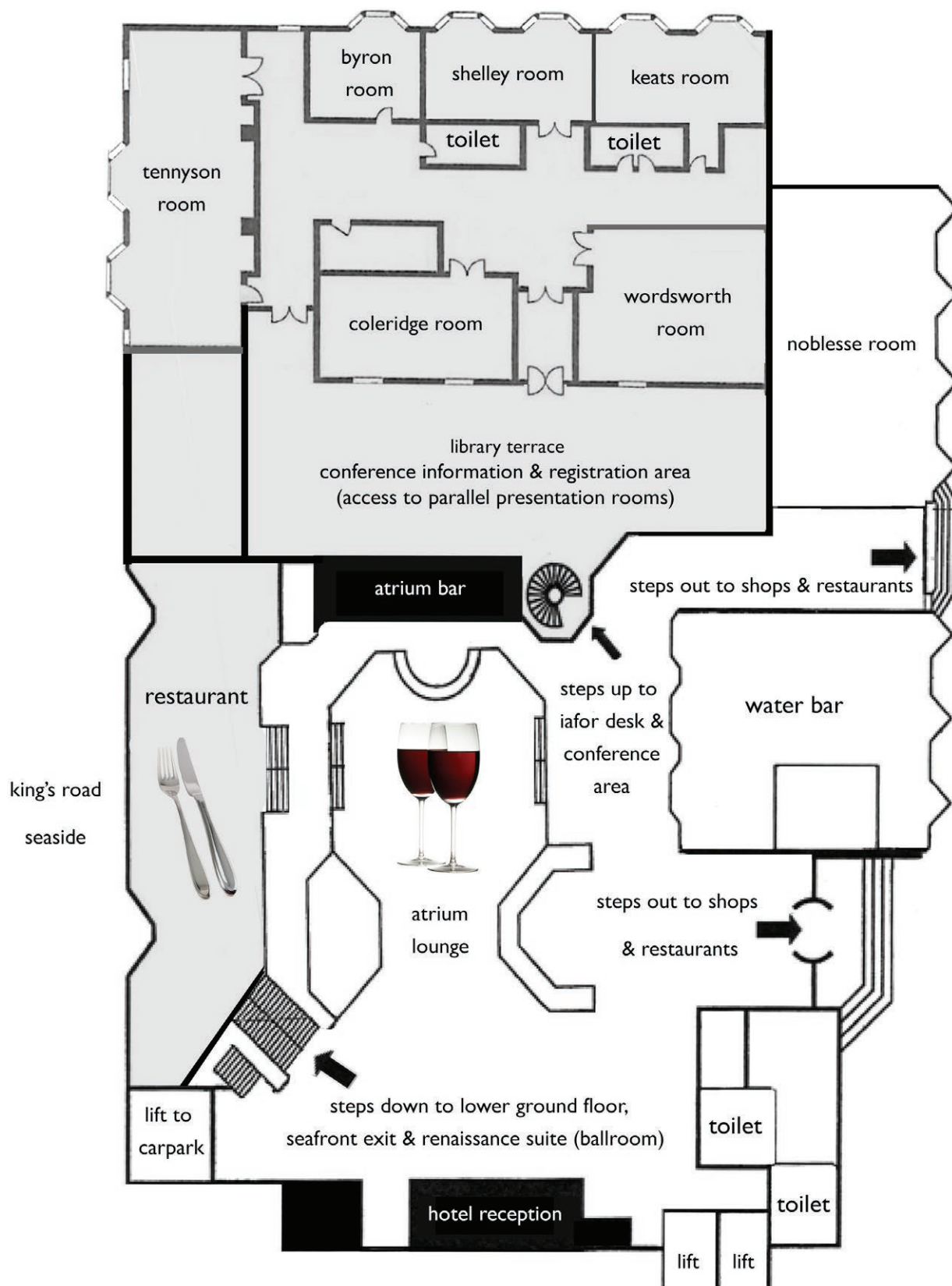
This is ticketed at 70 GBP and there are a limited number of places. For reservations, please inquire at the Registration and Information Desk. Please meet in the lobby at 8:30 AM for a prompt 8:45 AM departure. The tour bus will return to the Thistle Brighton by 18:00.

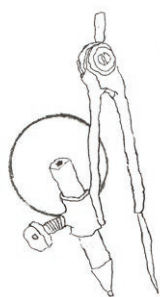
Conference Map

Floor Guide



thistle brighton conference map





conference guide

What to Wear & Bring

Attendees generally wear business casual attire. You may want to bring a light jacket or sweater as the temperature in meeting rooms is often difficult to control.

Security

Do not leave personal items or conference bags unattended anywhere in the Thistle Brighton as they will be taken away by security. For the enjoyment of all participants, inappropriate behavior will not be tolerated and offenders will be removed from the premises.

Smoking

Smoking is not permitted in the Thistle Brighton.

Internet Access

There will be a free WiFi internet connection throughout the conference areas. However, this can be unreliable and we would strongly suggest that you do not rely on a live connection for your presentation.

For your convenience, there will also be a limited number of computers at the Conference Information Desk.

Printing

There will be a printer behind the Information Desk in the base room, and we are able to offer a complimentary printing service of up to ten A4 sheets should you need this. Please be advised that printing may not be available in peak times.

Badges

When you check in, you will receive a conference package, which includes your name badge. Wearing your badge is required for entrance to the sessions. If you lose your badge it can be replaced for a fee of 40GBP. You must wear your badge at all times during the Conference. If you are not wearing your badge, security will stop you and ask you to show your ID and evidence that you are registered. Those unable to show proof may be escorted from the Conference by security.

There are 4 colours of badges indicating the type of conference participant:

BLUE: Presenters, Exhibitors, and General Audience

YELLOW: Keynote and Featured Speakers

BLACK: IAFOR Staff & Board Members

RED: Single Day Audience

Photo/Recording Waiver

There will be photography, 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.

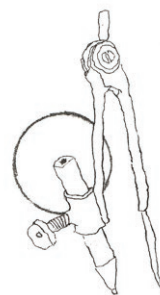
Refreshment Breaks

Complimentary coffee, tea, and water is available throughout the day at the refreshment station located next to the Conference Registration Desk. Light snacks will be provided once in the morning and once in the afternoon.

Meals & Drinks

Packed lunch will be provided by IAFOR. If you provided your lunch choice in advance, you will receive a lunch ticket for the conference when you check in at the Conference Registration Desk. Please show your ticket to the catering staff when collecting your lunch during the advertised daily lunch period. If you have special dietary requirements please let us know in advance.

Meals can also be purchased at any of the restaurants or convenience stores in and around the Thistle Brighton.



conference guide

Conference Welcome, Keynote Speaker & Featured Speaker Session: Thursday 9:00-12:10

The plenary session will be held on Thursday morning, with the event beginning at 9:00 AM in the Renaissance Suite on the lower ground floor. Please arrive in good time if you wish to attend the session. There will be an interval after the first featured address and 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 9:00 AM on other days. They are generally organized into streams. Sessions include two or three presenters. Each presenter has thirty minutes which includes Q and A time. The session length reflects the number of presenters.

Presentations and Equipment

All rooms will be equipped with a MacBook computer pre-installed with PowerPoint and Keynote, that is connected to a wide-screen TV. If you wish, you may directly link your own PC 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 introduce themselves and other speakers (briefly), 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 30 minutes in which to present his or her paper, and respond to any questions.

The session chair is asked to assume this timekeeping role, and to this end, a yellow and red timekeeping card is used as a visual cue for presenters, letting them know when they have 5 minutes remaining, and when they must stop.

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

Presentation Certificates

Poster presenters can pick up a 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.

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 30 minutes presentation timeslot be divided as follows: 20 minutes for the paper and 10 minutes for Q and A. Please don't talk during sessions and please turn off your phone or set it to silent during presentations.

Poster Sessions & Requirements

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

The poster frames are B1 and 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. If your poster is oversized, then we will be able to provide tape. Please be aware that there are no on-site poster facilities for printing posters.

Conference Proceedings

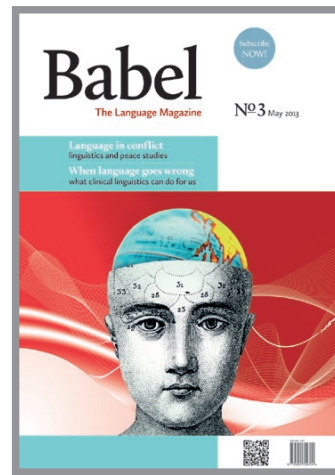
The Conference Proceedings are published on the IAFOR website (www.iafor.org), and can be freely accessed as part of the research archive.

All authors may have their full paper published in the online conference proceedings. Full text submission is due by August 5, 2015 through the online system. The proceedings will be published on September 5, 2015.

Authors will have PDF copies of their offprints emailed to them by the IAFOR office by the end of October 2015.

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 is valid for the next 12 months and covers any IAFOR conference that you may choose to attend.



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- **Reviews** of general interest language books

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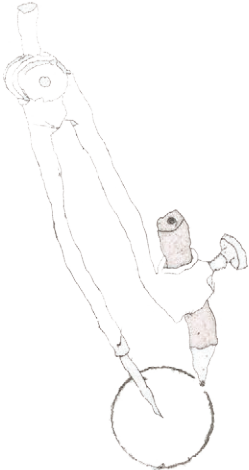


@babelzine



Conference Chairs, Keynote Speakers & Featured Speakers





Sue Jackson

Birkbeck, University of London, UK



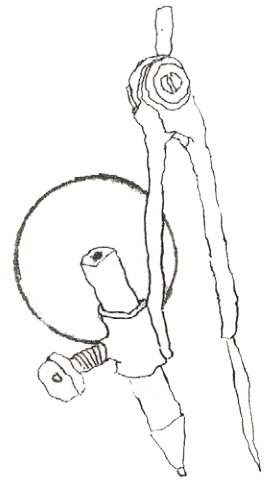
Sue Jackson is Pro-Vice-Master (Vice-President) for Learning and Teaching, Professor of Lifelong Learning and Gender and Director of Birkbeck Institute for Lifelong Learning at Birkbeck University of London. She publishes widely in the field of gender and lifelong learning, with a particular focus on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

Sue is also the Director of the IAFOR Education Research Institute.

ece eccl ectc 2015
conference chair

Linda Morrice
University of Sussex, UK



ece eccl ectc 2015
conference chair &
featured panel chair

Linda Morrice is Senior Lecturer in Education at University of Sussex, UK. Her research interests focus on lifelong learning, gender and sexuality, identities, well being 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-convenor 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).

Featured Panel Presentation: Challenging practices - Imagining spaces of empowerment and participation

Panel Chair: Linda Morrice, University of Sussex, UK
Kerry Harman, Birkbeck, University of London, UK
David Wolff, University of Brighton, UK
Tamsin Hinton-Smith, University of Sussex, UK

Globalisation is giving rise to ever more complex social, ethnic and cultural diversity. Such diversity, along with the rapidity of change across different spheres, pose particular challenges for how we think about education, and what we understand its role and purposes to be as we move through the early decades of the twenty first century. Growing inequalities, both globally and locally, invite new responses to the communities we wish to engage with, and intensify the need to address issues of social marginalisation and unequal power relations. In different ways the speakers in this opening panel are concerned with how education can contribute to greater equality, and how we can begin to imagine more democratic and empowering spaces in education. Fergal Finnegan and Kerry Harman focus on the principles and practices underpinning education to explore how education might be reconceptualised to give rise to more democratic and socially just practices and spaces. Drawing on his experience of community-university partnerships David Wolff will consider 'what works', and how the creation of partnership spaces can address inequalities. Finally, Tamsin Hinton-Smith takes a marginalised community - Roma students in Higher Education - as her starting point. Through understandings of embodied experience, agency and resilience, opportunities and challenges for participation are explored.

Featured Panel Presentation

Thursday, July 2, 2015

10:45-11:45

Renaissance Suite



ece eccl ectc 2015
keynote presenter

Dr. Fergal Finnegan is from Dublin, Ireland and was educated in Trinity College Dublin and Maynooth University. He is the Director of the Higher Diploma course in Further Education and a Lecturer in the Department of Adult and Community Education at Maynooth University. He worked as a community educator in Dublin's inner city with a wide range of student groups before he became an lecturer. These experiences as practitioner have strongly informed his academic research on inequality and non-traditional students in higher education. Fergal has conducted extensive mixed methods and biographical research on non-traditional student experience both in Ireland and across Europe and is an editor of a recent book from Routledge entitled *StudentVoices on inequalities in European Higher Education: Challenges for Policy and Practice in a Time of Change*. Other research interests include biographical research, learning theory, the nature of reflexivity and the role of recognition in teaching and learning. Fergal currently teaches the philosophy of education and learning theory on a range postgraduate courses in Maynooth. He also teaches and writes about education in relation to state formation, political economy and social movements.

Keynote Presentation: 'Come build in the empty house': Reimagining democracy and education in a time of change

We live in a period of transition and profound crisis marked by widening inequalities and looming ecological threats. It seems particularly acute because over the past four decades there has also been a winnowing of the social imagination. To paraphrase Frederic Jameson for many people it has become easier to imagine mass catastrophe than envisage the possibility of progressive change. This distinct type of cultural exhaustion and sense of paralysis that accompanies it is, I think, directly linked to the widespread perception of a democratic 'deficit'. In Europe and further afield there is crisis in legitimacy in mainstream political institutions because there seems to be so little popular control over resources, wealth and decision making. It is not at all coincidental that we have also seen in recent decades the hollowing out of established educational ideals and significant shifts in the organization and dominant understanding of the purpose of mass education. The first part of the paper will explore these changes, ask why this has occurred and what this might indicate about the relationship between democracy and education and the various way this relationship is envisaged, shaped and acted upon.

In the second part of the paper I will go beyond the terrain of critique and move onto a landscape of possibility. I will outline why I believe we need, as researchers and practitioners, to now take the work of reimagining and conceptualizing the possibilities for education for democracy and democratic education seriously. I will make the case that technological change and new political and cultural formations have opened up the possibility of novel and empowering forms of reflexive action. This has, I think, profound implications for how we think about education. In the light of this I want to ask what can be done, and what is being done, to elaborate new principles and practices of democratic education that can fully respond to the challenges, startling disjunctions and opportunities of our time. The paper will conclude by identifying what I believe are some of the fundamental aspects of democratic education in a time of change.

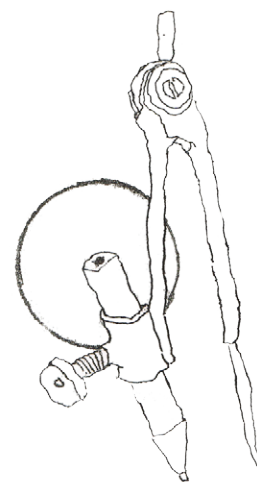
Keynote Presentation

Thursday, July 2, 2015

09:30-10:15

Renaissance Suite

Tamsin Hinton-Smith
University of Sussex, UK



ece eccl ectc 2015
featured panel presenter

Dr Tamsin Hinton-Smith is Associate Director of the Centre for Gender Studies and Senior Lecturer in Higher Education at the University of Sussex, UK. Her main research interests are in gender and higher education. Higher education interests inequalities; non-traditional students; widening participation; student experience and the impact of emerging Higher Education policy. She is currently working on a Marie Skłodowska-Curie project on 'Higher Education Internationalisation and Mobility: Inclusions, Equalities and Innovations' (HEIM) with colleagues in the Centre for Higher Education and Equity Research (CHEER) at the University of Sussex, and partners from the University of Seville, Umea University Sweden, and Roma Education Fund in Budapest, Hungary. Tamsin is also course leader for the postgraduate certificate in higher education (PGCHE) at the University of Sussex.

Featured Panel Presentation: Exploring opportunities in internationally mobile higher education - Intersections of gender and HE experience for Roma students.

Higher education participation has transformative potential for the empowerment of both individuals and communities, and international mobility is heralded as a key site for engagement with the opportunities of the contemporary HE landscape. Yet while the positive potential of such developments is emphasised (e.g. Council of the European Union 2009), they also create new spaces of marginalisation. Such inequalities and exclusions operate along lines of embodied experience including gender, ethnicity, sexuality, and intersections between these. Focusing on intersections of gender and social marginalisation, this paper explores how opportunities to engage with internationally mobile subject (Lynch 2009), are mediated by lived experience, and how these converge with assumptions around the ideal mobile student. The discussion is presented in the context of early findings from the first wave of fieldwork in a 3 year project exploring opportunities for internationally mobile HE participation by participants from socially marginalised groups, focusing on the experience of Roma students. The discussion addresses the role of relevant policies and practices, identifying areas of challenge to participation, and individual and collective strategies in responses to these, while seeking to problematise HE cultures that inhibit participation by diverse constituents, rather than the individuals or communities engaging with them.

Featured Panel Presentation

Thursday, July 2, 2015

10:45-11:45

Renaissance Suite

ece ecll ectc 2015
featured panel presenter



David Wolff
University of Brighton, UK



David Wolff is Director of the Community University Partnership Programme, University of Brighton. Prior to this David worked in the community and voluntary sector in the fields of homelessness, advice and information services, project management and in the use of IT. He has occupied roles as a service delivery worker, manager, director and consultant.

Featured Panel Presentation: Utilising community university partnership spaces for addressing inequalities

Creating spaces where researchers, students, community practitioners and members can work together to consider and address issues of mutual concern can deliver much for all parties. What makes these partnerships work well and what kind of future spaces do we need to develop? David Wolff will reflect on 12 years of Community University Partnership Programme (cupp.org.uk) at the University of Brighton, including reference to a study they conducted '10 down, 10 to go!' which looks at the future of community university partnership working.

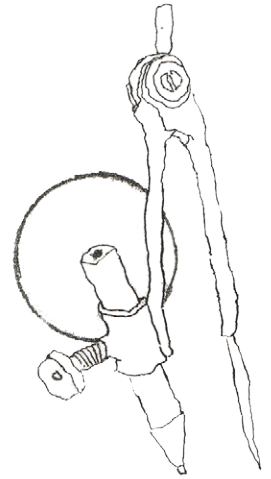
Featured Panel Presentation

Thursday, July 2, 2015

10:45-11:45

Renaissance Suite

Kerry Harman
Birkbeck, University of London, UK



ece eccl ectc 2015
featured panel presenter

Dr Kerry Harman is programme director for Higher Education Introduction Studies (HEIS) at Birkbeck, University of London. This is a multidisciplinary programme providing access to higher education for students with non-traditional academic qualifications and experience. The themes of equality, diversity and social justice are explored in the programme. Her research interest is in the interrelationships between workplace practices, knowledges, power and subjectivity. This is connected with an interest in enabling the ongoing learning that takes place in and through everyday workplace practices to be made visible. She is also interested in the contemporary intersections between workplaces and higher education institutions and what counts as learning within these institutional domains.

Featured Panel Presentation: Challenging academic practices - How might we enact equality?

Academics often tend to look at others and provide commentary on how others might change rather than looking in their own backyard. Some might even argue that this is the essence of academic activity i.e. that academics provide expertise in their area of speciality in order to contribute to social progress and development. Drawing on Ranciere's concepts of an equality of intelligence and the pedagogical myth I approach the conference topic from a slightly different angle and ask: what challenges and changes might be required in academic communities in higher education to enable empowerment and social change? What might a decoupling of the often taken for granted relationship between knowledge and emancipation open up in terms of the organisation of Higher education? And how might changing our academic practices contribute to equality and social change?

Featured Panel Presentation

Thursday, July 2, 2015

10:45-11:45

Renaissance Suite



Alan Maley worked for The British Council from 1962 to 1988, serving as English Language Officer in Yugoslavia, Ghana, Italy, France, and China, and as Regional Director in South India (Madras). From 1988 to 1993 he was Director-General of the Bell Educational Trust, Cambridge. From 1993 to 1998 he was Senior Fellow in the Department of English Language and Literature of the National University of Singapore, and from 1998 to 2003 he directed the graduate programme at Assumption University, Bangkok. For 20 years he was series Editor for the OUP Resource Books for Teachers series. He has published over 40 books and numerous articles. He is currently a freelance consultant. For the past 10 years he has been involved with the Asia Teacher Writers' group, which publishes original stories and poems in English for use with students in the Asia region. His main current interest is in creative writing.

Keynote Presentation: When will we ever learn? Ten great educators and their legacy

This presentation will survey the work of ten great educators, some of whom have been prestigious and highly influential innovators, such as Rudolf Steiner and Paulo Freire, while others, such as Sylvia Ashton-Warner and David Horsburgh were isolated, passionate experimenters, whose pioneering work is relatively little known.

An attempt shall be made to winnow out the essential beliefs and principles which animated their life work, so as to compare what they were advocating in education then, with what effectively counts as education today. Is there any overlap? Will we ever learn the lessons they were trying to teach? What examples of an enduring commitment to their principles can be cited which inspire some hope for the future of education?

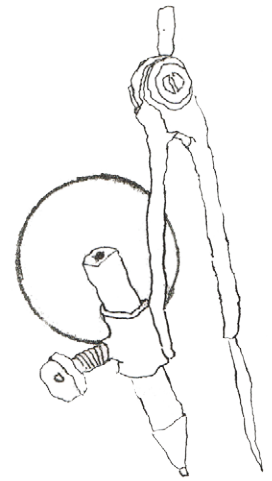
Keynote Presentation

Thursday, July 2, 2015

13:00-13:45

Renaissance Suite

Ken Wilson
Author, UK



ece eccl ectc 2015
keynote presenter

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.

Keynote Presentation: Only connect - seven strategies for ensuring teacher-student communication in the classroom

Does the conventional classroom, with a teacher and students sitting at desks, have any place in modern learning? Has technology rendered the normal learning environment redundant? It would seem not, as teachers and students all over the world are still required to turn up at a particular time and place and engage with each other in some way. However, in classrooms where technology is available, has this engagement changed radically? And what about the students' own technology? Does this make a difference to the classroom experience, or are there some traditional aspects of teaching/learning that should remain the same?

This talk will show how the vital link between teacher and students can be maintained, in a hi-tech classroom or in a situation where the students themselves have sophisticated personal technology.

Further Background Information

This year, I have attended a number of edutech presentations about how technology is transforming the lives of teachers and students. There is no question that this is true, even taking into account the realities of the digital divide. However, two presenter comments made me pause to think. One was the rather dramatic observation that technology would 'blow down the walls' of the old-fashioned classroom. The other was that traditional classrooms with a teacher and students at desks 'would soon be extinct'.

In my opinion, such observations about education are quite unhelpful.

It occurred to me that most people attending those talks work in a system which requires the teacher and students to turn up at an agreed time and place and hopefully that learning will take place while they are together; not just before the students arrive and after they leave.

I then had a conversation with a 19-year-old student, who told me how things had changed when his school introduced desk-top computers for everyone. He was pleased that the class now had access to so much more information and that more learning was self-generated. However, he also noticed a sudden lack of communication between the class and some (not all) of his teachers.

This led me to think that we need to establish some guidelines that help ensure that the link between the teacher and the class is not lost. After all, the teacher is there for a reason, and her expertise is worth something. This talk will present ideas to revive teacher-student communication in the edutech age.

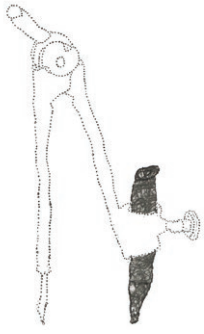
Keynote Presentation

Saturday, July 4, 2015

10:45-11:45

Renaissance Suite

International Programme Director of Language Learning



Steve Cornwell
Osaka Jogakuin University, Japan

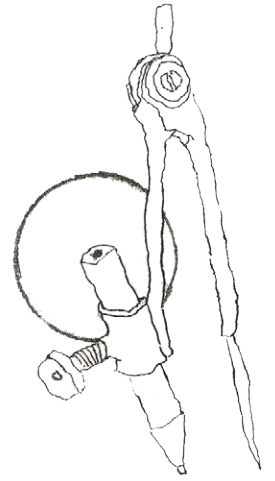


Steve Cornwell is Professor of English and Interdisciplinary Studies at Osaka Jogakuin University, and also teaches in the online portion of the MATESOL Programme for the New School in New York. He helped write and design several of the New School courses and has been involved with the program since its inception. He is involved with the Japan Association for Language Teaching (JALT) (an affiliate of IAFOR) serving 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.

Professor Cornwell is a member of the Executive Council of IAFOR's International Advisory Board, and International Director of Program for Language Learning.

Barbara Lockee

Virginia Tech, USA

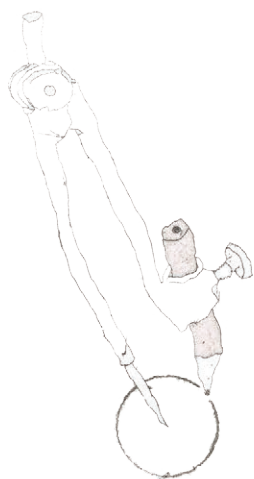


International Programme Director of
Technology, Education, Information & Society

Dr. Barbara 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 organization for educational technology researchers and practitioners. She earned her PhD in 1996 from Virginia Tech in Curriculum and Instruction (Instructional Technology), M.A. in 1991 from Appalachian State University in Curriculum and Instruction (Educational Media), and B.A. in 1986 from Appalachian State University in Communication Arts.

Professor Lockee is a member of the Executive Council of IAFOR's International Advisory Board, and International Director of Program for Technology, Education, Information and Society.



ECE Friday Spotlight Session (16:45-17:15) Room: Renaissance Suite (North)

Emerging Design Thinking for Social Change
Kathryn Campbell, University of Alberta, Canada
Michele Jacobsen, University of Calgary, Canada

About the Presenters: Dr. Katy Campbell, Professor; has served as the Dean of the Faculty of Extension at the University of Alberta since 2009. Before that she was Interim Dean (2007-2009), Associate Dean (2001-2007), and Director of Academic Technologies for Learning, a faculty professional development unit, from 1999-2003. Born and raised in Edmonton, Alberta, she received her PhD (1994) in Instructional Studies from the University of Alberta. She joined the Faculty of Extension in 1996; in 2008 she led the development of a new academic plan emphasizing university-community engagement and the scholarship of engagement. Prior to joining the University of Alberta Dr. Campbell was assistant professor at the State University of New York, Ella Cline Shear School of Education, Geneseo (SUNY-Geneseo, 1993-1995) and a distance education specialist at Keewatin Community College in northern Canada. An instructional designer by education and inclination, she works with narrative and autoethnography within a feminist, poststructural theoretical perspective

Michele Jacobsen is the Associate Dean, Graduate Programs in Education, Werklund School of Education, University of Calgary. She provides academic leadership for research and professional graduate programs that engage over 1200 students. In her own research, Michele uses design-based research approaches to study technology-enabled learning, peer mentorship and responsive pedagogy in school and post-secondary classrooms. Michele draws upon the learning sciences in studying the design of participatory learning environments that sponsor knowledge building, intellectual engagement and assessment as learning..

Abstract: In this presentation we will explore, through examples and discussion, the impact for social change of emerging notions of design on design practice.

We are convinced that instructional designers not only play important roles in the design and development of instructional products, but also act as change agents in changing the way traditional colleges and universities implement their missions in communities. They can work as co-creators to help clients think more critically about the needs of all learners, issues of access, social and cultural implications of information technologies; alternative learning environments and related policy development. Actively helping to shape agendas for change reflects design as political act.

Many design professions are increasingly critical of normative assumptions and practices that have effectively marginalized communities. Alternative design scholarship and practices increasingly offer designers a lens through which we can "understand how unequal power relations are embodied in, and result from, mainstream design practice and products" (Nieusma, 2004, 13). The workplace, and community space converge they become places of protracted struggle, concerned with relationships, challenged by multiple and sometimes conflicting voices. In the end, knowledge is co-created, negotiated and reciprocal. For example, Universal Design, borrowed originally from architecture, exemplifies design as political social action. Alternative design thinking intersects in sociocultural concerns about human diversity, social inclusion, ethical practice, authority, sustainability and multivocality.

ECE Friday Spotlight Session (17:15-17:45)
Room: Renaissance Suite (North)

Educating Learners with Down Syndrome Successfully - A Narrative Journey
Susette Brynard, University Free State, South Africa

About the Presenters: Dr. Susette Brynard is currently a lecturer in Education Management at the University Free State, South Africa. Previously she was Head of the Department Natural Sciences, Bloemfontein College of Education. She was born in South Africa and graduated at the University Free State to receive a B. Sc.-degree. While lecturing Biology at an Education College she commenced her studies at the University of the Free State, where she received the B Ed (honors) and M Ed Degrees Cum Laude and then her Ph.D. She received numerous awards during her studies. She has been involved in creating opportunities for Down syndrome children and provided support for parents and families with Down Syndrome children for many years. She is doing ground-breaking work on education opportunities for Down syndrome learners, focusing inter alia on improved educational opportunities through implementing principals of self-advocacy. Her work includes both research about, and advocacy for, such opportunities.

Abstract: The aim of the article is to illustrate the important role that parents can play in the development of the education of learners with Down syndrome (DS). A literature review was done to obtain background information on the concept DS and on the history and possibilities of education for learners with DS, as well as on the role of the parent in the management of the education of learners with DS. A qualitative case study, focusing on the narrative approach was implemented to illustrate the management of the educational opportunities and thus, the self-actualisation of all learners with DS. The educational history of an academically successful girl with DS was followed in order to establish what lay behind her success. From the findings it can be deduced that parents and educators should collaborate to enhance the educational opportunities of learners with DS. The contribution this article makes is to convey to educators and parents the important role they can play in the advancement of the education of learners with DS, as a possible way to give these learners a better chance to live a meaningful life. The assumption is that if learners with DS receive optimal stimulation and encouragement from their parents and teachers in collaboration with one another; from an early age, their educational skills and self-actualisation will benefit to a large extent. This will improve their opportunities to become valued human beings.

ECE Friday Spotlight Session (17:45-18:15)
Room: Renaissance Suite (North)

Being the Master of Your Destiny
Sheri Brynard, Lettie Fouche School, South Africa

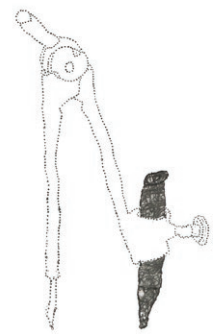
About the Presenter: Sheri Brynard (32 years old) of South Africa is the only person with Down syndrome who is a qualified teacher; in the world. She is also an international ambassador for all people with Down syndrome. She truly believes that all people have the ability to choose to make the best of their circumstances and she is the living example of that. She is currently an assistant teacher in a Pre-primary school and she gives motivational speeches all over the world. In March last year she addressed an International Conference on International Down syndrome day held in the headquarters of the United Nations in New York. She also did the opening speech at the last International Down syndrome Conference and spoke at the University of Canterbury in the UK in July last year. This year she has addressed the community in Guildford in the UK as well as Lord Wandsworth College in Hampshire in the UK in January. In June this year Sheri was also invited to the Childs World Conference in Wales (UK) and she gave the main Conference Banquet keynote presentation on Thursday 26th June 2014 (at which all the delegates of nearly 170 countries, senior university staff and external guests was present).

Abstract: With this presentation, an Afrikaans speaking woman of 32 will inform the audience in English how she grew up as a girl with Down syndrome in South Africa. She will explain how her determination to make the best of her situation helped her to cope with her disability and how she, with the help of her parents, handled the preconceived ideas of the people of her time.

She will illustrate how a positive outlook on life helped her to achieve. She made the words and the philosophy of Nelson Mandela "you are the master of your destiny and you are the captain of your soul", her own life philosophy. She truly believes that one must focus on what you have and be proud of who you are. One should never hide behind circumstances and one must work hard to make the best of who you are. You only excel when you don't use the excuses you have. She questions the fact that so many like her are being aborted and she gives a voice to the voiceless in this regard.

Sheri Brynard gives meaning to her life by trying to change people's perceptions about people with Down syndrome in South Africa and abroad. She also tries to help the so called normal people who listen to her to focus on the positive things in their own lives.

Sheri is proud to be who she is, a girl with Down syndrome.



ece eccl ectc 2015
spotlight presentations

INTERNATIONAL INTERCULTURAL INTERDISCIPLINARY

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“To Open Minds, To Educate Intelligence, To Inform Decisions”

The International Academic Forum 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 Nagoya, Japan, and registered as a Non-Profit Organization (一般社団法人), IAFOR is an independent think tank committed to the deeper understanding of contemporary geo-political transformation, particularly in the Asia Pacific Region.

For more information about the International Academic Forum and its activities,
please visit our website at www.iafor.org

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IAFOR
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 organizational directors) and classroom teachers with their support staff in IT, library work, exchange programs, 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 prioritize 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, it encourages 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 realize or admit. The need to see and internalize 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 globalized 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 globalization 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 organization its momentum, and is making it a pioneer in this global age.

Rev. Professor Stuart DB 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 of the International Advisory Board

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 Organization. As Chairman of IAFOR, Professor Picken helps guide the academic and political strategy of the organization, 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 Globalization 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 specialized 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 Air Lines.

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 organize 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, and through the IAFOR IAB. He is also the Chairman of the Academic Board of New College, Birmingham. He lives near Glasgow with his wife and two children.

President

Dr Joseph Haldane

B.A., Ph.D. (London), F.R.S.A., F.R.A.S.



Joseph Haldane is the President 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 organization'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 PhD 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.

Dr Haldane's current research concentrates on post-war Japanese and Chinese history, as well as Sino-Japanese and US-Japan relations in the same period. In 2012 he was elected a Fellow of the Royal Asiatic Society, and in 2015 a Fellow of the Royal Society of Arts.

people - The Executive Council of the 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 Program 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 David N Aspin

Professor Emeritus and Former Dean of the Faculty of Education, Monash University, Australia
Visiting Fellow, St Edmund's College, Cambridge University, UK

Professor Don Brash

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 Judith Chapman

Professor of Education, Australian Catholic University, Australia
Visiting Fellow, St Edmund's College, Cambridge University, UK
Member of the Order of Australia

Professor Tien-Hui Chiang

Professor and Chair, Department of Education
National University of Tainan, 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

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SMR Distinguished Professor of Management and Engineering Systems, MIT Sloan School of Management, Massachusetts Institute of Technology, USA

Professor Dexter Da Silva

Professor of Educational Psychology, Keisen University, Tokyo, Japan

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Herbert J. and Ann L. Siegel Dean
LeHigh University, USA

Professor June Henton

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 of 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 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 Keith Miller

Orthwein Endowed Professor for Lifelong Learning in the Science, University of Missouri-St.Louis, USA

Professor Kuniko Miyanaga

Director; Human Potential Institute, Japan
Fellow, Reichsauer Institute, Harvard University, USA

Professor Dennis McInerney

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

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The University of Redlands School of Business, USA

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Professor Michiko Nakano

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Ms Linda Toyo Obayashi

Senior Mediation Officer; The World Bank Group
Washington DC, USA

Professor Baden Offord

Director and Chair;
Centre for Human Rights Education
Curtin University, Australia

Professor Jerry Platt

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Professor Richard Roth

Senior Associate Dean, Medill School of Journalism, Northwestern University, Qatar

Professor Monty P. Satiadarma

Clinical Psychologist and Lecturer in Psychology & Former Dean of the Department of Psychology and Rector of the University, Tarumanagara University, Indonesia

Mr Mohamed Salaheen

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 ORS

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 Minasova

President of the Faculty of Foreign Languages and Area Studies, Lomonosov Moscow State University

Professor Yozo Yokota

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

Professor Kensaku Yoshida

Professor of English & Director of the Center for the Teaching of Foreign Languages in General Education, Sophia University, Tokyo, Japan

The International Advisory Board is composed of distinguished academics, business executives, former and current government officials, and community leaders. Its role is to consult and provide counsel on the business and affairs of IAFOR, and suggest areas of scholarly investigation. Membership of the International Advisory Board is by invitation only. For a full list please see the IAFOR website.

The Japan Liaison Committee (JLC)

The Japan Liaison Committee is a consultative committee that provides support in the form of advice and guidance in specific aspects of the planning and projects of the Forum held in Japan. The Chairman of the International Advisory Board is also chair of the JLC. Members of the JLC are ex-officio members of the International Advisory Board.

Prof Stuart D. B. Picken, Chairman, IAFOR

Mr Mitsumasa Aoyama, Founder of the PHP Institute, Kyoto, Japan & Director; the Yufuku Gallery, Tokyo, Japan

Prof Kuniko Miyanaga, Director; the Human Potential Institute, Tokyo, Japan and Fellow, Reichsauer Institute, Harvard University, USA

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

Prof Yozo Yokota, Director of the Center for Human Rights Affairs, Japan & Former UN Special Rapporteur on Myanmar

Dr Joseph Haldane, President, IAFOR

people - IAFOR Journal Editors

Editors of IAFOR Journals are ex-officio Members of the International Advisory Board

IAFOR Journal of Arts and Humanities

Dr Thomas French, Ritsumeikan University, Japan

IAFOR Journal of Literature & Librarianship

Dr Richard Donovan, Doshisha University, Japan

IAFOR Journal of Education

Dr Bernard Montoneri, Providence University, Taichung, Taiwan

IAFOR Journal of Business and Management

Dr Merlin Levirs, Ritsumeikan University

IAFOR Journal of the Social Sciences

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IAFOR Journal of Ethics, Religion and Philosophy

Dr Michael O'Sullivan, The Chinese University of Hong Kong, Hong Kong

IAFOR Journal of Sustainability, Energy and the Environment

Dr Alexandru-Ionut Petrisor, The National Institute for Research and Development in Construction, Urban Planning and Sustainable Spatial Development (URBAN=INCERC), Romania

IAFOR Journal of Media, Communication & Film

Dr James Rowllins, Singapore University of Design and Technology

IAFOR Journal of Asian Studies

Dr Seiko Yasumoto, The University of Sydney, Australia

IAFOR Journal of Language Learning

Dr. Ebru Melek Koc, Izmir Institute of Technology, Turkey

IAFOR Journal of Politics, Economics & Law

Dr Craig Mark, Kwansei Gakuin University, Japan

IAFOR Journal of Cultural Studies

Professor Holger Briel, Xi'an Jiaotong-Liverpool University, China

IAFOR Journal of Psychology and the Behavioral Sciences

Dr. Shahrokh (Sharo) Shafaie, Southeast Missouri State University, USA

Dr. Deborah G. Wooldridge, Professor and School Director, Bowling Green State University, USA

people - IAFOR Key Staff



Kiyoshi Mana - Director of Operations

Kiyoshi Mana is the Director of Operations, and is 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.



Alexander Pratt - Deputy Director of Operations

A civil engineering graduate from the University of Nottingham, 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 organization and works alongside the Director of Operations to expand IAFOR's events in Japan and internationally.



Michael Kedzlie - Research and Policy Manager

Michael Liam Kedzlie is a New Zealander who currently works as the Research and Policy Manager. He is responsible for formulating legal policy as well as liaising with the organisation's university partners and the International Directors of Program. He is also editor of Eye Magazine. He has a Master's degree in Education from Massey University as well as a Law degree from the University of Waikato Law School. He is an enrolled Barrister and Solicitor of the High Court of New Zealand.



Bryce Platt - Technology Manager

After growing up in the Silicon Valley in California, Bryce graduated from Gustavus Adolphus College (Saint Peter, Minnesota) with a degree in sociology, and in 2013 earned a Master's degree in Global Communication from Akita International University in Japan. As well as coordinating IAFOR's technology strategy, he is also responsible for managing systems operations, and exploring technological solutions for the organization.



Thaddeus Pope - Media and Design Manager

Born and raised in Brighton, UK, Thaddeus is an experienced commercial and editorial photographer with a BA in Photography from the London College of Communication (University of the Arts London). Thaddeus's duties at IAFOR include overseeing the design and media output of the organisation, as well as producing photo-essays, short documentaries and other visual content for IAFOR and its publications, including Eye Magazine. He is also the Creative Director of the IAFOR Documentary Photography Award.



Shawn Mahler - Production Manager

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.



Takumi Saito - Coordinator: Finance and Administration

Born and raised in Yamagata, Japan, Takumi studied English literature at Waseda University. A language lover, he has also studied German, Spanish, French and Polish and can also speak Italian. Takumi recently joined IAFOR to handle its finance and administration.



John Ananthan - Technology Coordinator

Born and raised in northern Denmark in a multicultural family, John Ananthan studied Computer Science at University College Nordjylland. At an early age he started his own IT company, worked for several 3rd 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.



Stephen Rudden - Systems & Administrative Coordinator

Originally from Leicester, England, Stephen Rudden is an experienced network and systems engineer with a BSc in Computing from the University of Westminster. Before joining IAFOR in April 2015, Stephen was a network engineer for a global consumer electronics company.

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

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iafor conference highlights: the past 12 months

global
thought
leaders

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...



Top left: Dennis McInerney, Chair Professor of Educational Psychology at the Hong Kong Institute of Education delivers a keynote on the concept of identity at the Asian Conference on Education 2014. **Top right: Professor Keith Miller** of the University of Missouri, and former Editor of the IEEE Technology and Society magazine, speaks of the concept of identity and machines in his complementary keynote at the Asian Conference on Society, Education and Technology.

Above left: Dr. Christine Coombe of Dubai Men's College (UAE) and former TESOL President, delivers a keynote at the IAFOR International Conference on Education on "Best Practice in ELT: 10 Traits of a Highly Effective Teacher". **Above right:** Pulitzer nominated journalism professor at Medill, **Richard Roth**; Former Wall Street Journal and Washington Post investigative reporter and Director of the Medill Justice Project, **Professor Alec Klein** sit on a Media and Justice panel at MediAsia 2014. The panel was chaired by Multi-Emmy award winning producer, **Professor Gary E. Swanson**.

Below Left: Arizona University Centennial Professor of Public Management and Technology Policy, **Barry Bozeman**, delivers a keynote at the Asian Conference on Business and Public Policy on "Enhancing Research Collaboration Effectiveness". **Below Center:** Professor of intercultural studies and translation at the American University of Sharjah (UAE), **Said M. Faiq**, delivers a featured presentation at the IAFOR International Conference on Education on "Intercultural Encounters, in the Eye of the Beholder". **Below Right: Dr Andrew Staples**, Director of the Economist Corporate Network for Japan, delivers a featured address on "Megatrends, Japan and the Innovation Challenge" at the Asian Conference on Society, Information and Technology 2014.





Top left: Dr. A. Robert Lee addresses the plenary session at The Asian Conference on Literature and Librarianship 2015 with his keynote presentation "Writing Multicultural America: The Powers of Canon and Ethnicity." **Top center:** Professor Thomas Brian Mooney, Charles Darwin University, addresses The Asian Conference on Ethics, Religion and Philosophy with his featured presentation "Powers of the Soul - A Very Different Theory of Justice." **Top right:** Jared Baxter, Independent Researcher, delivers his featured presentation "The Power behind Starry Night - Vincent's Empyrean Vision" at The Asian Conference on Arts and Humanities 2015.

Above left: Featured Speaker Professor Donald E. Hall, Dean of the College of Arts and Sciences at Lehigh University, USA, presents at ACCS/ACAS2014: "Looking Beyond Our Horizons: Interdisciplinary Education as Our Best Hope for the Future." **Above right:** Professor Mimi Bong, Korea University, presents her keynote presentation "Context-Specific Motivational Beliefs - The Critical Determinants of Adolescent Learning and Self-Regulation" at The Asian Conference on Psychology and the Behavioral Sciences 2015.

Below left: Professor Frieda Mangunsong, University of Indonesia, at The Asian Conference on Education & International Development 2015 speaks on "Becoming a Self-Regulated Nation through Education". **Below center:** Lowell Sheppard, Asia Pacific Director of the HOPE International Development Agency, addresses delegates at the ACSS/ACSEE 2015 Plenary Session. **Below right:** Professor Kay Irie, from Gakushuin University, Japan, delivers her keynote address at ACLL/ACTC2015 titled "Integrating Language Learning as Part of A Self Narrative".





Top left: Professor Arthur J.A. Stockwin from the University of Oxford, UK (left) and Jun Arima, Director General of JETRO London (right) discuss the emerging defence and international relations posture of Japan at the 2014 European Conference Series. **Top right:** Professor Amanda Third of the University of Western Sydney, Australia, presents her featured address on "Children's Rights in the Digital Age - Thinking Human Rights Beyond Citizenship and the Nation-State" at the ACCS2015 Plenary Session.

Above left: Professor Gerard Goggin of the University of Sydney, Australia, discusses "Interdisciplinary Responses to Global Crises and Human Rights Issues" as part of the ACCS2015 Featured Panel. **Above right:** Professor Yozo Yokota, Director of the Center for Human Rights Affairs and Special Advisor to the Japanese Ministry of Justice, delivers his keynote address at ACSEE/ACSS 2015 on "The United Nations and Human Rights".

Below left: Conference Chair Professor Sue Jackson, Professor of Lifelong Learning and Gender & Pro-Vice Master of Teaching and Learning, Birkbeck, University of London, welcomes delegates to the European Conference on Education 2014 (ECE2014). **Bottom centre:** Professor Heidi Safia Mirza from Goldsmiths College, University of London, during her keynote address at ECE2014. Professor Mirza spoke on "Decolonizing Pedagogies: Black feminist reflections on teaching race, faith and culture in higher education". **Bottom right:** Professor Penny Jane Burke, Roehampton University, London, speaking during the plenary session of ECE2014 on "Transforming Pedagogical Spaces: Knowledge, Becoming and Belonging."





Top left: Lord Charles Bruce, the keynote speaker at the European Conference on Arts and Humanities 2014 (ECAH2014), during his address "In Between The Occident And The Orient," traced the encounters of Europeans and Asians during the colonial period. **Top right:** Professor Joe Elliott from Durham University, UK, presents his featured speech, "The Dyslexia Debate" at the European Conference on Psychology and Behavioral Sciences 2014. Professor Elliott outlined the nature of the dyslexia debate and called for an end to the use of the dyslexia label.

Above left: ECLL2014 Keynote speaker Ken Wilson, prominent ELT author and trainer, during his featured speech "Motivating the unmotivated - Ten ways to get your students to DO something." **Above right:** Professor Michael A. Cusumano, the Sloan Management Review Distinguished Professor of Management at the Massachusetts Institute of Technology, addresses the North American Conference on the Social Sciences (NACSS2014) on the topic of "Japanese Firms and Staying Power".

Below left: Professor Yuriko Saito, from the Rhode Island School of Design, speaks during the North American Conference on Media, Film, and Cultural Studies (NACMFCS2014) plenary session on "Everyday Aesthetics and World-Making". **Bottom centre:** Linda Toyo Obayashi, the Senior Mediation Officer at The World Bank Group's Internal Justice System speaks at NACSS2014 on the topic of conflict resolution in the workplace. **Bottom right:** Professor Svetlana Ter Minasova, President of Moscow State University, during her keynote presentation, "The Influence of National Classical Literature on Moulding National Identity," discussed to what extent national classical literature can be regarded as a source and a pivot of national identity.



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.

Journals FAQ

IAFOR's Open Access
Publishing Commitment

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 5 and 10 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?

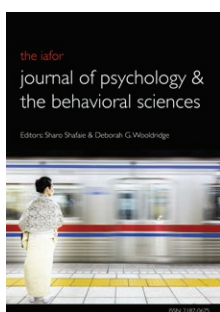
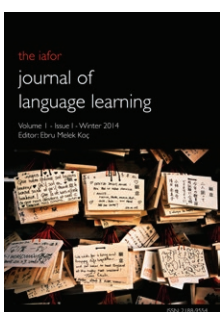
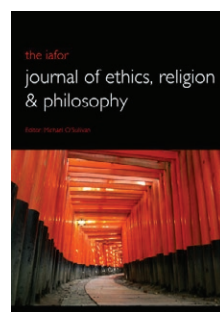
IAFOR's journals reflect the interdisciplinary and international nature of our conferences and are organized thematically. Papers included in the associated conference proceedings may be considered for reworking by the editor(s), and would then be subjected to the same processes of peer review as papers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

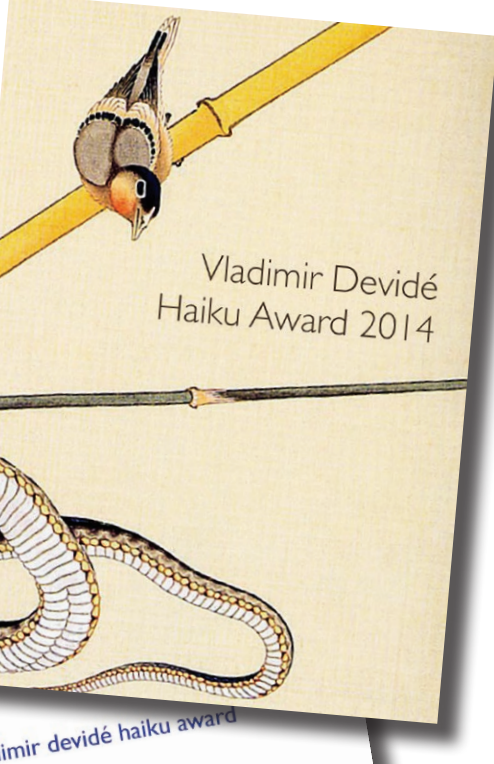
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IAFOR will never ask authors to contribute towards publication costs, or engage in other such publishing practices which we believe undermine academic independence and integrity.





imir devidé haiku award



selected haiku 2013



IAFOR Keynotes

The IAFOR Keynotes Series is a collection of keynote addresses, 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 keynotes are thoughtful addresses by senior academics, the content of which may help your research.

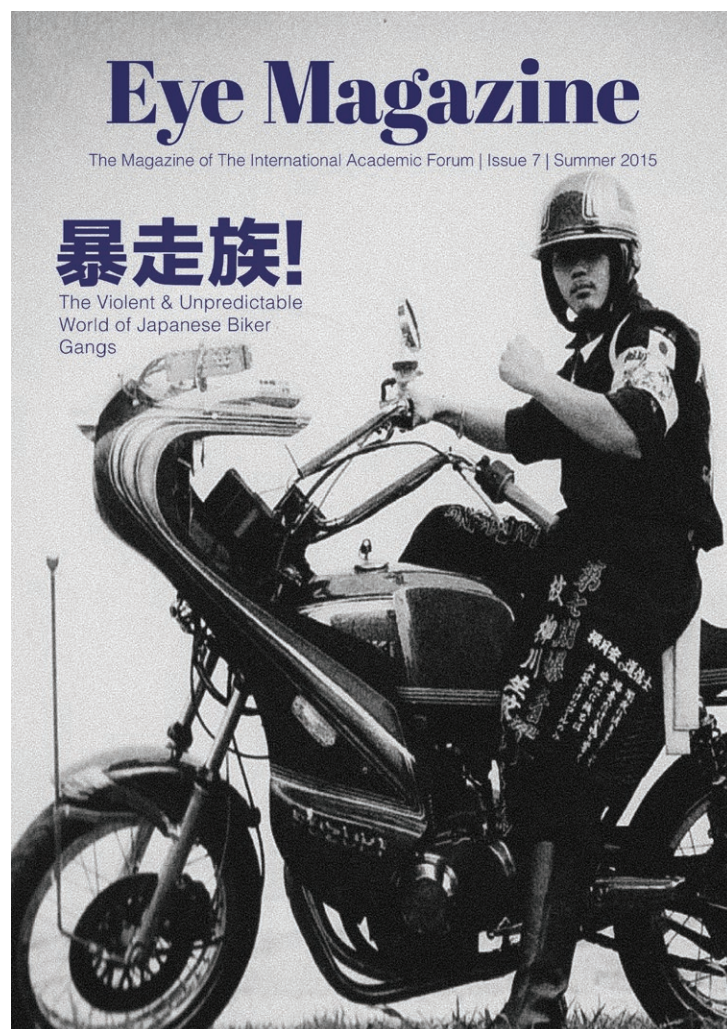
Special Series & Monographs

The International Academic Forum is publishing a number of special monographs in print and online form. One such publication is a selection of haiku from the Annual Vladimir Devidé Haiku Award.

Eye Magazine

Through Eye Magazine, the International Academic Forum's own in-house e-magazine publication, we hope to enlighten you to various views and opinions of our contributors, many of whom have presented full research papers at our various conferences.

The Summer 2015 edition of Eye magazine is available on the IAFOR website (iafor.org/eye) and through the ISSUU reader on your browser or mobile device.



Thursday



Thursday Morning Events



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08:00 - 09:00
Conference Registration
Renaissance Suite

09:00 - 09:30
Welcome Address
Conference Chair Address
Renaissance Suite

09:30 - 10:15
Keynote Presentation
Fergal Finnegan
Renaissance Suite

10:15 - 10:45
Coffee Break

10:45 - 11:45
Featured Panel Presentation
“Challenging practices: imagining spaces of empowerment and participation”
Renaissance Suite

11:45 - 12:00
Conference Photograph
2F Library Terrace

12:00 - 13:00
Lunch Break

13:00 - 13:45
Keynote Presentation
Alan Maley
Renaissance Suite

13:45 - 14:15
Coffee Break



Thursday Session I: 14:15 - 15:45

Thursday Session I: 14:15 - 15:45

Room: Tennyson

ECE: Adult and Lifelong Learning

Session Chair: Régine Clottu

14897 14:15 - 14:45

Enhancing Self-Directed Learning Skills by Implementing Case-Based Learning and Critical Thinking in a Vertically Integrated Module of Cardiovascular System

Mei-Ling Tsai, National Cheng Kung University, Taiwan

13296 14:45 - 15:15

Experiencing Desired Outcomes of Adult Education Through Participatory Practice Design

Wey-Ying Lim, SIM University, Singapore

Hom-Mun Cheah, SIM University, Singapore

15089 15:15 - 15:45

Training on Demand in the Context of the Ongoing Training of Teachers: An Original Design in an Inclusive School Setting

Régine Clottu, University of Teacher Education, Switzerland

Thursday Session I: 14:15 - 15:45

Room: Shelley

ECE: Higher Education

Session Chair: William James Pelech

14678 14:15 - 14:45

Health and Physical Education (HPE): Local and Global Communities of Practice

Timothy Joseph Lynch, Monash University, Australia

9965 14:45 - 15:15

The Construction of Teacher Identity through Peer Review: How Do I See Myself? How Do I See My Students?

Kathryn Dixon, Curtin University, Australia

Sonja Kuzich, Curtin University, Australia

14946 15:15 - 15:45

Where is Learning Situated? Ecological Learning Theory in Social Work Education

William James Pelech, University of Calgary, Canada

Sharon Patricia Pelech, University of Lethbridge, Canada

Thursday Session I: 14:15 - 15:45

Room: Coleridge

ECLL: Innovative Language Teaching and Learning Methodologies

Session Chair: Avary Carhill-Poza

13706 14:15 - 14:45

Using an Online Tool to Support Writing: Students' Perspectives

Ya-chin Tsai, National Chiayi University, Taiwan

17575 14:45 - 15:15

Pecha Kucha: How to Improve Students' Presentation Skills

Rachel Robinson, University of Leeds, UK

15145 15:15 - 15:45

Flipped Learning: A Laboratory for Re-Examining Language Teaching and Learning in K-12 Schooling

Avary Carhill-Poza, University of Massachusetts Boston, USA



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Thursday Session I: 14:15 - 15:45



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Thursday Session I: 14:15 - 15:45
ECTC: Interdisciplinary
Session Chair: David Cameron

Room: Wordsworth

12601 14:15 - 14:45

Advancing Professional Competence Development Using Interactive Online Learning and Continuous Assessment Simulations
 D. Mark Ragg, Eastern Michigan University, USA

17559 14:45 - 15:15

Enhanced Learning through Multi-Sensory Experiences and Multimodal Technologies: Preliminary Results of a Longitudinal Study
 Frances Di Lauro, The University of Sydney, Australia

15207 15:15 - 15:45

Digital Liveness: The Ancient Art of Drama as a 21st Century Literacy
 David Cameron, The University of Newcastle, Australia
 Rebecca Wotzko, The University of Newcastle, Australia
 Michael Anderson, The University of Sydney, Australia

Thursday Session I: 14:15 - 15:45

Room: Renaissance North

ECE: Student Learning, Learner Experiences and Learner Diversity
Session Chair: Satoko Ito

13770 14:15 - 14:45

Cakes: A Multi-Tiered (and Tasty) Approach to Developing Community and Supporting Cultural Learning Transitions
 Jane McKay, Glasgow Caledonian University, UK
 Deborah O'Neill, Glasgow Caledonian University, UK
 Lina Petrakieva, Glasgow Caledonian University, UK
 Lesley Roberts, Glasgow Caledonian University, UK

17602 14:45 - 15:15

Setting Them Up to Fail? Disempowerment and Barriers to Progression for Disaffected 14-16-Year-Olds
 David Allan, Edge Hill University, UK

17072 15:15 - 15:45

Which Types of Language Learning Strategies May Help You Better?
 Satoko Ito, Nanzan University, Japan
 Satoshi Moriizumi, Nanzan University, Japan
 Keizo Asano, Nanzan University, Japan

Thursday Session I: 14:15 - 15:45

Room: Renaissance South

ECE: Education: Social Justice and Social Change
Session Chair: Susan Channells

14724 14:15 - 14:45

Promoting Social Justice through the Expansion and Reformulation of Critical Thinking
 Greg Ogilvie, University of Lethbridge, Canada

8986 14:45 - 15:15

UWSCollege: Successful Pathways to Higher Education
 Susan Channells, UWSCollege, Australia
 Greg Whateley, UWSCollege, Australia

15135 15:15 - 15:45

Building and Sustaining Community Connections and Partnerships across Diverse Communities
 Marc Bissley, Camosun College, Canada

Thursday Poster Session I: 14:15 - 15:45
Room: Library Terrace

14722

Exploring the Learning Motivation of Third-Grade Students Among Taiwan Aboriginal and General District Elementary School Toward Aboriginal Mathematics Learning Platform

Wan-Ting Liu, National Chiayi University, Taiwan

Chih-Hung Lin, National Chiayi University, Taiwan

Chia-Ni Chan, National Chiayi University, Taiwan

Meng-Lung Lai, Graduate Institute of Early Childhood Education - National Chiayi University, Taiwan

14632

The Behavioral Intention of Teacher Teaching in Taiwan Aboriginal and General District Elementary School toward TAMLCP Based on TAM

Chia-Ni Chan, National Chiayi University, Taiwan

Chih-Hung Lin, National Chiayi University, Taiwan

Wan-Ting Liu, National Chiayi University, Taiwan

14101

Learning Algebra Can Be Fun! Creating Environments to Learn Algebra for Disadvantaged Students

Ru-Fen Yao, National Chia-Yi University, Taiwan

16962

Transition of Students with Autistic Spectrum Disorders from Primary to Post-Primary School: A Framework for Success

Evelyn Deacy, St. Angela's College, Ireland

Fiona Jennings, St. Angela's College, Ireland

Ailbhe O Halloran, St. Angela's College, Ireland

15197

Addressing Diversity in Counseling: Educating, Encouraging & Empowering Minority Counselors

Stacey L. Olden, University of South Carolina, USA

14703

Impact of Alcohol Consumption on Adjustment in First Year University Students in Spain

M^a Fernanda Páramo, University of Santiago de Compostela, Spain

Carolina Tinajero, University of Santiago de Compostela, Spain

Fernando Cadaveira, University of Santiago de Compostela, Spain

Montserrat Corral, University of Santiago de Compostela, Spain

M^a Soledad Rodríguez, University of Santiago de Compostela, Spain

14704

Alcohol Consumption and Academic Success in First-Year University Students in Spain

M^a Soledad Rodríguez, University of Santiago de Compostela, Spain

Carolina Tinajero, University of Santiago de Compostela, Spain

Fernando Cadaveira, University of Santiago de Compostela, Spain

Socorro Rodríguez-Holguin, University of Santiago de Compostela, Spain

M^a Fernanda Páramo, University of Santiago de Compostela, Spain



Thursday

Thursday Poster Session I: 14:15 - 15:45
Room: Library Terrace



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14887

Confidence and Autonomy in First Year Programming Students: A Case Study

Simon Coupland, De Montfort University, UK

Ian Pettit, De Montfort University, UK

14893

Raising Awareness and Increasing Engagement with Study Support

Zoë Allman, De Montfort University, UK

Avril Buchanan, De Montfort University, UK

Louise Buckingham, De Montfort University, UK

17317

De-Institutionalization in Lithuania as the Result of Social Education

Dalia Stražinskaitė, Lithuanian University of Educational Sciences, Lithuania

14600

A Comparative Study on Undergraduate Students and High School Students Skills of Justifying Arguments, Evaluating and Formulating Evidence

Shu-Sheng Lin, National Chiayi University, Taiwan

15515

We Can Help Them Speak

Nilufer Ozgur, Anadolu University, Turkey

iafor

Coffee Break
15:45 - 16:00

Thursday Session II: 16:00 - 17:30

Thursday Session II: 16:00 - 17:00

Room: Tennyson

ECLL: Literacy

Session Chair: Pat Strauss

I4056 16:00 - 16:30

Developing Students English Literacy Skills for Their Study in Academic Disciplines

Elizabeth Bankowski, Hong Kong Baptist University, Hong Kong

Dureshahwar Lughmani, The Hong Kong Polytechnic University, Hong Kong

Hebe Wong, The City University of Hong Kong, Hong Kong

I3548 16:30 - 17:00

Low Grade Language Teachers? The Positioning of Postgraduate Academic Writing Advisors in New Zealand Universities

Pat Strauss, AUT University, New Zealand

Thursday Session II: 16:00 - 17:30

Room: Shelley

ECE: Social Justice and Social Change

Session Chair: William James Pelech

I4512 16:00 - 16:30

Opposing Gazes: Racism and Xenophobia in South African Schools

Saloshna Vandeyar, University of Pretoria, South Africa

Thirusellvan Vandeyar, University of Pretoria, South Africa

I4573 16:30 - 17:00

Adolescent Girls' Connectivity in an Occupational-Efficacy Workshop: Understanding Avoidance

Sigl Oppenheim-Shachar, Bar Ilan University, Israel

Benjamin Orly, Bar Ilan University, Israel

I4948 17:00 - 17:30

(En)Activism and Empowerment: A New Perspective on Social Action

William James Pelech, University of Calgary, Canada

Sharon Patricia Pelech, University of Lethbridge, Canada

I3757 17:30 - 18:00 (Moved from Sunday)

Dialogue, Problematisation, Political Commitment and Community Participation as the Main Elements of Integrated Pedagogical Actions of Rural Family Houses

Ronaldo Marcos de Lima Araujo, Universidade Federal do Pará, Brazil

Thursday Session II: 16:00 - 17:30

Room: Coleridge

ECTC: Open and Distance Learning Technologies

Session Chair: Micheal M van Wyk

I6572 16:00 - 16:30

Open Access Courses in an E-Learning Process: Lessons from a Pilot Case Study

Kyvelle Constantina Diareme, Agricultural University of Athens, Greece

Maria Dimitra Papoulia, Agricultural University of Athens, Greece

Theodore Tsiligridis, Agricultural University of Athens, Greece

7564 16:30 - 17:00

Eportfolios as an Alternative Assessment Tool toward Empowering Economics Student Teachers

Micheal M van Wyk, University of South Africa, South Africa

I6429 17:00 - 17:30

E-Learning for Distance Students: A Case Study From a UK Masters Programme

Jenny Carter, De Montfort University, UK

Francisco Chiclana, De Montfort University, UK

Mohammad Al-Omari, De Montfort University, UK



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Thursday Session II: 16:00 - 17:30



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Thursday Session II: 16:00 - 17:30

Room: Wordsworth

ECE: Digital Technologies and Communications

Session Chair: Nee Nee Chan

11445 16:00 - 16:30

The Progress of the Virtual School Movement in the United States

Thomas A. Fuller, The Fuller Law Group, USA

15051 16:30 - 17:00

A Comparison between School Life Activities and GPAs under a New Educational E-portfolio System in University

Noriko Hanakawa, Hannan University, Japan

Masaki Obana, Osaka Institute of Technology, Japan

17583 17:00 - 17:30

Learning Languages in Everyday Lives: Youths' Use of Mobile Language Learning Applications

Nee Nee Chan, UCSI University, Malaysia

Thursday Session II: 16:00 - 17:30

Room: Renaissance North

ECE: Education for Sustainable Development

Session Chair: Deborah Bradbery

7484 16:00 - 16:30

Project-Based Learning and Students' Interest in Physics and Chemistry: Using Innovative Practices in Rural Nigerian Schools to Foster Community Change

Mary Felicia Opara, Anambra State University, Nigeria

Innocent Chukwuemeka Elekalachi, Anambra State University, Nigeria

13362 16:30 - 17:00

Conceptualizing SDL in a South African Environment: Praxis Towards Sustainable Empowering Learning Environments

Charlene Brits, North West University, South Africa

13442 17:00 - 17:30

Educating for Sustainability: Using Children's Picture Books to Teach for a Sustainable Future

Deborah Bradbery, University of Newcastle, Australia

Thursday Session II: 16:00 - 18:00

Room: Renaissance South

ECE: Interdisciplinary

Session Chair: Kerry Francksen

14561 16:00 - 16:30

Reggio-Inspired Thinking: The Interweaving of Arts and Academics

Wendell Hanna, San Francisco State University, USA

17522 16:30 - 17:00

Interdisciplinary Thinking: A Learning-Teaching Experience in Higher Education

Sandra Saura-Mas, Autonomous University of Barcelona, Spain

Maria Villanueva, Autonomous University of Barcelona, Spain

Jaume Barrera, Autonomous University of Barcelona, Spain

Asunción Blanco, Autonomous University of Barcelona, Spain

Joan Poch, Autonomous University of Barcelona, Spain

Esteve Dot, Autonomous University of Barcelona, Spain

14931 17:00 - 17:30

Fostering Agency and Autonomy in Creative Arts Learning: How Do We Encourage Learners to Take Control?

Kerry Francksen, De Montfort University, UK

16346 17:30 - 18:00 (Moved from Sunday)

Guardians of the Social Order or Change Catalysts? Social Workers and Black African Youth in Canada's Schools

Funke Oba, Wilfrid Laurier University, Canada

Thursday Poster Session II: 16:00 - 17:30
Room: Library Terrace

14848

Evaluating Teachers' Digital Literacy

Adriano Quieti, Mahidol University, Thailand
 Alexander Nanni, Mahidol University, Thailand
 Joseph Serrani, Mahidol University, Thailand

13451

IEPs and the Web: Maximizing Student Potential

Joseph Serrani, Mahidol University International College, Thailand
 Alexander Nanni, Mahidol University International College, Thailand
 Adriano Quieti, Mahidol University International College, Thailand

15142

Multitouch Tablet Applications for Enhancing Vocabulary, Central Auditory Processing and Prosocial Skills among Preschoolers

Cristina de Andrade Varanda, Universidade de São Paulo/Universidade Paulista, Brazil
 Eva Cristina de Carvalho Souza Mendes, Universidade Paulista, Brazil
 Nilva Nunes Campina, Universidade Paulista, Brazil
 Maria da Graça Giordano de Marcos Crescenti Aulicino, Universidade Paulista, Brazil
 Fernanda Dreux Miranda Fernandes, Universidade de São Paulo, Brazil

17476

Moodling English Presentation Skills: A Constructivist Instructional Design for Thai Adult Learners in Distance Education

Watsachol Narongsaksakul, Sukhothai Thammathirat Open University, Thailand

14740

Mode Effect: A Study of Items Level Mode Effect in an Online and Paper Based International Science Competition

Stewart Monckton, Australian Council for Educational Research, Australia
 Steven Kambouris, Australian Council for Educational Research, Australia

15115

University Students' User Expectations Concerning E-Textbook Features

Norbert Erdmann, University of Turku, Finland
 Mirjamajja Mikkilä-Erdmann, University of Turku, Finland
 Sari Yrjänäinen, University of Tampere, Finland
 Roope Raisamo, University of Tampere, Finland

17537

Sapere Aude! Gamified Learning for Electricity Users

Charalambos Elias, TEI of Sterea Ellada, Greece
 Yannis Koutsoubis, TEI of Sterea Ellada, Greece
 Aphrodite Ktena, TEI of Sterea Ellada, Greece
 Christos Manasis, TEI of Sterea Ellada, Greece
 Dimitris Mele, TEI of Sterea Ellada, Greece
 Evgenia Tsalkitzi, SAICON, Greece

19:00 - 21:00

A Night Out in Brighton: Conference Dinner (Ticketed and Optional)

Come and join your fellow delegates on an evening out at the Hilton Brighton Metropole.
 Please meet in the Thistle Brighton 2F Library Terrace at 18:30.

This is ticketed event and it is by pre-reservation only.



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Friday



Friday Session I: 09:00 - 10:30



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Friday Session I: 09:00 - 10:30**Room: Tennyson****ECTC Integrating e-learning in Classroom based Language Teaching****Session Chair: James Swart**

14938 09:00 - 09:30

The Impact of Mobile Learning Environment on EFL Students' Learning of English Idioms through Concept Cartoons

Hülya Dönmez, Zirve University, Turkey

M. Betül Yılmaz, Yıldız Technical University, Turkey

Suzan Kavanoz, Yıldız Technical University, Turkey

17256 09:30 - 10:00

A Proposed Framework to Support Adaptivity in Virtual Learning Environments

Mohammad Al-Omari, De Montfort University, UK

Jenny Carter, De Montfort University, UK

Francisco Chiclana, De Montfort University, UK

14696 10:00 - 10:30

Using a Variety of Tools in a Learning Management System to Enhance Student Engagement Produces Tangible Results!

James Swart, Central University of Technology, South Africa

Friday Session I: 09:00 - 10:00**Room: Shelley****ECTC Future Classrooms****Session Chair: Bryn Martinsen**

10041 09:00 - 09:30 (NEW)

Trends and Patterns in Social Media Usage Among Pre-Service Teachers

Myint Swe Khine, Emirates College for Advanced Education, UAE

14347 09:30 - 10:00

Student Perceptions of Using Blended Learning in Secondary Science

Bryn Martinsen, James Cook University, Australia

Clifford Jackson, James Cook University, Australia

Hillary Whitehouse, James Cook University, Australia

Friday Session I: 09:00 - 10:00**Room: Keats****ECLL Learning Strategies****Session Chair: Wipakorn Chayopong Kawasaki**

10360 09:00 - 09:30

Language, Culture, Global Citizenship through Project-Based Teaching Approach in English Foundation Course Southern Thailand

Adcharawan Buripakdi, Suranaree University of Technology, Thailand

14646 09:30 - 10:00

An Investigation Into the Use of English Listening Strategies by Thai University Students

Wipakorn Chayopong Kawasaki, Thammasat University, Thailand

Friday Session I: 09:00 - 10:00**Room: Coleridge****ECE Linguistics and Pedagogy****Session Chair: Lamhot Naibaho**

14911 09:00 - 09:30

Pedagogy of English Linguistics as a Means of Redistribution of Academic Power: A Case Study from Oman

Rajat Ghosh, Majan College, The Sultanate of Oman

15055 09:30 - 10:00

Phonological Acquisition by a Child Suffering from Language Delay

Lamhot Naibaho, Christian University of Indonesia, Indonesia

Mardin Silalahi, Simalungun University, Indonesia

Friday Session I: 09:00 - 10:30

Friday Session I: 09:00 - 10:30

Room: Wordsworth

ECE Technology Enhanced and Distance Learning

Session Chair: Kamila Algwil

7882 09:00 - 09:30

Student's Performance Evaluation in Online Learning: A Data Mining Approach

Serhat Ozekes, Uskudar University, Turkey

17603 09:30 - 10:00

Consolidating the Sustainability of Elder Education in Taiwan: A University-Community Collaboration

Wei-Ni Wang, National Chung Cheng University, Taiwan

11705 10:00 - 10:30

Learning Experiences of Libyan Master's Students at a UK University

Kamila Algwil, University of Huddersfield, UK

Friday Session I: 09:00 - 10:30

Room: Noblesse

ECE Student Learning, Learner Experiences and Learner Diversity

Session Chair: Chiungjung Huang

16834 09:00 - 09:30

Connecting, Catering and Celebrating Diverse Student Learners

Lindy-Anne Abawi, University of Southern Queensland, Australia

Janice Jones, University of Southern Queensland, Australia

7372 09:30 - 10:00

A Critical Analysis of Student's Self-Assessment and Teacher's Assessment

Nwabueze Godfrey Nneji, Federal College of Education, Nigeria

16755 10:00 - 10:30

Meta-Analysis of the Relation between Study Time and Academic Achievement

Chiungjung Huang, National Changhua University of Education, Taiwan

Friday Session I: 09:00 - 10:30

Room: Renaissance South

ECLL Cross-Cultural Communication

Session Chair: Vineeta Kaur Saluja

9560 09:00 - 09:30

Humanizing the "Other": Content and Language Integrated Learning in a Collaborative Course for Arab and Jewish Students

Aliza Yahav, David Yellin College of Education, Israel

Manal Yazbak Abu-Ahmad, Sakhnin Teacher's College, Israel

7098 09:30 - 10:00

Milieu Disparity between Author and Reader Generates Complexity: ESP & ELT as a Case Study

Aysha Mohd Sharif, International Islamic University Malaysia, Malaysia.

Yahya Torin Muritala, International Islamic University Malaysia, Malaysia.

17302 10:00 - 10:30

Cross Cultural Communication

Vineeta Kaur Saluja, Indian Institute of Information Technology Design and Manufacturing, India

Coffee Break

10:30 - 10:45

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Friday Session II: 10:45-12:15



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Friday Session II: 10:45 - 12:15**Room: Tennyson****ECLL: Interdisciplinary****Session Chair: Bruce Morrison**

17509 10:45 - 11:15

Visualized Essay Writing: Putting the Blocks Together
Satoko Ito, Nanzan University, Japan

14190 11:15 - 11:45

The Role of Socratic Questioning in Transforming the Culture of a Writing Center in the Arabian Gulf
Caroline Brandt, Petroleum Institute, UAE

8185 11:45 - 12:15

Free, Easy and Web-Based: Blending Everyday Digital Media into Tertiary English Teaching
Bruce Morrison, The Hong Kong Polytechnic University, Hong Kong

Friday Session II: 10:45 - 12:15**Room: Shelley****ECE: Student Learning, Learner Experiences and Learner Diversity****Session Chair: Mohamed Moustakim**

12370 10:45 - 11:15

Retheorizing Critical and Reflective Religious Education in Public Schools
Najwan Saada, Beit Berl College of Education & Al-Qasemi Academic College, Israel

14828 11:15 - 11:45

Music Education in Oman: Focus on Students' Learning Experiences
Arina Egorova, Sultan Qaboos University, Oman

9930 11:45 - 12:15

Class, Ethnicity & Schooling: Factors That Continue to Hinder Efforts to Re-Engage Marginalised Young People in Learning
Mohamed Moustakim, University of Western Sydney, Australia

Friday Session II: 10:45 - 12:15**Room: Keats****ECE: Curriculum Research and Development****Session Chair: Najah Al Ramahi**

17389 10:45 - 11:15

An Evaluation of Curriculum Implementation of Outcome-Based Education in a Polytechnic in Sabah
Joan Wang Yee Juen, Politeknik Kota Kinabalu, Malaysia
Vincent Pang, Universiti Malaysia Sabah, Malaysia
Jason William Viales, Politeknik Kota Kinabalu, Malaysia
Lee Kean Wah, Universiti Malaysia Sabah, Malaysia

11528 11:15 - 11:45

The Development of Local History Curriculum Based on Place-Based Education Approach for Primary School Students
Omsin Jatuporn, Naresuan University, Thailand
Amornrat Wattanatom, Naresuan University, Thailand

13488 11:45 - 12:15

Integrated Curriculum and Pedagogy
Najah Al Ramahi, Ajman University of Science and Technology, UAE

Friday Session I: 10:45 - 12:15

Friday Session II: 10:45 - 12:15

Room: Coleridge

ECLL: Language Education

Session Chair: Ruth Fielding

16210 10:45 - 11:15

Understanding Long Academic Texts through Consciousness Raising (CR) Activities

Figen Iyidogan, Middle East Technical University, Turkey

17327 11:15 - 11:45

Content and Language Integrated Learning: In Search of a Coherent Conceptual Framework

Zehra Gabillon, University of French Polynesia, French Polynesia

Rodica Ailincăi, University of French Polynesia, French Polynesia

14610 11:45 - 12:15

Integrating Language and Content Learning: Enhancing the Primary School Language Learning Experience

Ruth Fielding, University of Canberra, Australia

Lesley Harbon, University of Technology Sydney, Australia

Friday Session II: 10:45 - 12:15

Room: Wordsworth

ECE: Education for Sustainable Development

Session Chair: Kristyn Caragay

11234 10:45 - 11:15

Traditional Teaching Method vs Modern Teaching Method

Ibrahim Serroukh, University Autonoma of Queretaro, Mexico

Mohamed Serroukh, Business and Personal Coach, UK

14568 11:15 - 11:45

A Proposed Model of Teacher Researcher's Network to Create Instructional Innovation for Raising Students' Learning Achievement in Science and Mathematics

Kaewurai Wareerat, Naresuan University, Thailand

Kaewurai Rujroad, Naresuan University, Thailand

Chanunan Skonchai, Naresuan University, Thailand

Supap Wanintorn, Naresuan University, Thailand

Sawangmek Sureeporn, Naresuan University, Thailand

Bongkotphet Thitiya, Naresuan University, Thailand

17102 11:45 - 12:15

Teachers' Practices in Integrating Education for Sustainable Development in the Handicraft Curriculum: A Multiple Case Study

Kristyn Caragay, University of the Philippines, Philippines

Friday Session II: 10:45 - 11:45

Room: Noblesse

ECTC: Mobile Technology

Session Chair: Sylvie L. F. Richards

15225 10:45 - 11:15

Blended Learning for the Softer Side of Computing

Monica Ward, Dublin City University, Ireland

13683 11:15 - 11:45

From Mobile Learning to Ubiquitous Learning

Sylvie L. F. Richards, City University of New York, USA



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Friday Session II: 10:45 - 12:15



Friday Session II: 10:45 - 12:15

Room: Renaissance North

ECE: Interdisciplinary

Session Chair: Linda Schwartz

14941 10:45 - 11:15

A Model for the Facilitation of Mental Health for Families with a Patient Diagnosed with Borderline Personality Disorder
Marcia Lesley Kay, University of Johannesburg, South Africa

12221 11:15 - 11:45

Exploring the Concept of Inuit School Leadership in Nunavut, Canada

Jane P. Preston, University of Prince Edward Island, Canada

Tim R. Claypool, University of Saskatchewan, Canada

William Rowluck, University of Saskatchewan, Canada

Brenda Green, Saskatoon Public School Division, Canada

16357 11:45 - 12:15

Music Theory Pedagogy in the Academy: Toward a Critical and Responsible Practice, and a Pedagogy of Hope

Linda Schwartz, Ambrose University, Canada

Friday Session II: 10:45 - 12:15

Room: Renaissance South

ECE: Higher Education

Workshop Presentation

17114 10:45 - 12:15

The Importance of Caring Relationships in Higher Education: Isn't it Time to Acknowledge the Emotional Dimensions of Teaching and Learning?

Linda Jones, University of Bedfordshire / Institute of Education, UK

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Friday Poster Session I: 10:45 - 12:15

Room: Library Terrace



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15106

A Comparative Study of Non-Traditional Student Teachers' Social Representations in Brazil, Sweden and Germany
Patricia Lana Pinheiro, UNESP-Marília, Brazil

15149

The Power of Integrated Simulation: Engaging Overseas Chinese Students in Learning About Leadership Development
Scott A. Johnson, The College of Idaho, USA
Jing Luo, The University of Greenwich, UK

14961

Children's Experiences of Recess: Belonging and Social Connectedness
Lauren McNamara, Brock University, Canada
Ken Lodewyk, Brock University, Canada
Nicole Franklin, Brock University, Canada

14971

The Impact of National Preschool-Grade 12 Educational Reforms on the Preparation of the Future Educator Workforce in the USA
Karen A. Verbeke, University of Maryland Eastern Shore, USA
Harry M. Shealey, University of Maryland Eastern Shore, USA

14710

Analysis to Suggest 'the Optimal Lecture' through Cross-Sectional Analysis of 'the Best Educator'
Chunhua Jin, Pusan University, South Korea
Sangsoo Lee, Pusan University, South Korea

15722

Actors, Interests and Network in Education
Karolina da Silva Miranda Jardim, University of Campinas, Brazil

17589

The Role of the State in Reforming Multicultural Education and Developing Civil Society in South Korea
Hyunhee Cho, University of Washington, USA

12755

Evaluating the Effectiveness of Multimedia Laboratory Manuals in Promoting Engineering Students' Performance in Experimental Works in Hong Kong
Tsz Ho Roger Ng, Hong Kong Polytechnic University, Hong Kong
Horace Alexander Hoi Coi Lui, Hong Kong Polytechnic University, Hong Kong
Hilda HD Cheung, Hong Kong Polytechnic University, Hong Kong
Ming-Yin Chan, Hong Kong Polytechnic University, Hong Kong

14945

Linking Recess and Policy in Ontario Public Schools
Erin Vaantaja, Brock University, Canada
Lauren McNamara, Brock University, Canada

14866

Relationship Among Personal Vision, Learning Motivation and Self-Regulated Learning Ability of Elementary School Students
Min Kwon, Pusan National University, South Korea
SangSoo Lee, Pusan National University, South Korea
Hyunji Kim, Pusan National University, South Korea

15571

Development of Mobile Application to Support Elementary Student's Self-Regulated Learning
Sangsoo Lee, Pusan National University, South Korea
Aehyun Bae, Pusan National University of Education, South Korea
Jungae Kang, Pusan National University, South Korea

Lunch Break
12:15 - 13:15

Friday Session III: 13:15 - 14:45



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Friday Session III: 13:15 - 14:45

Room: Tennyson

ECE: Conflicting Perspectives in Learning and Teaching

Session Chair: Corinne Meier

13678 13:15 - 13:45

What Precludes Community of Practice from Functioning?

Fatma Al-Shabani Abusrewel, University of Huddersfield, UK

14832 13:45 - 14:15

Echos of the Past, Voices for the Future: Understanding Stem Education and the Impact on the Science Classroom

Sharon Patricia Pelech, University of Lethbridge, Canada

16510 14:15 - 14:45

Is the Rainbow Nation Getting it Right? Challenges in Teaching for Diversity in South Africa

Corinne Meier, University of South Africa, South Africa

Friday Session III: 13:15 - 14:45

Room: Shelley

ECLL: Teacher Training

Session Chair: Mojdeh Mellati

13736 13:15 - 13:45

Facing the Mirror: Dilemmas and Issues Encountered by International Students on a TESOL Programme in a British University Context

Josie Leonard, University of Central Lancashire, UK

14290 13:45 - 14:15

Learner Autonomy: How Teacher Trainers Understand and Apply It?

Anil Kandemir, Pamukkale University, Turkey

10327 14:15 - 14:45

The Role of Belief in Language Teacher Education

Mojdeh Mellati, Islamic Azad University, Iran

Friday Session III: 13:15 - 14:15

Room: Keats

ECE: Interdisciplinary

Session Chair: Mohammad Nurunnabi

16396 13:15 - 13:45

Toyin Mary Adewale, Tai Solarin College of Education, Nigeria

17243 13:45 - 14:15

A Critical Investigation on the 'Quality' of National Accreditation Process in Higher Education in a G20 Country

Mohammad Nurunnabi, Prince Sultan University, Saudi Arabia

Tahira Hoke, Prince Sultan University, Saudi Arabia

Friday Session III: 13:15 - 14:15

Room: Coleridge

ECE: Bi-Cultural, Bi-Lingual and Bi-National Education

Session Chair: Elizabeth Adesomon Dopemu

13392 13:15 - 13:45

Binational Collaborations in Education: A Case Study of a Mexican University in the United States

Catalina Lara, University of Southern California, USA

14645 13:45 - 14:15

Early Childhood English Language Acquisition of Hausa Children Living in Rural Communities of Kano State Nigeria

Elizabeth Adesomon Dopemu, Federal College of Education, Nigeria

Friday Session III: 13:15 - 14:45

Friday Session III: 13:15 - 14:45

ECLL: Linguistics and Pedagogy

Session Chair: Gülten Kosar

Room: Wordsworth

14965 13:15 - 13:45

The Reflections of Mental Processes in Language: Verbs of Perception

Fatma Özkan Kurt, Istanbul University, Turkey

13846 13:45 - 14:15

Can Machine Translation Be as Effective as a Human Translation? A Cross Linguistic Analysis of Machine Translation Ambiguity between English, French and Armenian

Gohar Ghalachyan, Yerevan State University, Armenia

16522 14:15 - 14:45

A Contrastive Interlanguage Analysis of the Highest-Frequency Vocabulary in Advanced and Native English

Gülten Koşar, Social Sciences University of Ankara, Turkey

Yunus Emre Akbana, Kahramanmaraş Sütçü İmam İniversity, Turkey

Friday Session III: 13:15 - 14:45

ECE: Higher Education

Session Chair: Roxana-Diana Baltaru

Room: Noblesse

13396 13:15 - 13:45

Communities of Researchers from a Developing Country: Enabling or Restricting Their Members to Engage with Global Academia

Cuong Huu Hoang, Monash University, Australia

14729 13:45 - 14:15

How the Strategic Decisions of Building World-Class Universities Are Made in Europe

Zhuolin Feng, Shanghai Jiao Tong University, China

Wei Hu, Shanghai Jiao Tong University, China

17172 14:15 - 14:45

Beyond Financial Autonomy: A Sociological Investigation of the Isomorphic Development of the European Higher Education Systems

Roxana-Diana Baltaru, University of Essex, UK

Friday Session III: 13:15 - 14:45

ECTC: Instructional Technology

Session Chair: Hiba Othman

Room: Renaissance North

14912 13:15 - 13:45

Teacher Practice as Policy: Information and Communication Technology Agents of Change

Thirusellvan Vandeyar, University of Pretoria, South Africa

17502 13:45 - 14:15

Canonical Explorations of 'Tel' Environments for Computer Programming

Richard Mather, Buckinghamshire New University, UK

Nicholas Day, Buckinghamshire New University, UK

Richard Jones, Buckinghamshire New University, UK

Carlo Lusuardi, Buckinghamshire New University, UK

Kevin Maher, Buckinghamshire New University, UK

Barbara Dexter, Buckinghamshire New University, UK

17538 14:15 - 14:45

The Role of an Interactive Website in Providing a Catalyst for Learning Calculus at University: An APOS Theory Approach

Hiba Othman, American University of Science and Technology, Lebanon

Nina Hayfa, Lebanese University, Lebanon

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Friday Session III: 13:15 - 14:45



Friday Session III: 13:15 - 14:15

Room: Renaissance South

ECE: Student Learning, Learner Experiences and Learner Diversity
Workshop Presentation

14681 13:15 - 14:15

#Reinventingtheselfie: Choice, Voice and Relevancy in the Classroom

Angela Cornelius, LaGuardia Community College, City University of New York, USA

Lisa Silverman, LaGuardia Community College, City University of New York, USA

Michele de Goeas-Malone, LaGuardia Community College, City University of New York, USA

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Friday Poster Session II: 13:15 - 14:45
Room: Library Terrace

8975

Adjustment of Feedback on Postgraduate Writing to Optimize Uptake
Filiz Etiz, Middle East Technical University, Turkey

14184

The Implementation of Alternative Assessments on College Students English Learning
Yanling Hwang, Chung Shan Medical University, Taiwan
Peiwen Huang, National Formosa University, Taiwan
Fuhau Hsu, National Central University, Taiwan

14958

L1 Audience Sensitivity, The Contact Hypothesis, and the Idioglossia of Shape Analysis
Peter A. Edwards, Kansai Gaidai University, Japan

14906

Individual Learning Strategies: The Acquisition of Spanish as Foreign Language
Tim Diaubalick, University of Wuppertal, Germany

13659

Investigating How Visual Guidance and Spatial Ability Affect Learners' Learning, Cognitive Load and Information Processing in Animation-Based Learning Environments
Han-Chin Liu, National Chiayi University, Taiwan
Hsueh-Hua Chuang, National Sun Yat-sen University, Taiwan

15080

Remaining Quilombo Communities: Confronting Racial Discrimination into a Quilombola School in the Amazon
Luciane Teixeira da Silva, Universidade Federal do Pará, Brazil
José Bittencourt da Silva, Universidade Federal do Pará, Brazil

15095

Call, Cognitive Linguistics, and Processing Instruction: A Preliminary Proposal
Yuda Lai, Providence University, Taiwan

15214

An Attempt on the Support for Self-Teaching in the Elementary Physics Education
Yuichi Anada, Hokkaido Information University, Japan

16083

Research Synthesis on the Use of Communication Technology to Enhance L2 Oral Proficiency: A Meta-Analysis
Huifen Lin, National Tsing Hua University, Taiwan

17320

Studies on Global and Partial Processing for Chinese Children with Dictation Difficulties
Tan Yaqian, School of Psychology, Beijing Normal University, China
Qi Tingting, School of Psychology, Beijing Normal University, China
Liu Xiangping, School of Psychology, Beijing Normal University, China

17545

The Similarities and Differences between Curriculums and Schools' Educational Programs According to Bernstein's Concept of Official Pedagogical Discourse
Agnieszka Olechowska, The Maria Grzegorzewska Academy of Special Education, Poland

Coffee Break
14:45 - 15:00



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Friday Session IV: 15:00 - 16:30



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Friday Session IV: 15:00 - 16:30**Room: Tennyson****ECLL: Innovative Language Teaching and Learning Methodologies****Session Chair: Alena Barysevich**

15116 15:00 - 15:30

Using Experience of Learning Languages in Everyday Life to Teach a Foreign Language in School

Isabelle Grappe, British Council, Lebanon

Roohi Malik-Bahri, British Council, Lebanon

13424 15:30 - 16:00

Minimising Same Error Repetition and Maximising Progress in SLA: An Integrated Method.

Anna Gadd (nee Colombi), The University of Western Australia, Australia

15148 16:00 - 16:30

Experiential Learning and Action-Based Approach in Second Language Classroom: Myth and Realities

Alena Barysevich, York University, Canada

Marie-Elaine Lebel, York University, Canada

Friday Session IV: 15:00 - 16:30**Room: Shelley****ECTC: Interdisciplinary****Session Chair: Abeer Ahmed Madini**

15206 15:00 - 15:30

An Evaluation of the Joint Admission and Matriculation Board's (JAMB) Computer Based Test Effectiveness in Post Secondary Schools in Nigeria

Victor O. Obuda, Federal Polytechnic, Nigeria

K.O Omoregie, Federal Polytechnic, Nigeria

16152 15:30 - 16:00

Facebook as an Interaction Tool: Perceptions of EFL Student Teachers on Their Teaching Practicum

Yuehchiu Fang, National Formosa University, Taiwan

15152 16:00 - 16:30

Emoticons Use in a Discussion Foru

Abeer Ahmed Madini, King Abdulaziz University, Saudi Arabia

Friday Session IV: 15:00 - 16:00**Room: Keats****ECLL: Pragmatics****Session Chair: Ilona Kenkadze**

13526 15:00 - 15:30

The Role of Informant-Context Knowledge in Interpreting Hybrid Texts: A Pragmatic Study

Venkanna Ithagani, The English and Foreign Languages University, India

14597 15:30 - 16:00

The Problems of Ironic Speech Acts Interpretation

Manana Rusieshvili, Tbilisi State University, Georgia

Ilona Kenkadze, Tbilisi National University, Georgia

Friday Session IV: 15:00 - 16:30

Friday Session IV: 15:00 - 16:00 Room: Coleridge
ECE: Professional Concerns, Training and Development
Session Chair: Jonathan Egbe Oghenekohwo

14818 15:00 - 15:30
What Feedback for Teachers? A Pilot for the Teacher as a Reflective Practitioner
 Elena Mosa, INDIRE-IUL, Italy
 Silvia Panzavolta, INDIRE-IUL, Italy
 Francesca Storai, INDIRE-IUL, Italy

7171 15:30 - 16:00
Economies of Scale of Worker's Continuing Professional Development in Selected Universities in South-South Nigeria
 Jonathan Egbe Oghenekohwo, Niger Delta University, Nigeria

Friday Session IV: 15:00 - 16:00 Room: Wordsworth
ECE: Primary and Secondary Education
Session Chair: Hiba Othman

14617 15:00 - 15:30
The Effect of Learning Style and Social Emotional Competency on Academic Achievement in Social Studies
 Eun Jung Kim, Pusan National University, South Korea
 Sangsoo Lee, Pusan National University, South Korea

17546 15:30 - 16:00
Building the Mathematics Curriculum: A Step Further Into the Path of Education for Excellence
 Hiba Othman, American University of Science and Technology, Lebanon
 Najwa Sakr Shammass, Wellspring Learning Community, Lebanon
 Salia Hoteit, Wellspring Learning Community, Lebanon

Friday Session IV: 15:00 - 16:00 Room: Noblesse
ECTC: New Technologies
Session Chair: Magdalena Trinder

14675 15:00 - 15:30
Analyzing the Effects of Electronic Textbook Aided Mathematics Teaching on 5th Grade Students' Academic Achievement in Terms of Several Variables
 Kubra Bal Çetinkaya, University of Yıldız Teknik, Turkey
 Feza Orhan, University of Yıldız Teknik, Turkey

17388 15:30 - 16:00
The Impact of Self-Paced Polling on Teaching Receptive Skills in the EFL Classroom
 Magdalena Trinder, University of Rzeszow, Poland

Coffee Break
 16:30 - 16:45



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Friday Spotlight Session: 16:45 - 18:15



Friday Session IV: 16:45 - 18:15
ECE: Spotlight Session

Room: Renaissance North

13536 16:45 - 17:15

Emerging Design Thinking for Social Change

Kathryn Campbell, University of Alberta, Canada

Michele Jacobsen, University of Calgary, Canada

7370 17:15 - 17:45

Educating Learners with Down Syndrome Successfully: A Narrative Journey

Susette Brynard, University Free State, South Africa

7741 17:45 - 18:15

Being the Master of Your Destiny

Sheri Brynard, Lettie Fouche School, South Africa

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Saturday



Saturday Session I: 09:00 - 10:30



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Saturday Session I: 09:00 - 10:30**ECLL: World Englishes****Session Chair: Ching-Yuan Chiu****Room: Tennyson**

13325 09:00 - 09:30

Attitudes to Nigerian English among Selected Lagos State English Teachers: Pedagogic and Sociolinguistic Implications
Kikelomo Olusola Adeniyi, Adeniran Ogunsanya College of Education, Nigeria

13266 09:30 - 10:00

The Russian Accent in English Discourse

Olga Bondarenko, The Moscow State Institute for Tourism Industry, Russia

15623 10:00 - 10:30

Teaching EFL Students' Perceptions of World Englishes in a College English Class

Ching-Yuan Chiu, Nanhua University, Taiwan

Saturday Session I: 09:00 - 10:30**ECTC: Instructional Technology****Session Chair: Simon Busbridge****Room: Shelley**

12678 09:00 - 09:30

An Exploratory Study on the Possibilities of Using an Art App for Primary Students to Learn about Singapore Art

Dee Chia Yu Teng, Ministry of Education, Singapore

14386 09:30 - 10:00

Effectiveness of Teacher-Led, Computer-Mediated and Blended Methods on the Development of Basic Keyboarding Skills in Nigeria

James Omatule Oborah, The Federal Polytechnic - Idah, Nigeria

6568 10:00 - 10:30

Experiences in Using Open Source Software for Teaching Electronic Engineering CAD

Simon Busbridge, University of Brighton, UK

Deshinder Gill, University of Brighton, UK

Saturday Session I: 09:00 - 10:30**ECE: Primary and Secondary Education****Session Chair: Mona Nabhani****Room: Keats**

17120 09:00 - 09:30

Parental Involvement in Secondary Education in Kazakhstani Schools

Aisulu Makanova, Nazarbayev Intellectual school, Kazakhstan

15010 09:30 - 10:00

Citizenship Education through Sport Activities for Young People

Sun Young Park, South Korea National Sport University, South Korea

17107 10:00 - 10:30

Causes and Effects of Burnout: A Study of Lebanese Teachers

Mona Nabhani, Lebanese American University, Lebanon

Maya El Helou, Lebanese American University, Lebanon

Saturday Session I: 09:00 - 10:30

Saturday Session I: 09:00 - 10:30

ECE: Educational Change Through Technologies

Session Chair: Aphrodite Ktena

Room: Coleridge

17434 09:00 - 09:30

Using Peerwise to Improve Engagement and Learning

Huseyin Dogan, Bournemouth University, UK

13856 09:30 - 10:00

Effects of ICT Use Patterns and SES on Achievements and Affects

Mei-Shiu Chiu, National Chengchi University, Taiwan

17539 10:00 - 10:30

Developing Gamified Course Content

Aphrodite Ktena, TEI of Sterea Ellada, Greece

Saturday Session I: 09:00 - 10:30

ECE: Adult and Lifelong Learning

Session Chair: Ann M. Brewer

Room: Wordsworth

13554 09:00 - 09:30

You're an Honest to Goodness Student: The Empowerment of Foundation Study / Bridging Students and the Link to Academic Success

Pat Strauss, AUT University, New Zealand

11437 09:30 - 10:00

What Factors Influence the Success of Mature Learners?

Penny Farrelly, Bucks New University, UK

14283 10:00 - 10:30

A Community Project as a Prototype of a Learning Society for Adult Lifelong Learning Planning for Change

Ann M. Brewer, University of Sydney, Australia

Saturday Session I: 09:00 - 10:30

ECLL: Language Education

Session Chair: Sharon Hannigan

Room: Noblesse

16374 09:00 - 09:30

English as a Second Language at Kindergarten: Importance of Non-Verbal Language and Use of TPR to Elicit Communication

Manuela Marchitelli, Italian State Educational System, Italy

7665 09:30 - 10:00

Vocabulary Learning Strategies Used by High Vocabulary Knowledge Students Studying in the 3rd Year English for International Communication Students

Tinutda Komol, Rajamangala University of Technology Srivijaya, Thailand

16168 10:00 - 10:30

EST for EMI: A Problem-based Learning Approach to Domain-Specific Fluency

Sharon Hannigan, New Economic School, Russia



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Saturday Session I: 09:00 - 10:30



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Saturday Session I: 09:00 - 10:00
ECLL: First Language Acquisition
Session Chair: Didem Akyildiz Ay

Room: Renaissance North

15118 09:00 - 09:30
Krashen's Monitor Model Theory: A Critical Perspective
 Md. Tahamid Ar Rabbi, East West University, Bangladesh

17326 09:30 - 10:00
The Function of "Turkish Language" Courses Taught in Universities in Mother Tongue Teaching in Turkey
 Didem Akyildiz Ay, University of Istanbul, Turkey

Saturday Session I: 09:00 - 10:30
ECE: Higher Education
Session Chair: Chris Myburgh

Room: Renaissance South

14706 09:00 - 09:30
Facilitating Better Career Judgment in a Context of Uncertainty
 Graham Ferris, Nottingham Trent University, UK
 Ricky Gee, Nottingham Trent University, UK

14834 09:30 - 10:00
Making a Case for Community-Based Learning Projects for Developing Problem-Solving: Critical Thinking and Language Skills of Oman's Foundation Students
 Victoria Tuzlukova, Sultan Qaboos University, Oman
 Anne Gilhooly, Sultan Qaboos University, Oman

14768 10:00 - 10:30
A Differential Exploration of Predictors of Aggression amongst a Group of Faculty of Education Students in a University
 Chris Myburgh, University of Johannesburg, South Africa
 Marie Poggenpoel, University of Johannesburg, South Africa

Coffee Break
 10:30 - 10:45

10:45 - 11:45
Keynote Presentation
Room: Renaissance North
Ken Wilson

Only connect - seven strategies for ensuring teacher-student communication in the classroom
 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.

Lunch Break
 11:45 - 12:45

Saturday Session II: 12:45 - 14:15



Saturday Session II: 12:45 - 14:15

ECLL: Interdisciplinary

Session Chair: U Navaratnam

Room: Tennyson

17587 12:45 - 13:15

Exploring Sentence Recall in Natives and near Natives

Almut Ketzer-Nöltge, University of Erfurt, Germany

Judith Schweppe, University of Erfurt, Germany

Ralf Rummer, University of Erfurt, Germany

10693 13:15 - 13:45

Blended Learning: New Traditions, Practices and Norms for Teaching iYs and Millennials

Teri Marcos, National University, USA

Michael Whyte, Azusa Pacific University, USA

17484 13:45 - 14:15

Teaching-Learning Experience in Second Language in Sri Lankan Schools

U Navaratnam, Ministry of Education, Sri Lanka

Saturday Session II: 12:45 - 13:45

ECLL: Workshop Presentation

Room: Shelley

15132 12:45 - 13:45

Students' International Conferences as a Learning Environment: Construction and Instruction

Olga Vetrova, St Petersburg Polytechnic University, Russia

Saturday Session II: 12:45 - 13:45

ECLL: Organizational Learning and Change

Session Chair: Richard Owens

Room: Keats

14242 12:45 - 13:15

Educational Leaders' Emotions in Institutions: A Conceptual Design to Psychodynamic Approach

Kiran Hashmi, Notre Dame Institute of Education, Pakistan

Margaret Madden, Notre Dame Institute of Education, Pakistan

12512 13:15 - 13:45 (Moved to Virtual)

Developing School-Based Cultures of Innovation

Richard Owens, Australian International School, Singapore

Saturday Session II: 12:45 - 14:15

ECTC: Web 2.0 Technologies in the Classroom

Session Chair: Koki Shimazu

Room: Coleridge

12642 12:45 - 13:15

Why Do Sharks Attack? Using Web 2.0 Tools to Facilitate on-Line Science Inquiry from Primary to Tertiary Classroom

Rachel Sheffield, Curtin University, Australia

Leonie McIlvenny, Curtin University, Australia

Geoff Quinton, Perth College, Australia

14151 13:15 - 13:45

A Study on the Use of Facebook for English Language Interaction: Malaysian Students' Perceptions, Experiences and Behaviours

Shaidatul Akma Adi Kasuma, University of Warwick, UK

David Wray, University of Warwick, UK

14827 13:45 - 14:15

New Online Japanese Educational Platform Syllabus

Koki Shimazu, University College London, UK

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Saturday Session II: 12:45 - 14:15



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Saturday Session II: 12:45 - 14:15 **Room: Wordsworth**
ECE: Professional Concerns, Training and Development
Session Chair: Clever Ndebele

14891 12:45 - 13:15

Learning Strategies Cultivating Contemplative Mind in Thai Teacher Education
 Amomrat Wattanatom, Naresuan University, Thailand

17097 13:15 - 13:45

Who Am I? Omani English Language Teachers Professional Identities
 Fawzyia Al Zadjali, Leeds Beckett University, UK

16354 13:45 - 14:15

Professionalising Teaching and Learning at a South African University: Lecturer Initial Impressions on a Formal Higher Education Teaching Qualification
 Clever Ndebele, University of Venda, South Africa

Saturday Session II: 12:45 - 14:15 **Room: Noblesse**
ECE: Higher Education
Session Chair: Gill Richards

14981 12:45 - 13:15

CEFR-J Based Survey for Japanese University Students
 Masanori Tokeshi, Meio University, Japan
 Lianli Gao, China Academy of Chinese Medicine Sciences, China

15021 13:15 - 13:45

Trends and Issues in Technology Education Research in Taiwan: A Co-Word Analysis of 1994-2013 Graduate Theses
 Lung-Sheng Lee, National Taiwan Normal University, Taiwan
 Yu-Shen Fang, National Taiwan Normal University, Taiwan

14591 13:45 - 14:15

Student Experiences: Learning and Challenges on an International Course
 Gill Richards, Nottingham Trent University, UK
 Eleni Livaniou, Spyros Doxiadis, Greece
 Simoni Symeonidou, Cyprus

Saturday Session II: 12:45 - 13:45 **Room: Renaissance North**
ECE: Technology Enhanced and Distance Learning
Session Chair: Rasha Abdellah

17383 12:45 - 13:15

Exploring Technology Use in Teaching: Academics' Perceptions & The TPACK Framework
 Orna O'Brien, University College Dublin, Ireland
 Matt Glowatz, University College Dublin, Ireland

16243 13:15 - 13:45

Attitudes and Behavior of Ajman University of Science and Technology Students Towards the Environment in Light of Some Variables
 Rasha Abdellah, Egypt Ajman University for Science and Technology, UAE

Saturday Session II: 12:45 - 14:15

Saturday Session II: 12:45 - 14:15

ECLL: Language Education

Session Chair: Alexander Nanni

Room: Renaissance South

12784 12:45 - 13:15

Teaching Dissertation Writing: Disciplinary Specificity and English in the Discipline

M.S. Christy Chan, City University of Hong Kong, Hong Kong

15083 13:15 - 13:45

Gender and Reading Skills: The Role of Perception and Attitude

Anna Koziol, Opole University, Poland

11631 13:45 - 14:15

Social Responsibility and Language Teaching: The Triple Bottom Line in EAP

Alexander Nanni, Mahidol University International College, Thailand

Joseph Serrani, Mahidol University International College, Thailand

Adriano Queti, Mahidol University International College, Thailand

Coffee Break
14:15 - 14:30

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Saturday Session III: 14:30 - 16:00



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Saturday Session III: 14:30 - 16:00**Room: Tennyson****ECLL: Language Education****Session Chair: Devrim Günay**

14727 14:30 - 15:00

Re-Politicizing Education: Restoring the Transformative Character of Intercultural Education
Greg Ogilvie, University of Lethbridge, Canada

14643 15:00 - 15:30

Negotiating the Syllabus: Autonomy and the Teaching of Literature in French Lycées
Ashira B. Greene, University College London, UK

15108 15:30 - 16:00

A Photo-Ethnography of the Social Actors Represented in the ELT Coursebooks
Devrim Günay, Istanbul University, Turkey

Saturday Session III: 14:30 - 15:30**Room: Shelley****ECE: Adult & Lifelong Learning****Workshop Presentation**

14799 14:30 - 15:30

Impact of Distance Education on Adult Learning (IDEAL)
Angela Owusu-Boampong, UNESCO Institute for Lifelong Learning, Germany
Joran Van Art, StudyPortals, The Netherlands
Carl Holmberg, IDEAL, Sweden
Gard Titlestad, ICDE, Norway
Diana, Politehnica University of Timisoara, Romania
Andreas Fejes, Linköping University, Sweden

Presented by: Carmen Neghina, StudyPortals, The Netherlands

Saturday Session III: 14:30 - 16:00**Room: Keats****ECE: Primary and Secondary Education****Session Chair: Genoveva Gutierrez**

15071 14:30 - 15:00

The Teacher's Role in Learning and Teaching: Case and Solution
E. Handayani Tyas, Christian University of Indonesia, Indonesia

17106 15:00 - 15:30

Perceptions on the Effectiveness of Active Learning Strategies
Rima Bahous, Lebanese American University, Lebanon
Zeina Daouk, Lebanese American University, Lebanon
Nahla Nola Bacha, Lebanese American University, Lebanon

15123 15:30 - 16:00

Resilient School Practice: Actions to Address Contextual Situations of Vulnerability
Genoveva Gutierrez, University of Baja California, Mexico
Alicia A. Chaparro, University of Baja California, Mexico

Saturday Session III: 14:30 - 16:00

Saturday Session III: 14:30 - 15:30 Room: Coleridge
ECE: Educational Policy, Leadership, Management and Administration
Session Chair: Manuel Lopez Delgado

11429 14:30 - 15:00

Empowering Academics at Australian Universities: What Do the Academics Want from the Performance Management System?
 Thao Vu, University of Melbourne, Australia

17306 15:00 - 15:30

An Emergent Model of the Current State of Leadership Preparation and Development of New Headteachers for Primary Schools in Mexico
 Manuel Lopez Delgado, Autonomous University of Ciudad Juarez, Mexico

Saturday Session III: 14:30 - 15:30 Room: Wordsworth
ECLL: Anxiety & Motivation
Session Chair: Esin Soyluglu Yavuz

7367 14:30 - 15:00

The Relationship between Willingness to Communicate and Language Learning Anxiety among Iranian College Students
 Mojdeh Mellati, Islamic Azad University, Iran

14529 15:00 - 15:30

Difficult to Be Jane or Mary for an EFL Student
 Esin Soyluglu Yavuz, Koc University, Turkey

Saturday Session III: 14:30 - 15:30 Room: Noblesse
ECLL: Translation and Interpretation
Workshop Presentation

1154 14:30 - 15:30

Problem Shifts Translators Encounter while Rendering Some Modern Standard Arabic Proverbs into English
 Othman Ahmed Omran Othman, University of Benghazi, EL-Marj Campus, Libya

Saturday Session III: 14:30 - 15:30 Room: Renaissance North
ECE: Higher Education
Session Chair: Suzanne Macqueen

12030 14:30 - 15:00

Psychological Empowerment of Students Using Cross-Pollination Class Projects
 Daniel Coleman, Schreiner University, USA
 Charles Salter, Schreiner University, USA

13181 15:00 - 15:30

Teachers for Global Change: Global Education through Initial Teacher Education
 Suzanne Macqueen, University of Newcastle, Australia
 Kate Ferguson-Patrick, University of Newcastle, Australia
 Ruth Reynolds, University of Newcastle, Australia



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Saturday Session III: 14:30 - 16:00



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Saturday Session III: 14:30 - 16:00
ECTC: e-Learning and Collaborative Learning
Session Chair: Karishma Kelsey

Room: Renaissance South

14368 14:30 - 15:00

Collaborative Work and ICT Tools Enabling Science Teaching and Learning in a Cross-Border Context

Maria Svedäng, University West, Sweden

Maria Spante, University West, Sweden

14735 15:00 - 15:30

Getting Students Ready for Distance Learning

Claver Hategekimana, Wenatchee Valley College, USA

Barbara Oldham, Wenatchee Valley College, USA

14503 15:30 - 16:00

Building Interaction with Multicultural Students - A Fusion of Multiple Ancient and Modern Teaching Technologies

Karishma Kelsey, Whitireia NZ, New Zealand

Andrew J. Zaliwski, Withireia NZ, New Zealand

Coffee Break

16:00 - 16:15



Saturday Session IV: 16:15 - 17:45

Saturday Session IV: 16:15 - 17:45
ECLL: Teacher Training
Session Chair: Hatice Nur Ozcelik

Room: Tennyson

15632 16:15 - 16:45

TESOL Programs: Theory Surpasses Practice

Jalal Al Baqshi, Alahsa College of Technology, Saudi Arabia

Ala'a Al Shakhs, Alahsa College of Technology, Saudi Arabia

8786 16:45 - 17:15

Content and Language Integrated Learning in the Training of Pre-Service English Language Teachers

Linda Mary Hanington, Nanyang Technological University, Singapore

8302 17:15 - 18:15 (Workshop Presentation)

Do Collaborative Tasks and Self Access to the Audio Files Make a Revolution in L2 Listening Comprehension?

Hatice Nur Ozcelik, Katholieke Leuven University, Belgium

Saturday Session IV: 16:15 - 17:15
ECLL: Phonetics and Phonology
Workshop Presentation

Room: Shelley

15103 16:15 - 17:15

Phonological Processes in Missing Language: A Privilege Theoretic Account

Loreina Pagag, The English and Foreign Languages University, India

Saturday Session IV: 16:15 - 16:45

Room: Keats

ECE: Special Education, Learning Difficulties, Disability

Session Chair: Pooja Arya

17048 16:15 - 16:45

Inclusive Education Practices in India: Role of Empowered Teachers

Mumtaz Begum, Pondicherry University, India

Saturday Session IV: 16:15 - 17:45

Room: Coleridge

ECE: Curriculum Research and Development

Session Chair: Kristin Harney

10795 16:15 - 16:45

Path to Epiphany: Democratic Education through the Power of Freedom and Self-Discovery

Sara-Louise Dobson, University Centre Blackburn College, UK

14584 16:45 - 17:15

Integrating Research into Undergraduate Curriculum: A Vehicle for Developing Skills and Competencies for the Twenty-First Century

Robert Craig, Petroleum Institute, UAE

14379 17:15 - 17:45

Rehearsing Research: Preparing Music Education Students for Independent Projects

Kristin Harney, Montana State University, USA



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Saturday Session IV: 16:15 - 17:45



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Saturday Session IV: 16:15 - 17:15**Room: Wordsworth****ECLL: Interdisciplinary****Session Chair: Xiating Fang**

14860 16:15 - 16:45

Perception and Production in Second Language Acquisition of Mandarin Retroflex and Non-Retroflex Consonants by English-Speaking Students in Taiwan

YiFang Weng, National Taiwan Normal University, Taiwan

16706 16:45 - 17:15

Voices from the Margin: Identity Issues of Chinese Heritage Language Learners from Dialect Background in Australian High Schools

Xiating Fang, Jinan University, China

Saturday Session IV: 16:15 - 17:15**Room: Noblesse****ECTC: Interdisciplinary****Session Chair: Horn-Mun Cheah**

10833 16:15 - 16:45

Distributed Leadership: Engaging Sustained Improvements in Teaching and Learning

Teri Marcos, National University, USA

William Loose, Azusa Pacific University, USA

13295 16:45 - 17:15

Two Decades of ICT Masterplans: A Comparison

Horn-Mun Cheah, SIM University, Singapore

Saturday Session IV: 16:15 - 17:15**Room: Renaissance North****ECE: Higher Education****Session Chair: Juliet Sondermeyer**

16252 16:15 - 16:45

Twenty Years Post Apartheid: Triumphs and Tribulations for Higher Education in South Africa

Venitha Pillay, University of Pretoria, South Africa

11784 16:45 - 17:15

Transcending Disciplines: An Inclusive 'A-Disciplinary' Breadth Unit for Living and Working with Cultural Diversity

Juliet Sondermeyer, University of Tasmania, Australia

Jo-Anne Kelder, University of Tasmania, Australia

Saturday Session IV: 16:15 - 17:45**Room: Renaissance South****ECE: Interdisciplinary****Session Chair: Sylvie Albert**

14641 16:15 - 16:45

Freedom of Education - With Respect for Religious and Philosophical Convictions

Caroline A.J.E. Habets, Hasselt University, Belgium

14682 16:45 - 17:15

Intelligent Communities and Knowledge Workforce: A Longitudinal Study (2004-2014)

Sylvie Albert, University of Winnipeg, Canada

Erin Yunes, York University, Canada

16426 17:15 - 17:45

Contemporary Issues in Knowledge Creation and Capacity Building

Adebanjo Margaret Adewunmi, Tai Solarin College Of Education, Nigeria

Sunday



Sunday Session I: 09:00 - 10:30



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Sunday Session I: 09:00 - 10:00

Room: Tennyson

ECE: Interdisciplinary

Session Chair: Vindhya Sathya Singh

13483 09:00 - 09:30

A Strategy for Design Management Education in Taiwan

Shih-Harn Yang, National Sun Yat-sen University, Taiwan

15128 09:30 - 10:00

Empowerment and Cultural Identity for Entrepreneurial Workplace Readiness in Oman

Vindhya Sathya Singh, Sultan Qaboos University, Oman

Sunday Session I: 09:00 - 10:30

Room: Shelley

ECLL: Language Education

Session Chair: Mercy Eghonghon Odudigbo

14507 09:00 - 09:30

Intertwining Language with Perception: A Case of Internalizing a Globalized Language

Ibrahim Yabagi Mohammed, Jubail University College, Saudi Arabia

16483 09:30 - 10:00

Teaching How to Write Academic Abstracts in English for Graduate Students

Ching-Yuan Chiu, Nanhua University, Taiwan

10063 10:00 - 10:30

French Language in Nigeria As Impetus Towards National Development and Transformation

Mercy Eghonghon Odudigbo, Nigerian Defence Academy, Nigeria

Abdulmalik Ismail, University of Ilorin, Nigeria

Sunday Session I: 09:00 - 10:30

Room: Keats

ECTC: e-Learning and Collaborative Learning

Session Chair: Ahmed Altayeb Alhaj

13537 09:00 - 09:30

Pragmatic (Im)Politeness and Group Gender Composition in Face-To-Face and Virtual Communication: Tunisian Undergraduate Students as a Case Study

Amin Zouch, Faculty of Letters and Humanities of SFAX, Tunisia

12745 09:30 - 10:00

ICT-Integrated Formative Assessments: A Literature Review for K-12

Low Tan Ying, Ministry of Education, Singapore

15959 10:00 - 10:30

The Impact of Social Media for Students' Motivation in Learning Medical Terminologies

Ahmed Altayeb Alhaj, Jazan University, Saudi Arabia

Norah Hussain Banafi, The University of Limerick, Ireland

Sunday Session I: 09:00 - 10:30

Sunday Session I: 09:00 - 10:30

Room: Wordsworth

ECE: Higher Education

Session Chair: Youssef Loutfi

16073 09:00 - 09:30

Important Considerations in the Pedagogy of Teaching and Learning in Contemporary Education Setting
 Muhammed Baba Gambari, Kwara State University, Nigeria

17237 09:30 - 10:00

Vocational Programmes at Universities - Sufficiency through Applied Knowledge or Efficiency Through Powerful Knowledge?
 Eugene Louis Fester, Cape Peninsula University of Technology, South Africa

16423 10:00 - 10:30

Determinants of Quality in Higher Education Institutions in Morocco
 Youssef Loutfi, Al Akhawayn University in Ifrane, Morocco

Sunday Session I: 09:00 - 10:30

Room: Noblesse

ECE: Higher Education & Student Learning

Session Chair: Gemma B. Bellena

9071 09:00 - 09:30

The Language Practicum Learning Experience of AB English 2013
 Jocelyn I. Bartolata, Bicol University, Philippines

9946 09:30 - 10:00

Job Performance of Bicol University Language Practicum Trainees 2013
 Ma. Celina Eladia G. Meneses, Bicol University, Philippines

9876 10:00 - 10:30

Industry Profile of Sponsoring Agencies of Language Practicum Trainees
 Gemma B. Bellena, Bicol University, Philippines

Sunday Session I: 09:00 - 10:00

Room: Renaissance North

ECE: Curriculum Research and Development

Session Chair: Ifure Ufford-Azorbo

16675 09:00 - 09:30

The Influence of Gender Association in Music Education: The Past, The Canon, and the Future
 Zaina Shihabi, Liverpool Hope University, UK

17380 09:30 - 10:00

Challenges of Dance Education in the 21st Century: The University of Uyo Experience
 Ifure Ufford-Azorbo, University of Uyo, Nigeria



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Sunday Session I: 09:00 - 10:30



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Sunday Session I: 09:00 - 10:00

Room: Renaissance South

ECLL: Innovative Language Teaching and Learning Methodologies

Session Chair: Kevin M. Maher

17313 09:00 - 09:30

Beyond the EFL Reading Classroom: Achieving Excellence in English Reading Ability and Intercultural Communication in Higher Education

Piboon Sukvijit Barr, Chulalongkorn University, Thailand

14314 09:30 - 10:00

Creating Memories: Applying Neuroscience Principles to Teach Language and Presentation Skills

Kevin M. Maher, University of Macau, Macau

Coffee Break

10:30 - 10:45



Sunday Session II: 10:45 - 12:15

Sunday Session II: 10:45 - 11:45

Room: Tennyson

ECLL: Innovative Language Teaching and Learning Methodologies
Workshop Presentation

10264 10:45 - 11:45

Laugh & Teach Vocabulary

Luke Zimmermann, Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research, UAE

Sunday Session II: 10:45 - 11:45

Room: Shelley

ECE: Educational Policy, Leadership, Management and Administration
Session Chair: Irene U Berezi

16648 10:45 - 11:15

Fidelity and Efficacy of Implementing Universal Basic Education in Kwara State, Nigeria

Jacob Adeyanju, University of Lagos, Nigeria

Simeon Oladipo, University of Lagos, Nigeria

10822 11:15 - 11:45

Acquisition, Availability and Utilization of School Plant in Teaching-Learning Process in Public Secondary Schools in Bayelsa State, Nigeria

Irene U Berezi, Niger Delta University, Nigeria

Sunday Session II: 10:45 - 12:15

Room: Keats

ECLL: Innovative Language Teaching and Learning Methodologies
Session Chair: Victoria Akachiyere Achufusi

13840 10:45 - 11:15

The Power of Informality in the Con-Textual Design of English-for-Specific-Purposes Scripted Role Plays

Irina Stoykova Dimitrova, Sofia University "St. Kliment Ohridski", Bulgaria

10541 11:15 - 11:45

Team-Based Learning to Enhance Thai Undergraduate Learners' Achievement Motivation in English Report Writing Course

Nunthawadee Wongsathian, Rajamangala University of Technology Suvarnabhumi, Thailand

7506 11:45 - 12:15

A Comparative Study of Two Approaches to Language Teaching Learning and Their Outcomes in Second Language Situation: A Nigerian Example

Victoria Akachiyere Achufusi, Institute of Management and Technology Enugu, Nigeria



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Sunday Session II: 10:45 - 12:15



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Sunday Session II: 10:45 - 12:15**Room: Coleridge****ECE: Education: Social Justice and Social Change****Session Chair: Pius Tangwe Tanga**

13298 10:45 - 11:15

Privatization of Elementary Education and Its Effect on Enrolment of Children from Socially Disadvantaged Groups
Pulak Das, Indian Institute of Management Calcutta, India

14647 11:15 - 11:45

The Imperativeness of Female Education in Some Selected Rural Communities of Kano State, Nigeria
Oladipo Idowu Filadun, Federal College of Education, Nigeria

15253 11:45 - 12:15

Teachers' Strikes and Learners' Resilience in South Africa: Students' Perspective
Pius Tangwe Tanga, University of Fort Hare, South Africa

Sunday Session II: 10:45 - 12:15**Room: Wordsworth****ECE: Professional Concerns, Training and Development****Session Chair: Sudha Samir Pingle**

15140 10:45 - 11:15

Practising Teachers Perception of Their Training Needs as School-Based Mentors in the Context of a University-School Partnership for Quality Teacher Preparation
Rovincer Najjuma, Makerere University, Uganda
Elaine Wilson, University of Cambridge, UK

14609 11:15 - 11:45

Professional Learning in a Community of EFL Lecturers: Imbalance Between Formal and Informal Learning and Inequity in Part-Time Lecturers' Development Opportunities
Preechaya Mongkolhutti, University of York, UK

13944 11:45 - 12:15

Effect of Inclusive Education Awareness Programme on Preservice Teachers
Sudha Samir Pingle, University of Mumbai, India
Indu Garg, University of Mumbai, India

Sunday Session II: 10:45 - 11:45**Room: Noblesse****ECLL: Learning Strategies****Session Chair: Shin-Huei Tsai**

17470 10:45 - 11:15

Process-Genre Approach to Teaching Writing University Foundation Course Students in Pakistan
Abrar Ajmal, Forman Christian College, Pakistan

17503 11:15 - 11:45

The Investigation of EFL College Students' Listening Strategy Use in Different Test Types
Shin-Huei Tsai, National Chiao Tung University, Taiwan

Sunday Session II: 10:45 - 12:15

Sunday Session II: 10:45 - 11:45

Room: Renaissance North

ECE: Student Learning, Learner Experiences and Learner Diversity

Session Chair: Sylvie Albert

14736 10:45 - 11:15

Empirical Evidence Disputing Learning Styles Theory

Beth Rogowsky, Bloomsburg University of PA, USA

Barbara Calhoun, Vanderbilt University, USA

Paula Tallal, SALK Institute and Rutgers University, USA

14326 11:15 - 11:45

Reflective Thinking in Case Analysis: Evidence from a Pre-Post Intervention

Sylvie Albert, University of Winnipeg, Canada

Maurice Grzeda, Laurentian University, Canada

Alex Janes, University of Exeter, UK

Sunday Session II: 10:45 - 12:15

Room: Renaissance South

ECTC: New Technologies

Session Chair: M.U Cyril

15121 10:45 - 11:15

How Do Pre-Service Teachers Learn Science from Digital Text?

Mirjamaija Mikkilä-Erdmann, University of Turku, Finland

Tuomo Suhonen, VATT Helsinki, Finland

Mika Kortelainen, VATT Helsinki, Finland

Norbert Erdmann, University of Turku, Finland

Roope Raisamo, University of Tampere, Finland

14778 11:15 - 11:45

New Technologies, Knowledge Networks and Communities in Home Education

Amber Fensham-Smith, Cardiff University, UK

11013 11:45 - 12:15

Effects of Multimedia Instruction on Retention and Achievement of Basic Machining Skills in Mechanical Craft Practice

M.U Cyril, Modibbo Adama University of Technology Yola, Nigeria

Lunch Break

12:15 - 12:30

12:30 - 13:00

Conference Closing Session

Room: Renaissance Suite North

Join us for a conference highlights photography slideshow and closing remarks from Dr Joseph Haldane (IAFOR President) and Dr Linda Morrice (Conference Chair). Lunch will be available in the 2F Library Terrace after the closing session.



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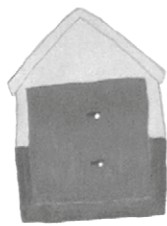
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Anna Fitak, Pedagogical University of Cracow, Poland

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Thank You

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 following scholars who have acted as reviewers for the ECE 2015 Conference.

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