



The International Academic Forum

ECE/ECTC/ECLL 2016

Brighton, United Kingdom

iafor

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THINK.IAFOR.ORG

THE ACADEMIC PLATFORM

THINK.IAFOR.ORG is IAFOR's brand new online magazine, launched for 2016. THINK is an ambitious project conceived by academics, for academics, with the following objectives:

- To provide an international, far-reaching platform for the best research presented at IAFOR conferences
- To make original, high-quality, thought-provoking multimedia content freely accessible to a wide readership
- To facilitate the opportunity for academics to step outside of the traditional research publishing status quo – to get creative, explore different disciplines and to have their ideas heard, shared and discussed by a diverse, global audience

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

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

facebook.com/ThinkIAFOR
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SUBMIT TO THINK

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

Submissions should be between 750 and 3,000 words and sent to us at magazine@iafor.org. Please include 'THINK submission' in the subject line.



Photography by Thaddeus Pope, IAFOR Media

Join us in **Japan** for The Asian
Conference on **Education** 2016

Publish before a global audience. Present in a supportive environment.
Network and create new relationships. Hear the latest research.
Experience Japan. Join a global academic community.

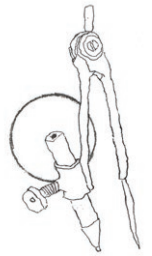
If you would like to know more about
The Asian Conference on Education 2016
please visit the conference website

ace.iafor.org

international, intercultural, interdisciplinary
The International Academic Forum

Welcome to Brighton

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



Professor Sue Jackson

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

Dear Delegates,

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

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

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

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

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

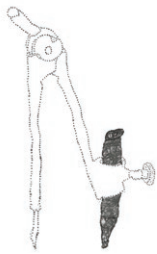
I would also like to thank the many people who acted as reviewers for the conference, and in advance, I would also like to thank all of you for your active participation.

Warm Regards,

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



Letter of Welcome



Education and Social Justice

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

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

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

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

ECE Conference Theme: "Education and Social Justice: Democratising Education"

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

Professor Sue Jackson

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

Dr. Linda Morrice

Senior Lecturer in Education, University of Sussex, UK
ECE2016 Conference Co-Chair

Professor Brian Hudson

Head of the School of Education and Social Work, University of Sussex, UK
ECE2016 Conference Co-Chair

Conference Theme ECE 2016

Convergence and Divergence



Conference Theme ECTC/ECCL 2016

ECTC/ECCL Conference Theme: “Convergence and Divergence”

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

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

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

Professor Barbara Lockee

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

Professor Steve Cornwell

Professor of English and Interdisciplinary Studies, Osaka Jogakuin University, Japan
IAFOR International Director of Programme: Language Learning
ECCL2016 Conference Chair



IAFOR Media Presents

The Greatest Gift

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

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

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

Special Screening

Thursday, June 30, 12:00pm, Renaissance



**HOPE International
Development Agency**

iafor
MEDIA



PAMULAAN
CENTER FOR INDIGENOUS PEOPLES EDUCATION

Mayor's Welcome



Dear Delegates,

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

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

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

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

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

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

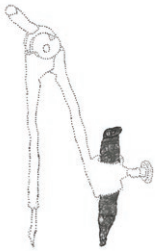
I wish you every success with your conference and hope you have a long and enjoyable stay.

Councillor Pete West

Mayor of the City of Brighton & Hove, UK

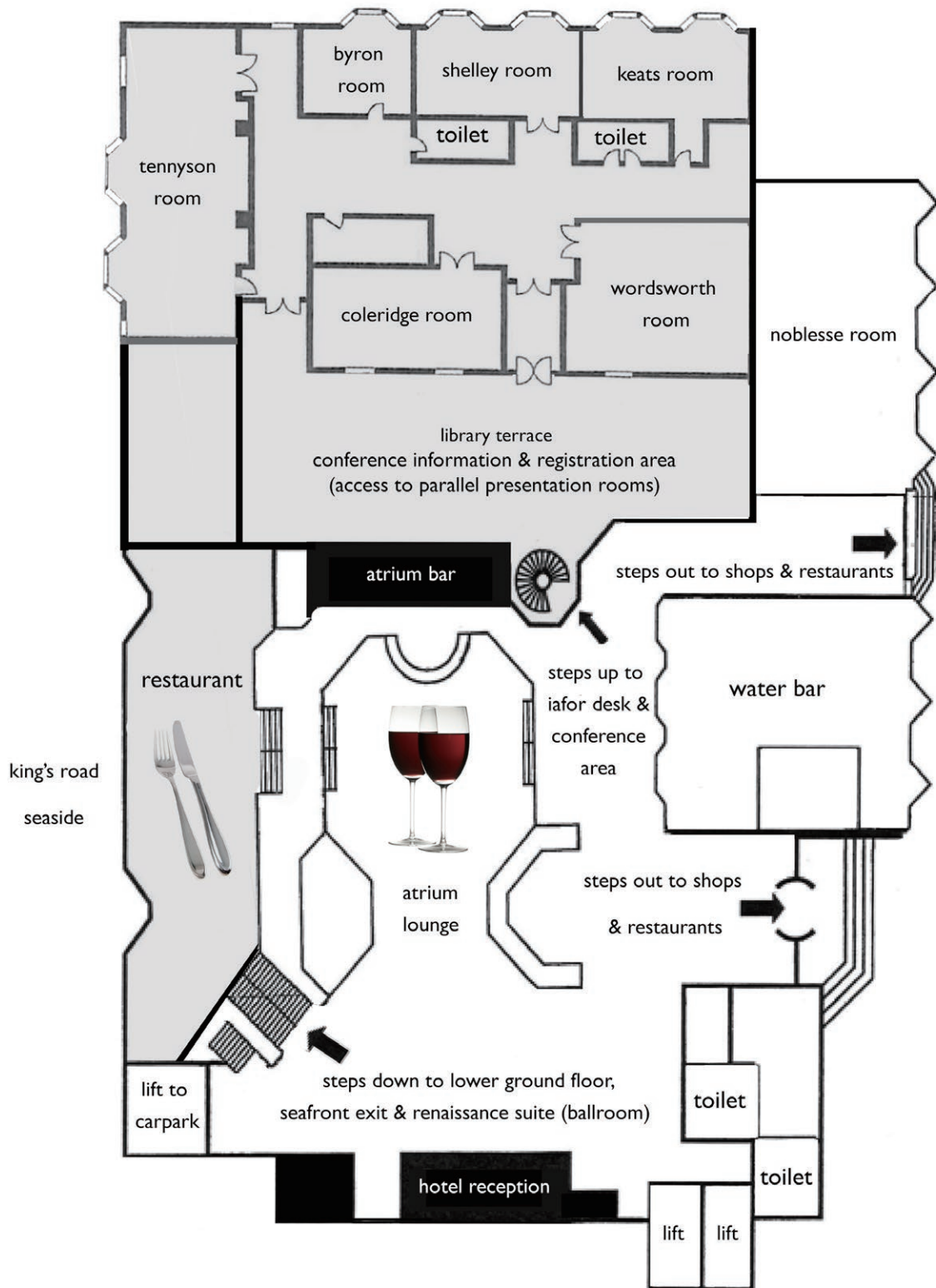


Mayor's Welcome

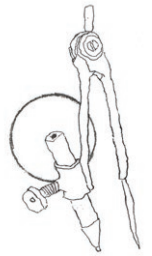


Jurys Inn Brighton Waterfront

Floor Plan



Conference Guide



Conference Guide

Getting to the Conference Venue

By Rail from London

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

London Victoria – 56 minutes (direct)

London Bridge – 1 hour 3 minutes (direct)

London St. Pancras – 1 hour 33 minutes (direct)

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

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

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

Travelling to Brighton from London Airports

London Gatwick Airport

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

London Heathrow Airport

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

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

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

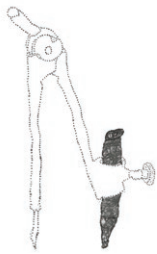
Full information is available on the National Express website.

Registration and Information

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

Wednesday	16:00-18:00 on the 2F Library Terrace
Thursday	08:30-11:15 in the BIF Renaissance Foyer
Thursday	12:30-17:00 on the 2F Library Terrace
Friday	08:30-18:00 on the 2F Library Terrace
Saturday	08:30-17:45 on the 2F Library Terrace
Sunday	09:00-12:30 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 Guide

Conference Guide

What to Wear & Bring

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

Security

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

Smoking

Smoking is not permitted in the Jurys Inn Brighton Waterfront.

Internet Access

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

Printing

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

Name Badges

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

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

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

Photo/Recording Waiver

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

Refreshment Breaks

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

Lunch

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

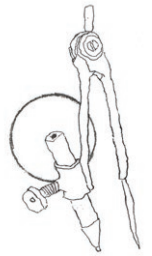
Plenary Session

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

Parallel Speaker Sessions

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

Conference Guide



Conference Guide

Presentations and Equipment

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

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

Session Chairs

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

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

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

Certificates

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

Poster Sessions & Requirements

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

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

Conference Abstracts

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

Conference Proceedings

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

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

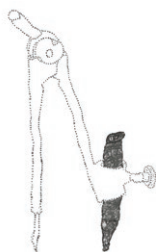
A Polite Request to all Participants

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

Returning Delegate Discount

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

This offer covers any IAFOR conference that you may choose to attend.



Conference at a Glance

Wednesday, June 29

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

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

Join fellow delegates for a drink or two at the Conference Welcome Reception. Admission is included as part of your registration fee.

Thursday, June 30

09:00-9:15: Announcements and Welcome Address (Renaissance)

Alexander Pratt, Director of Systems & Administration, IAFOR

Joseph Haldane, President, IAFOR

Cllr Pete West, Mayor of Brighton & Hove, UK

09:15-9:30: Conference Chair Address (Renaissance)

Brian Hudson, University of Sussex, UK

09:30-10:00: Featured Co-Presentation (Renaissance)

REAL Pedagogy: Enhancing STEM Learning through Theatre Arts Integration

Barbara Lockee, Virginia Tech, USA

Megan Atkinson, Virginia Tech, USA

10:05-10:45: Keynote Presentation (Renaissance)

The Non-Linguistic Benefits of Language Learning

Jean-Marc Dewaele, Birkbeck, University of London, UK

10:45-11:15: Coffee Break

11:15-11:45: Keynote Presentation (Renaissance)

Leveraging Place and Moving Toward Globalized Learning

Amy Azano, Virginia Tech, USA

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

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

12:15-12:20: Conference Photograph

12:20-13:30: Lunch

13:30-15:00: Parallel Session I

15:00-15:15: Coffee Break

15:15-16:45: Parallel Session II

16:45-17:00: Coffee Break

17:00-17:30: Spotlight Co-Presentation (Renaissance)

Supporting Language Learners to Speak the Language of Mathematics

David Slavit, Washington State University, USA

Gisela Ernst-Slavit, Washington State University, USA



17:30-18:00: Spotlight Presentation (Renaissance)

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

Cynthia Northington Purdie, William Paterson University of New Jersey, USA

19:00-21:30: Conference Dinner (optional extra)

Come and join your fellow delegates for an evening out at Hilton Brighton Metropole.

Please meet on the Library Terrace at 18:15.

This is ticketed at 50 GBP and there are a limited number of spaces.

Friday, July 01

09:00-10:30: Parallel Session I

10:30-10:45: Coffee Break

10:45-12:45: Parallel Session II

12:45-13:45: Lunch

13:45-15:45: Parallel Session III

15:45-16:00: Coffee Break

16:00-18:00: Parallel Session IV

Saturday, July 02

09:00-10:30: Parallel Session I

10:30-11:00: Coffee Break

11:00-12:00: Keynote Presentation (Renaissance)

Reducing Fear, Increasing Confidence - How to Reach the Students who Think that Learning is an Ordeal

Ken Wilson, Author, UK

12:00-13:30: Lunch

12:45-13:15: Book Showcase (Tennyson)

Multicultural Education in Colleges and Universities: Developing Strengths-Based Narratives for Teaching and Learning

Damian Spiteri, The University of York, UK

13:30-15:30: Parallel Session II

15:30-15:45: Coffee Break

15:45-17:45: Parallel Session III

Sunday, July 03

09:00-10:30: Parallel Session I

10:30-10:45: Coffee Break

10:45-12:15: Parallel Session II

12:15-12:30: Coffee Break

12:30-13:00: Closing Session & Conference Photography Slideshow (Tennyson)

Conference at a Glance



Photography by Thaddeus Pope, IAFOR Media

Join us in **January** for The IAFOR International
Conference on **Education** – Hawaii 2017

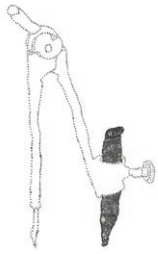
Publish before a global audience. Present in a supportive environment.
Network and create new relationships. Hear the latest research.
Experience Hawaii. Join a global academic community.

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

iicehawaii.iafor.org

international, intercultural, interdisciplinary
The International Academic Forum





Conference Chair & Featured Speaker

ECTC 2016

Barbara Lockee

Virginia Tech, USA



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

Dr. Lockee is Immediate Past President of the Association for Educational Communications and Technology, an international professional organisation for educational technology researchers and practitioners. She earned her PhD in 1996 from Virginia Tech in Curriculum and

Instruction (Instructional Technology), MA in 1991 from Appalachian State University in Curriculum and Instruction (Educational Media), and BA in 1986 from Appalachian State University in Communication Arts.

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

This presentation will feature a research and outreach project that focuses on the creation of a teacher professional development program that employs theatre arts techniques to engage high school students in STEM learning. This initiative is based on the successful work of Project REAL—Reinforcing Education through Artistic Learning, an outreach project of the Barter Theater in Abingdon, VA, the state theatre of Virginia. From a learning sciences perspective, these strategies are based on the principles of embodied cognition and implicit learning for instruction across the curriculum. Through bringing together experts in theatre arts, and instructional design, the project team is striving to create an evidence-based model for enhanced student engagement and positive learning gains.

Featured Co-Presentation

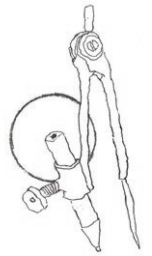
Thursday, June 30

09:30-10:00

Renaissance

Megan Atkinson

Virginia Tech, USA



Megan Atkinson is the founder and director of Barter Theatre's Project REAL, a collaborative initiative with K-12 schools that focuses on teaching the core curriculum through theatre techniques. Megan received a BFA in Theatre Performance from Columbus State University and recently received her MA in Liberal Studies from East Tennessee State University. Her career as a theatre artist began at Barter Theatre in Abingdon, Virginia, in 2006. Before moving back to Abingdon in 2011, Megan worked for multiple theatre companies in the Boston, MA area as an actor and director. Before leaving Boston she worked with Cambridge citizens, using theatre techniques to help solve problems with the local transit system. She also worked with a group of young, at-risk girls, using theatre to work on self-image. Her work using theatre to help with social and behavioral issues is continued through collaboration with government

agencies and educational institutions that serve at-risk youth.

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

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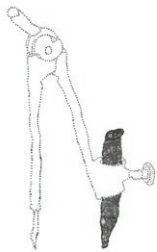
Featured Speaker
ECE 2016

Featured Co-Presentation

Thursday, June 30

09:30-10:00

Renaissance



Jean-Marc Dewaele

Birkbeck, University of London, UK



Jean-Marc Dewaele is Professor of Applied Linguistics and Multilingualism at Birkbeck, University of London. He does research on individual differences in psycholinguistic, sociolinguistic, pragmatic, psychological and emotional aspects of Second Language Acquisition and Multilingualism. He has published over 180 papers and chapters, co-edited five books and five special issues. He is the author of a monograph *Emotions in Multiple Languages in 2010* (2nd ed in 2013). He is Vice-President of the International Association of Multilingualism, Convenor of the AILA Research Network Multilingualism, and former president of the European Second Language Association. He is General Editor of the *International Journal of Bilingual Education and Bilingualism*. He won the Equality and Diversity Research Award from the British Association for Counselling and Psychotherapy (2013) and the Robert C. Gardner Award for Outstanding Research in Bilingualism

(2016) from the International Association of Language and Social Psychology. He is father of a trilingual daughter and holds a black belt (Shodan) in Go Kan Ryu karate.

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

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

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

In short, it seems that learning a new language can make you a better person, and a better citizen: more creative, more openminded, more empathic, more emotionally stable, more sociable, more likely to enjoy foreign language classes, better equipped to learn new languages, more confident and less anxious in communication.

Keynote Speaker ECLL 2016

Keynote Presentation

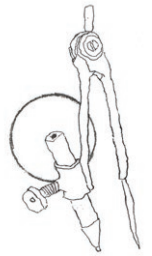
Thursday, June 30

10:05-10:45

Renaissance

Amy Azano

Virginia Tech, USA



Dr. Amy Price Azano is an Assistant Professor of Adolescent Literacy in the School of Education at Virginia Tech. Her scholarship focuses on rural literacies, place-based pedagogy, and the literacy needs of special populations. She is the co-Principal Investigator of Promoting PLACE (Place, Literacy, Achievement, Community, and Engagement) in Rural Schools, a five-year, 1.9 million dollar U.S. Department of Education grant designed to support gifted education programs in high-poverty rural communities. Dr. Azano's scholarship addresses the intersection of literacy and rurality by investigating how place influences the experiences of rural youth. Informed by the work of literacy theorist Paulo Freire, she studies how a critical pedagogy of place engages students across disciplines and to what extent that engagement influences achievement. Dr. Azano has several book chapters, a newly released curriculum series with Prufrock Press, and regularly publishes in national and

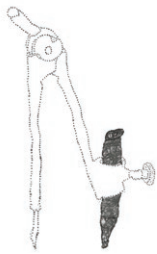
international peer-reviewed journals. She received her doctorate from the University of Virginia and taught high school English prior to becoming a teacher educator.

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

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

Keynote Speaker
ECE 2016

Keynote Presentation
Thursday, June 30
11:15-11:45
Renaissance



David Ernst-Slavit

Washington State University, USA

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

Gisela Ernst-Slavit

Washington State University, USA

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

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

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

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

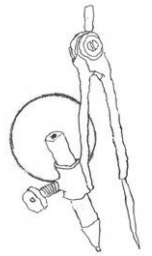
After reviewing the above key findings related to language and mathematics, we will then explore the role of classroom discourse in the learning of mathematics, with a particular focus on considerations for language learners. Ways of helping students talk mathematically in productive ways include: (1) attempting to balance mathematical precision with the need to surface mathematical meanings; (2) when appropriate, promoting the use of native languages by students to support their ability to communicate mathematically; (3) modeling and encouraging students to use everyday language to initially express complex thought processes and ideas; and (4) helping students develop metalinguistic awareness, or self-reflection on the language used in the mathematics classroom.

Spotlight Speakers ECE 2016

Spotlight Presentation
Thursday, June 30
17:00-17:30
Renaissance

Cynthia Northington Purdie

William Paterson University, USA



Cynthia Northington Purdie is a psychologist and associate professor at William Paterson University of New Jersey. Her research interests are reflected in her publications as they surround current issues in educational psychology with a particular emphasis on classroom management philosophies. She regularly presents her research internationally and serves as the International Chair of the Ireland International Conference on Education (IICE). She also serves on the Scientific Committee of the International Conference on Education and New Developments (END) and on the steering committee of the World Conference on Education (WCE). Before joining the university faculty, she enjoyed a long career as a teacher of both regular and special education in the United States public secondary schools.

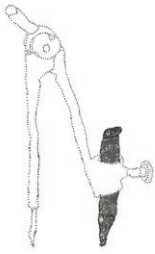
Spotlight Speaker
ECE 2016

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

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

1. How are nonwhites traditionally viewed? Arthur Jensen, *Bell Curve* (Herrnstein & Murray)
2. How are nonwhites traditionally disciplined? Suspension & expulsion statistics. School to prison pipeline.
3. What can be done to “equalize education” how can the new dominant population be better served in schools? (Learn to speak Spanish, mandatory sensitivity training – most public school teachers are middle-class white females).
4. Should efforts and money be spent to lure the white population back to public education in order to preserve the “quality” of education?

Spotlight Presentation
Thursday, June 30
17:30-18:00
Renaissance



Ken Wilson

Author



Ken Wilson is a teacher trainer, and an author of a large amount of ELT materials, and has published with OUP, Cengage and Macmillan. His most recent series is *Smart Choice*, published by OUP. He has also written more than a hundred ELT radio and television programmes, including 50 radio scripts for the *Follow Me* series, 30 *Look Ahead* TV scripts and a series of plays called *Drama First*. He also contributed material to *Extr@ English*, an ELT sitcom commissioned by Channel 4. For many years, Ken was artistic director of the English Teaching Theatre, a company which toured the world performing stage-shows for learners of English.

Keynote Speaker ECLL 2016

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

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

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

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

Keynote Presentation

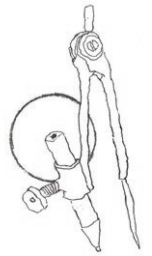
Saturday, July 2

11:00-12:00

Renaissance

Sue Jackson

Birkbeck, University of London, UK



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

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

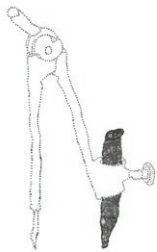
Linda Morrice

University of Sussex, UK



Linda Morrice is Senior Lecturer in Education at University of Sussex, UK. Her research interests focus on lifelong learning, gender and sexuality, identities, wellbeing and migration. Her most recent book, *Being a Refugee: Learning and identity. A longitudinal study of refugees in the UK*, was published by Trentham Books in 2011. Linda is a member Council of SCUTREA (Standing Conference on University Teaching and Research in the Education of Adults) and is co-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).

Conference Chairs
ECE 2016



Conference Chairs

ECE/ECTC/ECLL 2016

Brian Hudson

University of Sussex, UK



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

Steve Cornwell

Osaka Women's University, Japan



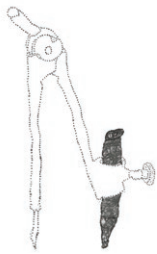
Steve Cornwell is Professor of English and Interdisciplinary Studies at Osaka Jogakuin University, and also teaches in the online portion of the MATESOL Programme for the New School in New York. He helped write and design several of the New School courses and has been involved with the program since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



THURSDAY





Plenary Session

Location: Renaissance

Time: 08:30-12:20

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

09:00-09:15: Announcements and Welcome Address (Renaissance)

Alexander Pratt, Director of Systems & Administration, IAFOR

Joseph Haldane, President, IAFOR

Cllr Pete West, Mayor of Brighton & Hove, UK

09:15-09:30: Conference Chair Address (Renaissance)

Brian Hudson, University of Sussex, UK

09:30-10:00: Featured Co-Presentation (Renaissance)

REAL Pedagogy: Enhancing STEM Learning through Theatre Arts Integration

Barbara Lockee, Virginia Tech, USA

Megan Atkinson, Virginia Tech, USA

10:05-10:45: Keynote Presentation (Renaissance)

The Non-Linguistic Benefits of Language Learning

Jean-Marc Dewaele, Birkbeck, University of London, UK

10:45-11:15: Coffee Break

11:15-11:45: Keynote Presentation (Renaissance)

Leveraging Place and Moving Toward Globalized Learning

Amy Azano, Virginia Tech, USA

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

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

12:15-12:20: Conference Photograph

12:20-13:30: Lunch

Plenary Session

Time: 08:30-12:20

Thursday Session I

Time: 13:30-15:00



Thursday Session I

Time: 13:30-15:00

Thursday Session I: 13:30-15:00

Interdisciplinary Perspectives on Language Learning

Session Chair: Ilona Kenkadze

Room: Coleridge

30206 13:30-14:00

Ideal L2 Self and Ought-To L2 Self: A Study in the Thai Context

Ratchaporn Rattanaphumma, Assumption University of Thailand, Thailand

25956 14:00-14:30

On EFL Learners' Cultural Identity Anxiety in the Chinese Context

Yang Zhang, Harbin Institute of Technology, China

27367 14:30-15:00

Decoding of Irony in the Process of Intercommunication

Ilona Kenkadze, Georgian National University, Georgia

Thursday Session I: 13:30-15:00

Education: Social Justice and Social Change

Session Chair: Bridget A. Teboh

Room: Keats

27646 13:30-14:00

The Contribution of Multicultural and International Education to the Creation of Sustainable Learning Environments Which Support the South African Struggle

C Hagenmeier, University of Venda, South Africa

TS Mashau, University of Venda, South Africa

31724 14:00-14:30

Assessment of Local Leaderships Capacity for Community-Based Peacebuilding in South Africa

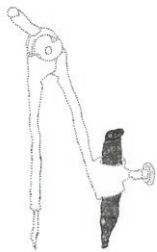
Olusegun Samson Obadire, University of Venda, South Africa

31808 14:30-15:00

Democratizing Education: The Politics of Schooling and Social Justice in Africa, Cameroon

Bridget A. Teboh, University of Massachusetts-Dartmouth, USA

15:00-15:15: Coffee Break



Thursday Session I

Time: 13:30-15:00

Thursday Session I: 13:30-15:00

Room: Shelley

Economic Management of Education

Session Chair: Peace Buhwamatsiko Tumuheki

29846 13:30-14:00

Shaping Elite Perspectives? World Citizenship, Privilege and Transnational Biographies in the Context of International Education at an Exclusive School

Heinz-Hermann Krüger, Institute of Pedagogy, Martin-Luther-University Halle-Wittenberg, Germany

Catharina I. Keßler, Centre for School and Educational Research, Martin-Luther-University Halle-Wittenberg, Germany

Anne Schippling, Centro de Investigação e Estudos de Sociologia - Instituto Universitário de Lisboa, Portugal

31931 14:00-14:30

Do Students Acquire Intercultural Competence Through Teamwork Projects at University?: Lessons From Two Case Studies

Thomas Greenaway, University of Warwick, UK

29897 14:30-15:00

"What do you mean by non-traditional students?": Constructing identity from an insider's perspective – experiences from Uganda

Peace Buhwamatsiko Tumuheki, Makerere University, Uganda

Thursday Session I: 13:30-15:00

Room: Tennyson

Curriculum Research and Development

Session Chair: Kudayja Parker

21030 13:30-14:00

Integrating the Management of Electronic Waste into the Curriculum of Primary Schools

Thelma de Jager, Tshwane University of Technology, South Africa

31307 14:00-14:30

Towards Building Authentic Understandings of Contemporary Science Practices for Science Educators

Greg Lancaster, Monash University, Australia

Lisa Fazio, Monash University, Australia

Joanne Burke, Monash University, Australia

Deborah Corrigan, Monash University, Australia

David Overton, Monash University, Australia

29967 14:30-15:00

Curriculum Renewal as a Transformational Project at the Durban University of Technology: What Does the Existing Data Say?

Kudayja Parker, Durban University of Technology, South Africa

15:00-15:15: Coffee Break

Thursday Session I

Time: 13:30-15:00

Thursday Session I

Time: 13:30-15:00



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

Room: Wordsworth

29772 13:30-14:00

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

31202 14:00-14:30

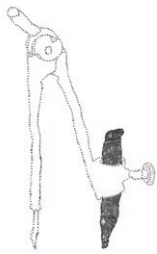
Matching Instructional Visualizations to Female and Male Learners
Paul Ayres, University of New South Wales, Australia

29931 14:30-15:00

Using Google Classroom for Student and New Teacher Training
Julie Smith, Lennox Middle School, USA

15:00-15:15: Coffee Break

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



Thursday Session II

Time: 15:15-16:45

Thursday Session II: 15:15-16:45

Room: Coleridge

Pragmatics

Session Chair: Cheung-Shing Sam Leung

31466 15:15-15:45

A Study of Compliment Responses Among Male and Female Egyptian Undergraduate Students

Maraim Mostafa, American University in Cairo, Egypt

25882 15:45-16:15

Encouraging the Creation and Adoption of Reading Culture: Panacea for Effective Language Learning

Ibrahim Yabagi Mohammed, Jubail University College, Saudi Arabia

31949 16:15-16:45

Learning to Say 'Sorry' in Cantonese

Cheung-Shing Sam Leung, Technological and Higher Education Institute of Hong Kong, Hong Kong

Yuen-Fan Lornita Wong, Hong Kong Reading Association, Hong Kong

Thursday Session II: 15:15-16:45

Room: Keats

Adult and Lifelong Learning

Session Chair: Ellie Law

29564 15:15-15:45

Exploring Non-Formal Educational Experiences from Adaptive to Transformative Responses

Nomazulu Ngozwana, University of South Africa, South Africa

32151 15:45-16:15

Accountability in the Further Education and Training Sector: A Middle Manager Perspective

Ailish M. O' Brien, Institute of Technology Carlow, Ireland

28995 16:15-16:45

'Developing Independent Lifelong Learners' Is it a Realistic Curriculum Goal?

Ellie Law, The University of Hong Kong, Hong Kong

Thursday Session II: 15:15-16:45

Room: Shelley

Higher Education

Session Chair: Ksenija Napan

31837 15:15-15:45

A Newly Available Alternative Pathway to University in Hong Kong?: How Do Students Study in a Community College?

Yi-Lee Wong, Chinese University of Hong Kong, Hong Kong

32177 15:45-16:15

A 48-Hour Project: Learning Beyond Crisis Communication Theories

Edwin K. Luk, Hong Kong Baptist University, Hong Kong

27376 16:15-16:45

Collaborative Transformations: Democratizing Education Through Co-Operative Inquiry

Ksenija Napan, School of Social Work, Massey University, New Zealand

Jenny Green, School of Nursing, Massey University, New Zealand

Warwick Stent, School of Accountancy, Massey Business School, New Zealand

Judy Thomas, Life Sciences, Massey Institute of Food Science and Technology, New Zealand

Shirley Julich, School of Social Work, Massey University, New Zealand

Jane Terrell, National Centre for Teaching and Learning, Massey University, New Zealand

Lynnemaree Patterson, Whitecliffe College of Arts and Design, New Zealand

16:45-17:00: Coffee Break

Thursday Session II

Time: 15:15-16:45

Thursday Session II

Time: 15:15-16:45



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

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

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

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

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

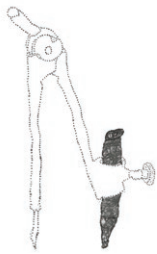
29328 15:15-15:45
Designing Multimedia Materials for Non- Native English Speaking Students: Challenging Visual-Verbal Classifications
Sylvie Stuednte, Regent's University London, UK
Filia Garivaldis, Monash University, Australia
Nina Seppala, University of Lincoln, UK

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

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

16:45-17:00: Coffee Break

Thursday Session II
Time: 15:15-16:45



Thursday Session III

Time: 17:00-18:00

Thursday Session III: 17:00-18:00

Room: Renaissance North

Spotlight Presentations

27770 17:00-17:30

Supporting Language Learners to Speak the Language of Mathematics

David Slavit, Washington State University, USA

Gisela Ernst-Slavit, Washington State University, USA

32163 17:30-18:00

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

Cynthia Northington Purdie, William Paterson University of New Jersey, USA

Conference Dinner (Optional Extra): 19:00-21:00

Come and join your fellow delegates on an evening out in Brighton & Hove

Please meet on the Library Terrace at 18:15

This is ticketed at 50 GBP

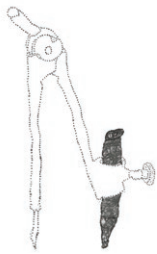
Thursday Session III

Time: 17:00-18:00



FRIDAY





Friday Session I

Time: 09:00-10:30

Friday Session I: 09:00-10:30
Testing and Evaluation
Session Chair: Khaled Barkaoui

Room: Coleridge

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

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

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

Friday Session I: 09:00-10:30
Languages Education and Applied Linguistics (ESL/TESL/TEFL)
Session Chair: Sarah Kwan Yee Ng

Room: Keats

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

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

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

Friday Session I: 09:00-10:30
Higher Education
Session Chair: Hao Bin Yuan

Room: Shelley

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

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

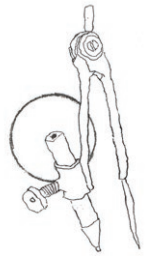
28619 10:00-10:30
Nursing Student Views on Decision Making in High-Fidelity Simulation
Hao Bin Yuan, Macao Polytechnic Institute, Macao

10:30-10:45: Coffee Break

Friday Session I
Time: 09:00-10:30

Friday Session I

Time: 09:00-10:30



Friday Session I

Time: 09:00-10:30

Friday Session I: 09:00-10:30 **Room: Tennyson**
Student Learning, Learner Experiences and Learner Diversity
Session Chair: Virginia Guneyli

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

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

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

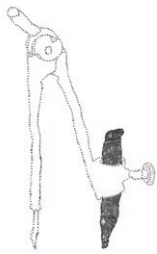
Friday Session I: 09:00-10:30 **Room: Wordsworth**
First Language Acquisition
Session Chair: Paula Aguilar

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

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

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

10:30-10:45: Coffee Break



Friday Session II

Time: 10:45-12:45

Friday Session II: 10:45-12:45

Learning Strategies

Session Chair: Elizabeth Yoshikawa

Room: Coleridge

31812 10:45-11:15

A Case Study of Two Taiwanese Second Language Learners in the United States

Hui-Ya Wang, Minghsin University of Science and Technology, Taiwan

29606 11:15-11:45

Effective English Language Learning for Academic Purposes in Higher Education in Second Language Situations: Strategies for Successful Implementation of Programmes

Victoria Akachinyere Achufusi, Institute of Management and Technology, Nigeria

32034 11:45-12:15

An Empirical Study of EFL Postgraduates' Metacognitive Beliefs

Xue Li, Harbin Institute of Technology, China

Jinghui Wang, Harbin Institute of Technology, China

21783 12:15-12:45

Art: A Conversational Centerpiece

Elizabeth Yoshikawa, Naruto University of Education, Japan

Friday Session II: 10:45-12:45

Language Education

Session Chair: Rosario Mahusay-Baria

Room: Keats

32419 10:45-11:15

Classroom Language Development: A Study of Teaching Chinese as Second Language to Non-Chinese Speakers in Secondary School in Hong Kong

Zhihui Kou, The Chinese University of Hong Kong, Hong Kong

29844 11:15-11:45

Oral Language and Public Speaking Anxiety: A Study of Correlations with Hesitation Phenomena

Rosario Mahusay-Baria, University of the Philippines Los Banos, Philippines

28346 11:45-12:15

A Study of Factors Affecting Undergraduates' Anxiety with Foreign Language Communication at Rajamangala University of Technology Srivijaya

Metas Panich, Rajamangala University of Technology Srivijaya, Thailand

Kittiya Phisutthangkoon, Rajamangala University of Technology Srivijaya, Thailand

Phanlapa Khathayut, Rajamangala University of Technology Srivijaya, Thailand

29540 12:15-12:45

Using Learners' First Language in EFL Classrooms

Eman Alshehri, King Abdulaziz University, Saudi Arabia

12:45-13:45: Lunch

Friday Session II

Time: 10:45-12:45

Friday Session II

Time: 10:45-12:45



Friday Session II

Time: 10:45-12:45

Friday Session II: 10:45-12:45
Poster Session

Room: Library Terrace

25517

Long Night of Research: Optics and Photonics for All

Dana Seyringer, Vorarlberg University, Austria

Catalina Burtscher, Vorarlberg University, Austria

Amrita Prasad, Zumtobel Lighting GmbH., Austria

29840

Addressing the Need for Internationalisation in HE through an Undergraduate Course 'Global Communication in English'

Jane Richardson, Heriot-Watt University, Edinburgh, UK

Emma Guion Akdag, Heriot-Watt University, Edinburgh, UK

32305

Practice-Based Knowledge on System Innovation and Climate Change: A Learning Approach for Practitioners through Active-Blended Format

Cristian Matti, Utrecht University & Climate KIC, The Netherlands

Javier de Vicente Lopez, Climate KIC Professional Education, Spain

Emily Sargeantson, Climate KIC eLearning, UK

Claire Burn, Climate KIC eLearning, UK

Piret Liv Stern Dahl, Climate KIC eLearning, Denmark

29735

Transdisciplinary Approach to Curriculum and Instruction for Community-Based Learning

Vladimir Kricsfalusy, University of Saskatchewan, Canada

Maureen Reed, University of Saskatchewan, Canada

Colleen George, University of Saskatchewan, Canada

30074

Student Loan Programs: An International Comparison and Its Implications for Taiwan

Hsiuhsi Liu, National Academy for Educational Research, Taiwan

29374

Life Skills and Inclusion: An Ethnographic Study in Four Swiss Elementary Schools

Mirja Bänninger, University of Applied Sciences and Arts Northwestern Switzerland, Switzerland

32190

The Bullying Phenomenon

Carmel French, Mount Saint Vincent University, Halifax, Canada

Sarah Dorey, Mount Saint Vincent University, Halifax, Canada

28403

"The Chicken Ate Me" and Skills to Increase Proficiency with Blended Learning

Nenita Pambid Domingo, University of California at Los Angeles, USA

24998

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

Murat Surmeli, Digital Learning Center, Turkey

27421

Planning and Building Wooden Houses with, and for, Refugees and Residents

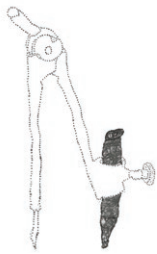
Catalina Burtscher, Vorarlberg University, Austria

Andreas Postner, Vorarlberg University, Austria

Thomas Fink, Vorarlberg University, Austria

Konrad Duelli, Vorarlberg University, Austria

Herman Kaufmann, Vorarlberg University, Austria



Friday Session II

Time: 10:45-12:45

Friday Session II: 10:45-12:45
Poster Session

Room: Library Terrace

32196

Research Trends on Information and Communication Technology: An Automatic Content Analysis from 1996 to 2015

Chia-Li Debra Chen, National Taiwan Normal University, Taiwan

Yueh-Hsia Chang, Tamkang University, Taiwan

Chun-Yen Chang, National Taiwan Normal University, Taiwan

32632

The Utilization of Water Footprint Education to Build-up the Level of Environmental Awareness

Karin Kandanand, Faculty of Industrial Technology, Valaya Alongkorn Rajabhat University, Thailand

32887

Strategic Self-Regulated Language Learning at the University Level

Mohammed Aldawsari, University of Southampton, UK

Friday Session II: 10:45-12:45

Room: Shelley

Conflicting Perspectives in Learning and Teaching

Session Chair: Patricia Stringer

29598 10:45-11:15

Thai EFL University Teachers and Learner-Centred Education: Negotiating Pedagogical Spaces

Aunyarat Tandamrong, Monash University, Australia

32339 11:15-11:45

Media Literacy in Ireland: How Religious Habitus Organizes Educational Practices and Social Justice Spaces

Ramonia Rena Rochester, Florida Atlantic University, USA

32139 11:45-12:15

Emergence of Professional Identities Based on Challenges Faced by Novice Teachers in the First Year of Teaching

Patricia Stringer, Auckland University of Technology, New Zealand

Lilly Tennant, Emirates College for Advanced Education, United Arab Emirates

Martina Dickson, Emirates College for Advanced Education, United Arab Emirates

Julie Riddlebarger, Khalifa University, United Arab Emirates

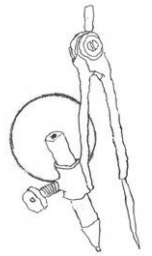
Keith Kennetz, Emirates College for Advanced Education, United Arab Emirates

12:45-13:45: Lunch

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

Friday Session II

Time: 10:45-12:45



Friday Session II

Time: 10:45-12:45

Friday Session II: 10:45-12:45

Room: Tennyson

Institutional Accreditation and Ranking

Session Chair: Jayanthi Ranjan

32217 10:45-11:45 (1 hour Panel Presentation)

The Story of Becoming a Faculty Centred on Engagement Scholarship: Ten Years of Transformation

Kyle Y. Whitfield, University of Alberta, Canada

Jennifer A. Foote, University of Alberta, Canada

Katy Campbell, University of Alberta, Canada

Dennis Foth, University of Alberta, Canada

25030 11:45-12:15

Accreditation in Higher Education: A Comparative Case Study of Polytechnic Institutions in Nigeria

Oluwole Adeniyi Solanke, Federal Polytechnic, Nigeria

Yinka-Adebisi, Adeleke, Palace Consults, UK

26023 12:15-12:45

Faculty Competency Systems: An Empirical Case Study in Business School Education

Jayanthi Ranjan, IMT Ghaziabad, India

Pooja Tripathi, IPEC College Ghaziabad, India

Friday Session II: 10:45-12:45

Room: Wordsworth

Web 2.0 Technologies in the Classroom

Session Chair: Melissa Lee Price

32170 10:45-11:15

Ethics Issues on Digital Contents for Pre-Service Primary Teachers: A Gamification Experience for Self-Assessment with Socrative

Victoria I. Marín, Universitat de les Illes Balears, Spain

Adolfina Pérez Garcias, Universitat de les Illes Balears, Spain

29687 11:15-11:45

Call to Arms: Generations Clash Over Digital Technology in the Foreign Language Classroom

Sandor Danko, Assumption University, Thailand

23039 11:45-12:15

Understanding Student Attitudes About Distance Education: The Importance of Excitement and Fear

Esther Smidt, West Chester University, USA

Jennifer Bunk, West Chester University, USA

Rui Li, West Chester University, USA

Ashley McAndrew, West Chester University, USA

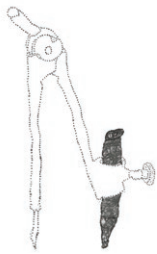
Matthew Florence, West Chester University, USA

30044 12:15-12:45

Culture Through Technology

Melissa Lee Price, Zayed University, United Arab Emirates

12:45-13:45: Lunch



Friday Session III

Time: 13:45-15:45

Friday Session III: 13:45-15:45
Language Education
Session Chair: Magdalen Phillips

Room: Coleridge

22009 13:45-14:15

Research or Rhetoric? Deconstructing the Norms of Young Language Learning
Magdalen Phillips, Manchester Metropolitan University, UK

28835 14:15-14:45

Readiness in English Speaking Skills of Engineering Student at Rajamangala University of Technology Srivijaya before Entering the ASEAN Community
Tassanee Kirisri, Rajamangala University of Technology Srivijaya Songkhla, Thailand
Thanomsi Jenwitheesuk, Rajamangala University of Technology Srivijaya Songkhla, Thailand
Nantana Boontong, Rajamangala University of Technology Srivijaya Songkhla, Thailand

32259 14:45-15:15

Why not Literature?: An Investigation into University Teachers' Perspectives of Teaching English Through Literature in the EFL Classroom
Wan-lun Lee, Fu Jen Catholic University, Taiwan

32300 15:15-15:45

Dealing with Challenges in Using One Core Textbook With Mixed-Abilities EFL Learners
Juthamas Thongsongsee, Chulalongkorn University, Thailand

Friday Session III: 13:45-15:45
Innovative Language Teaching and Learning Methodologies
Session Chair: Kittiya Phisutthangkoon

Room: Keats

28341 13:45-14:15

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

27550 14:15-14:45

A Comparative Analysis of Virtual and Traditional Grammar Approach in Teaching Use of English at College of Education, Ikere, Nigeria
Elizabeth Olabisi Seweje, College of Education, Ikere Ekiti, Nigeria

28920 14:45-15:15

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

28332 15:15-15:45

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

15:45-16:00: Coffee Break

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

Friday Session III

Time: 13:45-15:45



Friday Session III

Time: 13:45-15:45

Friday Session III: 13:45-15:45

Room: Shelley

Education: Social Justice and Social Change

Session Chair: Fred French

32141 13:45-14:15

Establishing International Accreditation for Regionally Developed TVET Qualifications in Climate Change Adaptation and Disaster Risk Management for 15 Pacific Nations

Sarah Louise Hemstock, Economic Development Division, The Pacific Community, Fiji

Helene Jacot Des Combes, The Pacific Centre of Environment and Sustainable Development, The University of the South Pacific, Fiji

Tess Martin, The Pacific Centre of Environment and Sustainable Development, The University of the South Pacific, Fiji

Leigh-Anne Buliruarua, The Pacific Centre of Environment and Sustainable Development, The University of the South Pacific, Fiji

27375 14:15-14:45

May the Hungry Get Well Fed, May the Well Fed Hunger for Social Justice: Challenges of Teaching About Social Justice

Ksenija Napan, Massey University, New Zealand

32328 14:45-15:15

BME Higher Education and Social Justice

Joydeep Dutta, St. Patrick's International College, UK

32324 15:15-15:45

A Qualitative Analysis of Perspectives on Factors Connected to Empowerment and Academic Success in a First Nations Community

Fred French, Mount Saint Vincent University, Canada

Darren Googoo, First Nations School District, Canada

Carmel French, Mount Saint Vincent University, Canada

Friday Session III: 13:45-15:45

Room: Tennyson

Student Learning, Learner Experiences and Learner Diversity

Session Chair: Ali Suleman Abdella

29854 13:45-14:15

Staff Perception: An Unexplored Threat to Student Transition?

Stephanie Craighill, Edinburgh Napier University, UK

Debbie Meharg, Edinburgh Napier University, UK

22216 14:15-14:45

Mentoring Practices in PNU Partner Schools: Towards Policy Creation in Capacity Building of Cooperating Teachers for Effective Mentoring

Josephine M. Calamlam, Philippine Normal University, Philippines

Darryl Roy T. Montebon, Philippine Normal University, Philippines

Annabelle DC. Palmeiry, Philippine Normal University, Philippines

Ma. Victoria J. Delos Santos, Philippine Normal University, Philippines

29865 14:45-15:15

The Changing Landscape of Teacher Education in Ireland: An Analysis

Judith Harford, University College Dublin, Ireland

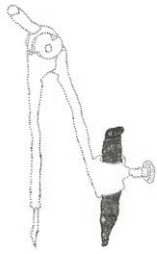
Teresa O' Doherty, Mary Immaculate College, Limerick, Ireland

21634 15:15-15:45

Analysis of Teaching Style in Initial Teacher Education of Eritrea

Ali Suleman Abdella, Stellenbosch University, South Africa

15:45-16:00: Coffee Break



Friday Session III

Time: 13:45-15:45

Friday Session III: 13:45-15:45
Future Classrooms
Session Chair: Gunter Saunders

Room: Wordsworth

32214 13:45-14:15

Innovative Use of Simulation to Enhance Nursing Research Course

Kellie Bryant, New York University, USA

Wendy Budin, New York University, USA

Yzette Lanier, New York University, USA

Kevin Birk, New York University, USA

Jordan Genee, New York University, USA

Nadia Sultana, New York University, USA

David Resto, New York University, USA

Ralph Carumba, New York University, USA

Jo Anne M Jaravata, New York University, USA

Matt Marsaglia, New York University, USA

29773 14:15-14:45

Creating Highly Immersive Learning Environments with Sprout Pro

Attila Csipa, Hewlett Packard Inc, UK

Molly Joy, Hewlett Packard Inc, USA

32047 14:45-15:15

Smart Teaching in New and Old Classrooms

Gunter Saunders, University of Westminster, UK

Antonia Klemming, University of Westminster, UK

Federica Oradini, University of Westminster, UK

Peter Hartley, Edge Hill University, UK

15:45-16:00: Coffee Break

Friday Session III

Time: 13:45-15:45

Friday Session IV

Time: 16:00-18:00



Friday Session IV

Time: 16:00-18:00

Friday Session IV: 16:00-18:00
Education for International Exchange
Session Chair: Elizabeth Yoshikawa

Room: Coleridge

29472 16:00-16:30

Nation-State Citizenship or Global Citizenship?: What do International Exchange Programmes do to Participants?

Haruko Ishii, Hokkai-Gakuen University, Japan

29596 16:30-17:00

Access to Higher Education for Refugees: Collaborating with Kiron Open Higher Education

Patricia Arnold, Munich University of Applied Sciences, Germany

21784 17:00-17:30

Foreign Language Homepages: Representations of Internationalization

Elizabeth Yoshikawa, Naruto University of Education, Japan

Friday Session IV: 16:00-18:00
Educational Change through Technologies
Session Chair: Christine Redman

Room: Keats

29599 16:00-16:30

Out of Site, Out of Mind: Re-Connecting Architecture Students to Construction Sites Through a 4-Dimensional Learning Environment

Chris Landorf, University of Queensland, Australia

Stephen Ward, University of South Australia, Australia

29698 16:30-17:00

Can MOOC's be a Model for Providing Quality Higher Education to Refugees? Lessons from the First Experiment

Thomas Greenaway, University of Warwick, UK

Lisa Hillers, Kiron Open Higher Education, Germany

Florian Rampelt, Kiron Open Higher Education, Germany

32233 17:00-17:30

Researching the Relationships between Augmented Reality Games and Motivating Pedagogies

Christine Redman, The University of Melbourne, Australia

Joanne Blannin, The University of Melbourne, Australia

Friday Session IV: 16:00-18:00
Special Education, Learning Difficulties, Disability
Session Chair: Winnie Sin Wai Pui

Room: Shelley

31778 16:00-16:30

Autism, Sociality and Friendship: A Qualitative Enquiry

Joanna Baker-Rogers, Sheffield Hallam University, UK

32420 16:30-17:00

Differentiated Curriculum Design: Responding to the Individual Needs and Group Needs of Students with Learning

Difficulties with Self-regulated Learning Strategies

Winnie Sin Wai Pui, University of Cambridge, UK

32323 17:00-17:30

Intinerant Service Delivery Model: Enablers of Inclusion for Students Who Are Deaf/Hard of Hearing and/Or Blind/Visually Impaired

Fred French, Mount Saint Vincent University, Canada

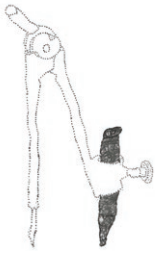
Bert Tulk, Atlantic Provinces Special Education, Canada

Carmel French, Mount Saint Vincent University, Canada

30279 17:30-18:00

Inclusive Education: What Social-Psychological Perspectives Can Add to Its Conceptualization?

Sharmila Rathee, Jawaharlal Nehru University, India



Friday Session IV

Time: 16:00-18:00

Friday Session IV: 16:00-18:00

Room: Tennyson

Student Learning, Learner Experiences and Learner Diversity

Session Chair: Bobbie Fletcher

31833 16:00-16:30

Perceptions of Being Elders

Mei Hua Kerry Hsu, School of Health Sciences in Macao Polytechnic Institute, Macao

29788 16:30-17:00

What if Silence was Considered a Legitimate Form of Participation in the Classroom?

Rosemary Laoulach, Notre Dame University, Australia

29686 17:00-17:30

Massive Multiplayer Online Games Communities: Lessons for Diversity in School Classrooms

Bobbie Fletcher, Staffordshire University, UK

Barbara Emadi-Coffin, Staffordshire University, UK

Janet Hetherington, Staffordshire University, UK

31966 17:30-18:00

From Classroom to Conference: An Interdisciplinary Approach to Capstone Courses

Jennifer A. Vincent, Champlain College, USA

Friday Session IV: 16:00-17:00

Room: Wordsworth

Workshop Presentation: Mobile Technologies

26070

Using QR Codes as a Resourceful ICT Tool in the ELT Classroom

Sarp Erkir, American University of the Middle East, Kuwait

Friday Session IV: 17:00-18:00

Room: Wordsworth

Workshop Presentation: Teacher Training

31678

Applying CREAM Strategy to Coach Teaching

Marine Milad, Arab Open University, Kuwait

Hiba Tayara, Arab Open University, Kuwait

Friday Session IV

Time: 16:00-18:00

Saturday Session I

Time: 09:00-10:30



Saturday Session I: 09:00-10:30

Room: Coleridge

Teaching Online

Session Chair: Jill Purdy

29045 09:00-09:30

The Online Video Lecture: Examining the Role of the Communicator, The Learner and the Lecture in Promoting Effective Learning

Rodney McCrohan, RMIT University, Australia

20312 09:30-10:00

Synchronous Video Chat Sessions in a TESOL Graduate Online Course: Instructor Roles and Best Practices

Esther Smidt, West Chester University, USA

Ashley McAndrew, West Chester University, USA

Brian McDyre, West Chester University, USA

30986 10:00-10:30

Five Years of Online Instruction: Lessons Learned

Jill Purdy, Cedar Crest College, USA

Saturday Session I: 09:00-10:30

Room: Keats

Language Education

Session Chair: Deirdre Murphy

31950 09:00-09:30

English Language Use Among Malaysian Tertiary Level Students: A Case Study of Tunku Abdul Rahman University College

Bee Imm Low, Tunku Abdul Rahman University College, Malaysia

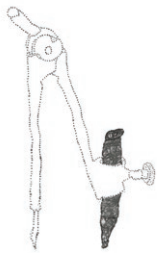
32418 09:30-10:00

Ireland's new Primary Language Curriculum

Deirdre Murphy, National Council for Curriculum and Assessment, Ireland

10:30-11:00: Coffee Break

Saturday Session I
Time: 09:00-10:30



Saturday Session I

Time: 09:00-10:30

Saturday Session I: 09:00-10:30
Poster Session

Room: Library Terrace

31196

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

29888

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

23652

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

25645

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

28395

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

31197

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

31203

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

31941

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

32165

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

27455

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

29347

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

29872

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

32147

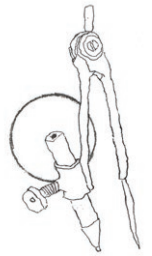
Visible Invisible: Seeing the World Beyond
Beth Rankin, Australian Catholic University, Australia

Saturday Session I

Time: 09:00-10:30

Saturday Session I

Time: 09:00-10:30



32207

Trainee Teachers' Perceptions During School Placement: Co-Operating Teacher Support and Working Relations
Deirdre Harvey, St. Angela's College - Sligo, Ireland

29775

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

31665

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

Saturday Session I: 09:00-10:30

Room: Shelley

Education: Social Justice and Social Change

Session Chair: Sylvan Everton Blignaut

27613 09:00-09:30

Moderation Effects of Commercial Tutoring on the Association Between Family Socioeconomic Background and Students' Academic Performance
Jie Wang, Social Policy Research Centre – UNSW, Australia

25580 09:30-10:00

'The Proposed Teaching Excellence Framework (TEF): A Formula for Teaching Excellence'
Dan Berger, University of Hertfordshire, UK
Charles Wild, University of Hertfordshire, UK

31209 10:00-10:30

Reflections on the Teaching of a New Module to Postgraduate Students
Sylvan Everton Blignaut, Nelson Mandela Metropolitan University, South Africa

Saturday Session I: 09:00-10:30

Room: Tennyson

Technology Enhanced and Distance learning

Session Chair: Eldin Wee Chuan Lim

31957 09:00-09:30

Evaluation of the Effectiveness of E-Lectures on Students' Learning
Meghdad Fazeli, Swansea University, UK
Paul Holland, Swansea University, UK
Rhian Kerton, Swansea University, UK

31746 09:30-10:00

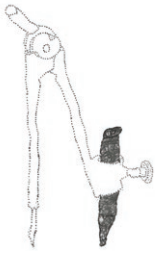
The Effects of Using Internet on Saudi EFL Speaking Skills
Badraddin Alawad Babikir Balal, King Khalid University, Saudi Arabia
Saber Ahmed Hago Eisa, Jazan University, Saudi Arabia

29524 10:00-10:30

A Design Software to Facilitate Integration of Knowledge Across Modules by Chemical Engineering Students
Eldin Wee Chuan Lim, National University of Singapore, Singapore

10:30-11:00: Coffee Break

Saturday Session I
Time: 09:00-10:30



Saturday Session I

Time: 09:00-10:30

Saturday Session I: 09:00-10:30
Curriculum Research and Development
Session Chair: Beatrice Ngulube

Room: Wordsworth

29887 09:00-09:30

Educational Needs of Gifted/Talented Students: A Needs Analysis Based on School Administrators Views

Zeynep Sen, Hacettepe University, Turkey

Tulin Acar, Hacettepe University, Turkey

Nuri Dogan, Hacettepe University, Turkey

Eda Gurlen, Hacettepe University, Turkey

23242 09:30-10:00

The Idea of Autonomy in Child-Centered Education: The Preschool in Saudi Arabia as a Case Study

Adaylah Rajab, University of Hull, UK

29873 10:00-10:30

Employability and Undergraduate Curricula in South Africa: A Case of Tshwane University of Technology in South Africa

Beatrice Ngulube, Tshwane University of Technology, South Africa

10:30-11:00: Coffee Break

Saturday Session I

Time: 09:00-10:30

Saturday Keynote Session

Time: 11:00-12:00



Saturday Keynote Session

Time: 11:00-12:00

Saturday Keynote Session: 11:00-12:00

Room: Renaissance

Reducing Fear, Increasing Confidence - How to Reach the Students Who Think That Learning is an Ordeal
Ken Wilson, Author, UK

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

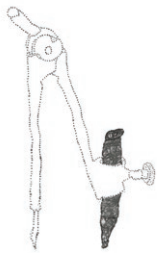
12:00-13:30: Lunch

Saturday Book Showcase: 12:45-13:15

Room: Tennyson

Multicultural Education in Colleges and Universities: Developing Strengths-Based Narratives for Teaching and Learning
Damian Spiteri, The University of York, UK

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



Saturday Session III

Time: 13:30-15:30

Saturday Session III

Time: 13:30-15:30

Saturday Session III: 13:30-15:30
Primary and Secondary Education
Session Chair: Jane Akister

Room: Coleridge

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

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

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

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

Saturday Session III: 13:30-15:30
Bilingualism
Session Chair: Sandiso Ngcobo

Room: Keats

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

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

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

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

Saturday Session III: 13:30-15:30
Education for Sustainable Development
Session Chair: Fatema Al-Amouri

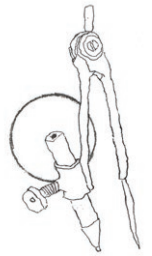
Room: Shelley

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

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

Saturday Session III

Time: 13:30-15:30



Saturday Session III

Time: 13:30-15:30

29837 14:30-15:00

Parents' Conception of the Educational Role of Museums as Informal Learning Sites

Fatema Al-Amouri, University of Reading, UK

Trevor Davies, University of Reading, UK

Berry Billingsley, University of Reading, UK

Saturday Session III: 13:30-15:30

Room: Tennyson

Higher Education

Session Chair: Ina Stan

30945 13:30-14:00

A Research-Based Approach to Defining the Attributes of Graduates in a Transnational Education Setting

Aaron Tan, Singapore Institute of Management Global Education, Singapore

27859 14:00-14:30

The Impact of Group Work on the Students' Learning Experience in Higher Education: A Case Study of Buckinghamshire New University

Ina Stan, Buckinghamshire New University, UK

29411 14:30-15:00

Positioning Assessments as Learning Opportunities at The University: An SoEL Perspective

Stephen Wee Hun Lim, National University of Singapore, Singapore

Harry T. Hubball, University of British Columbia, Canada

Saturday Session III: 13:30-15:30

Room: Wordsworth

Computer Assisted Language Learning (CALL)

Session Chair: Joanne Blannin

32053 13:30-14:00

Student-Produced Podcasts in Language Learning: Exploring Student Perceptions of Podcast Activities

Birgit Phillips, University of Applied Sciences FH Burgenland, Austria

31510 14:00-14:30

Transforming Feedback to International Students with Screen-Capture Video

Ella Tennant, Keele University, UK

32230 14:30-15:00

Delivering a Flipped Classroom in China

Mizuho Jones, The University of Nottingham – Ningbo China, China

32285 15:00-15:30

Utilising Positioning Theory to Better Enable Academic's Understanding of Digital Learning Affordances for Teacher Education

Joanne Blannin, Melbourne Graduate School of Education, The University of Melbourne, Australia

Christine Redman, Melbourne Graduate School of Education, The University of Melbourne, Australia

Paul Chandler, Australian Catholic University, Melbourne, Australia

Seamus Delaney, Fachhochschule Nordwestschweiz, Pädagogische Hochschule, Switzerland

Fiona Trapani, Melbourne Graduate School of Education, The University of Melbourne, Australia

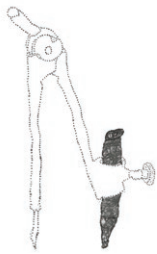
Merryn Dawborn-Gundlach, Melbourne Graduate School of Education, The University of Melbourne, Australia

Victoria Millar, Melbourne Graduate School of Education, The University of Melbourne, Australia

Ann Osman, Melbourne Graduate School of Education, The University of Melbourne, Australia

Gerry Healy, Melbourne Graduate School of Education, The University of Melbourne, Australia

15:30-15:45: Coffee Break



Saturday Session IV

Time: 15:45-17:45

Saturday Session IV: 15:45-17:45
Education: Social Justice and Social Change
Session Chair: Beth Rankin

Room: Coleridge

32138 15:45-16:15

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

30834 16:15-16:45

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

20786 16:45-17:15

Path Analysis of the Effects of Science Literacy and Science Process Skills on Pre-Service Science Teachers' Efficacy Beliefs
O.E Ogunseemi, College of Education, Nigeria
A.A Ojo, College of Education, Nigeria

32193 17:15-17:45

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

Saturday Session IV: 15:45-17:45

Room: Keats

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

29679 15:45-16:15

Online Text to Speech Material for Improving English Listening
Ayako Nakai, Toyo University, Japan

29491 16:15-16:45

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

Saturday Session IV: 15:45-17:45

Room: Shelley

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

32200 15:45-16:15

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

30826 16:15-16:45

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

25839 16:45-17:15

Racism in Canada: First Nations Education in Canada
Ron Phillips, Nipissing University, Canada

29249 17:15-17:45

Phantasmagoria: The Illusion of Entrepreneurship in South African School Textbooks
Suriamurthe Moonsamy Maistry, University of KwaZulu-Natal, South Africa
Roshnee David, University of KwaZulu-Natal, South Africa

Saturday Session IV

Time: 15:45-17:45

Saturday Session IV

Time: 15:45-17:45



Saturday Session IV

Time: 15:45-17:45

Saturday Session IV: 15:45-17:45
Bicultural, Bilingual and Binational Education
Session Chair: Criss Jones Diaz

Room: Tennyson

23158 15:45-16:15

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

Wiltrud Weidinger, Zurich University of Teacher Education, Switzerland

32249 16:15-16:45

Is Education Transcending the Borders of Space, Identity and Culture?

Sayanti Banerjee, University of Sussex, UK

30233 16:45-17:15

Bi/Multilingual Identity Negotiation: Exploring Transformations and Contestations of Identity and Bi/Multilingualism in Contexts of Hybridity and Diaspora

Criss Jones Diaz, Western Sydney University, Australia

Saturday Session IV: 15:45-17:45

Room: Wordsworth

Virtual and Distance Learning

Session Chair: Susan Silverstone

29562 15:45-16:15

Using Pebble Pad (Eportfolios) in Undergraduate Dentistry for Reflective Learning

Atieh Sadr, Charles Sturt University, Australia

25149 16:15-16:45

The Flipped Lab: Reimagining Science Education with Next-Generation Virtual Laboratories

Maaroof Fakhri, Labster, Denmark

Samuel Butcher, Labster, Denmark

25700 16:45-17:15

Successful Strategies in Online Marketing Courses

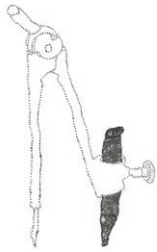
Susan Silverstone, National University, USA

54 | IAFOR.ORG | ECE/ECTC/ECLL 2016



SUNDAY





Sunday Session I

Time: 09:30-10:30

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

Room: Coleridge

29572 09:30-10:30

Evaluating and Designing Narrative Media for Language Learning

Sim Joo Jin, Ministry of Education, Singapore

Dawn Chia, Ministry of Education, Singapore

Joy Koh, Ministry of Education, Singapore

Louis Tan, Ministry of Education, Singapore

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

Room: Keats

32246 09:30-10:00

Autonomous Learning after Course Completion: A Case Study of Learners of Japanese

Miho Inaba, Cardiff University, UK

29542 10:00-10:30

Self-Efficacy of Chinese as a Foreign Language Teachers in UK: Teachers' Perceptions of Language Teaching and Culture Teaching

Zhengyu Chi, Xi'an Jiaotong University & Confucius Institute at the University of Liverpool, China

10:30-10:45: Coffee Break

Sunday Session I

Time: 09:30-10:30

Sunday Session II

Time: 10:45-12:15



Sunday Session II

Time: 10:45-12:15

Sunday Session II: 10:45-12:15
Instructional Technology
Session Chair: Amy Lewis

Room: Coleridge

32086 10:45-11:15

The Role of Technology in Learning and Teaching

Badraddin Alawad Babikir Balal, King Khalid University, Saudi Arabia

Norah Hussain Banafi, Jazan University, Saudi Arabia

Ahmed Altayeb Yousif Alhaj, Jazan University, Saudi Arabia

32220 11:15-11:45

Conceptualizing a Model for ICT Implementation in a Teacher Education Programme in Nigeria

Arit Uyouko Uyouko, College of Education, Afaha Nsit Nigeria, Nigeria

Abiola Waliyu Aiyeola, Administrative Staff College of Nigeria, Nigeria

Imaikop Akpan, College of Education, Afaha Nsit Nigeria, Nigeria

20791 11:45-12:15

Developmental English Professors' Experiences with Learning Management Systems at an Urban Community College: Challenges, Benefits, and Other Perceptions

Amy Lewis, Community College of Philadelphia, USA

Sunday Session II: 10:45-12:15
Translation and Interpretation
Session Chair: Yu-kit Cheung

Room: Keats

23647 10:45-11:15

Divergence in Picturebook Translation: Peter Rabbit in the Garden of Terror

Anne Ketola, University of Tampere, Finland

30995 11:15-11:45

A Corpus Study of a Neglected Europeanized Chinese Structure

Yu-kit Cheung, Lingnan University, Hong Kong

Sunday Session II: 10:45-12:15
Digital Technologies and Communications
Session Chair: Ezekiel Olusegun Babatunde

Room: Shelley

29669 10:45-11:15

A Survey of the University Students' Perspectives About Using Digital Technologies in Education: Zimbabwean Case

Sibusisiwe Dube, University of Cape Town, South Africa

Elsje C. Scott, University of Cape Town, South Africa

25884 11:15-11:45

Social Media in Sport Coaching: Knowledge, Attitude and Use of Information and Communication Technology in Service Delivery among Tertiary Institutions

Ezekiel Olusegun Babatunde, University of Ibadan, Nigeria

12:15-12:30: Coffee Break

Sunday Closing Session: 12:30-13:00

Room: Tennyson

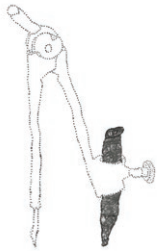
Conference highlights photography slideshow and closing remarks from the Conference Chair, followed by a buffet lunch.

58 | IAFOR.ORG | ECE/ECTC/ECLL 2016



VIRTUAL





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Virtual Presentations

26015

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

31021

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

28404

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

29560

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

29821

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

32168

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

32169

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

32297

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

32335

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

29736

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

32294

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

29856

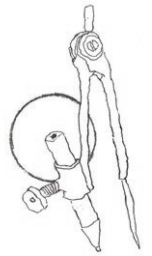
Using Telecollaboration to Enhance Language Acquisition and Motivation in the Foreign Language Classroom
Nuria Benavent Esteve, Universitat de Valencia, Spain

32132

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

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Virtual Presentations

32179

Videogame Technologies for a Neurosciences Program

Roderigo Montufar-Chaveznavia, Universidad Nacional Autonoma de Mexico, Mexico

Ivette Caldelas, Universidad Nacional Autonoma de Mexico, Mexico

Fernando Brambila-Paz, Universidad Nacional Autonoma de Mexico, Mexico

32319

The Joy of Grading

Linda Haynes, University of West Georgia, USA

29848

Towards a Functional Educational System in Western Africa

Ibukunoluwa Akinola, University of Lagos, Nigeria

26590

Inclusion, Exclusion, and Equity: A Critical Discourse Analysis of Six Introductory Special Education Textbooks

Kathy-Anne Jordan, Mercy College, USA

29946

Pedagogy of Hope: A Case Study of Curriculum Reform

Zinat Goodarzi, University of Ottawa, Canada

32251

Resource and Profitability Assessment of Transition to Flipped Video-Based Lecturing

Iuliia Shnai, Lappeenranta University of Technology, Finland

Mariia Kozlova, Lappeenranta University of Technology, Finland

Leonid Chechurin, Lappeenranta University of Technology, Finland

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President of the Faculty of Foreign Languages and Area Studies

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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...



Above left: IAFOR President **Dr. Joseph Haldane** presents **Assistant Professor Brent Huffman** with a certificate for his Honorary Award-winning film, *Saving Mes Aynak*, which was the Featured Documentary screened at the IAFOR Documentary Film Award & Festival 2015 during The Asian Conference on Media & Mass Communication 2015 (MediAsia2015). **Above right:** Conference Chair and Keynote Speaker, **Professor Frank Ravitch** of Michigan State University College of Law, addresses delegates during a Featured Panel at The Asian Conference on Ethics, Religion and Philosophy 2016 (ACERP2016), with **Dr. Joseph Haldane**, **Professor Brian Daizen Victoria** and **Professor Dexter Da Silva**. The panel discussed "Holy War: Its Causes, Nature and, if Possible, its Solutions".

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

Bottom left: Expert in learning and teaching spaces in schools, **Andrew J. Stark** of The Southport School, Australia, gives an animated Featured Presentation at LibrAsia2016 titled "Space and Place, Power and Purpose, Libraries and their 'just deserts'". **Bottom right:** **Vickie Skorji**, Director of TELL Lifeline, delivers her Keynote Presentation at The Asian Conference on Psychology and the Behavioral Sciences 2016, which focused on community mental healthcare for minority groups in Japan.

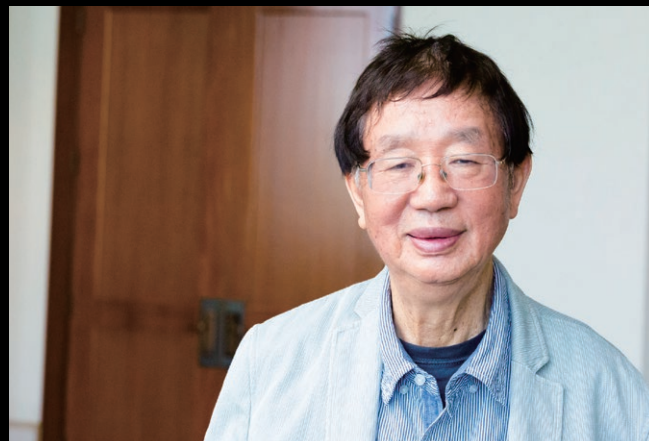




Above left: Professor David Matchar concludes The Asian Conference on Aging and Gerontology 2015 (AGen2015) with his Featured Presentation on the importance of research data. Active clinician Dr. Matchar is Professor and Director of the Health Services & Systems Research Program of the Duke-NUS Graduate Medical School, Singapore. **Above centre: Director of the NACDA Program on Aging, University of Michigan, USA, and AGen2015 Conference Co-Chair, Dr. James McNally**, delivers his Featured Presentation on the value of survey research data for the study of the aging life course. **Above right: Social mobility, social stratification and social inequality expert Professor Hiroshi Ishida** of the University of Tokyo, Japan, gives his Keynote Presentation on the current state of data-archiving and resources for aging research in Japan at AGen2015.

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

Bottom left: Nobuo Sato, Executive Director of the Harvard Business School Japan Research Center in Tokyo explains the changing focuses of MBA programmes in America during his Featured Presentation at The Asian Conference on Business and Public Policy 2015 (ACBPP2015). **Bottom right: Professor Bradley Hamm**, who is Dean and Professor at the Medill School of Journalism, USA, gives his Keynote Presentation "Power, Human Rights and Justice" at MediAsia2015.





Top left & right: Before and after impact. 5th Degree Black Belt Master Instructor, **Sensei Hiroshi Nishioka**, of Osaka's Nishioka Dojo practices Tameshiwari ice breaking during the Plenary Session at The Seventh Asian Conference on Education 2015 (ACE2015) in Kobe, Japan. The Chito-Ryu Karate demonstration gave an exemplary illustration of the conference theme: "Power".

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

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

Below right: Conference Chair for ACE2015, **Professor Sue Jackson** answers questions from delegates after her Welcome Address. Professor Jackson is Pro-Vice-Master (Vice-President) for Learning and Teaching, Professor of Lifelong Learning and Gender and Director of Birkbeck Institute for Lifelong Learning at Birkbeck University of London, UK and the IAFOR International Programme Director for Education.





Below left: Keynote Speaker at ACE2015, **Professor Eiko Kato-Otani** presents her Featured Presentation “Language Learning: Then and Now”. Professor Kato-Otani is President and a Professor at Osaka Jogakuin University, Japan. She received her Ed.D. in language and literacy from Harvard University and her research interests include children’s language development, as influenced by interaction with adults in home and preschool settings, and the cultural differences between Japan and the US.

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

Below right: Also at ACAS2016, **Dr. Yukinori Komine**, Associate in Research at the Edwin O. Reischauer Institute of Japanese Studies, Harvard University, USA, discusses “The Senkaku/Diaoyu Islands Disputes in the U.S.-Japan-China Strategic Triangle: Explanations from Analytical Eclecticism” during his Featured Presentation.





Top left: Leading expert on religious cults, **Dr. George Chryssides** presents a keynote on "Power, Empowerment and Disempowerment in Religion" at The European Conference on Ethics, Religion & Philosophy (ECERP2015). **Top right:** Celebrity academic and psychologist on Channel 4's *Big Brother* in the UK, Professor Geoffrey Beattie of Edgehill University delivers a wide-ranging Keynote Presentation on "The Divided Self" at The European Conference on Psychology & Behavioral Sciences (ECP2015). **Above left:** **Dr. Christine Coombe**, currently President of TESOL Arabia, and a past president of TESOL International, addresses delegates during her Keynote Presentation on "Professionalizing Your English Language Teaching" at The IAFOR International Conference on Language Learning (IICLLDubai2016). **Above centre:** Leading cultural scholar and translator **Professor Said M. Faiq** of the American University in Sharjah delivers his Keynote Presentation which examined the culture of translation in the translation of culture at The IAFOR International Conference on Education held at Festival City, Dubai (IICEDubai2016). **Above right:** **Professor Fadi Aloul** of the American University of Sharjah delivers her Featured Presentation on "Cyber Security Awareness: Challenges and Solutions" at IICEDubai2016. **Below left:** Bestselling ELT author and playwright, **Ken Wilson**, returns to The European Conference on Language Learning 2015 (ECLL2015) by very popular demand, to deliver a workshop on Student-Teacher Communication. **Below centre:** Internationally-recognised English Language educator, **Alan Maley** takes questions following his Keynote Presentation which looked at the legacy of great educators, and what today's teaching professionals can continue to learn from them, at ECLL2015. **Below right:** Irish Academic, **Dr. Fergal Finnegan** delivers a powerful Keynote Presentation on Democracy and Education at The European Conference on Education (ECE2015).





Top left: Photography by IAFOR Documentary Photography Award 2015 winner, Hosam Katan. **Top right:** Founding Judge of the IAFOR Documentary Photography Award, **Dr. Paul Lowe** of the University of the Arts London, announces the 2015 competition winner: Dr. Lowe is an award-winning photographer who has been published in *Time*, *Newsweek*, *Life*, *The Sunday Times Magazine*, among others, and who has covered breaking news the world over, including the fall of the Berlin Wall, Nelson Mandela's release, famine in Africa, the conflict in the former Yugoslavia and the destruction of Grozny. **Above left:** CEO and Founder of the Captive Minds Media Group, **Marcus Chidgey** gave some interesting industry insights and examples of how stories are shaped in the media at The European Conference on Media, Communication & Film (EuroMedia2015). **Above centre:** Founding Dean and current President of Moscow State University's Faculty of Foreign Languages and Area Studies, **Professor Svetlana Ter-Minasova**, takes questions following her Keynote Presentation on language, literature and culture at The European Conference on Literature & Librarianship (LibEuro2015). **Above right:** **Professor Regenia Gagnier** of Exeter University, UK delivers a powerful Keynote Presentation at The European Conference on Cultural Studies (ECCS2015) that looked at conflicts between liberalism and neoliberalism as portrayed in literature. **Below left:** The European Union Information Stand at The European Conference on the Social Sciences 2015 (ECSS2015). **Below centre:** Francis Ford Coppola expert and archivist, **Dr. Rodney Hill** of Hofstra University, US, responds to questions about Coppola's work at EuroMedia2015. **Below right:** **Stephen Ryan** of Waseda University, Japan, delivers his Keynote Presentation at The Asian Conference on Language Learning 2016 (ACLL2016).





Top left: Professor Yozo Yokota delivers a keynote to the audience at The Asian Conference on the Social Sciences 2015 (ACSS2015) underlining the continued importance and impact of the United Nations in ensuring human rights. Professor Yokota is an internationally-recognised academic, jurist and diplomat, who served as the UN Special Rapporteur in Myanmar, and Member of the UN Sub-Commission on the Promotion and Protection of Human Rights. Formerly Chairman of the International Labour Organisation's Committee of Experts, he is now the President of the Japanese Center for Human Rights and Special Adviser to the Ministry of Justice.

Top right: Delegates pose for a selfie. **Above left: Professor Sir Kenneth Calman**, Rector of the University of Glasgow takes a break after delivering a moving Keynote Presentation on the impact of energy generation on health and the environment at The European Conferences on Sustainability, Energy and the Environment (ECSEE2015) and the Social Sciences (ECSS2015). Professor Calman is an Academic and Physician who was formerly Chief Medical Officer for the UK. **Above centre: Colin Donald**, Business Editor of the Scottish *Sunday Herald* newspaper delivers a Featured Address on Sustainable energy in Scotland as part of The European Business and Management Conference 2015, held alongside ECSS/ECSEE2015. **Above right:** US Civil Rights Activist and Academic, **Professor Ruth Johnson Carter** delivers a featured lecture on historical and contemporary injustices in the US Deep South at ECSS2015. **Below left: Emiko Miyashita**, a prominent and widely published haiku poet, as well as an award-winning translator delivering a Haiku Workshop at The Asian Conference on Literature, Librarianship & Archival Science 2016. **Below right: Lowell Sheppard**, Asia-Pacific Director of the HOPE International Development Agency, lectures the audience at The Asian Conference on Education and International Development (ACEID2015) about indigenous education activities in the Philippines, the subject of a documentary made by IAFOR.





Above: IAFOR values highly the local cultural community and our delegates' experience of it. Our packed and exciting programmes of events reflect this, and offer delegates a diverse, informative and thought-provoking range of activities and experiences. The performances of the taiko drums by leading Japanese group Batiholic, or by the award-winning Osaka-based Akutagawa Senior High School Drum Club, are examples of this, and are always a cultural highlight for the conference attendees. The powerful and complex rhythms never fail to delight the appreciative audience.

Below left: Professor Nishizawa is a Clinical Psychologist and Professor of Social Work at Yamanashi Prefectural University, Japan. He is a Chief Editor of the Japanese Journal of Child and Neglect, and a Board Member of several groups, including the Japanese Society for Prevention of Child Abuse and Neglect, the Center for Child Abuse Prevention, Tokyo, and the Association for Prevention of Child Abuse and Neglect, Osaka. **Below centre: Mimi Bong**, Professor of Educational Psychology and the Associate Director of the Brain and Motivation Research Institute at Korea University, Korea, delivers a Keynote Presentation on Context-Specific Motivational Beliefs in Adolescents, as part of the Plenary Session at The Asian Conference on Psychology and the Behavioral Sciences (ACP2015). **Below right: Professor Thomas Brian Mooney** is Professor of Philosophy and Head of School of Creative Arts and Humanities, Charles Darwin University, Australia. He has an international reputation in Moral and Political Philosophy. Here he delivers a Keynote Presentation which looked at the "Power of the Soul" and theories of justice at The Asian Conference on Ethics, Religion & Philosophy 2015 (ACERP2015).



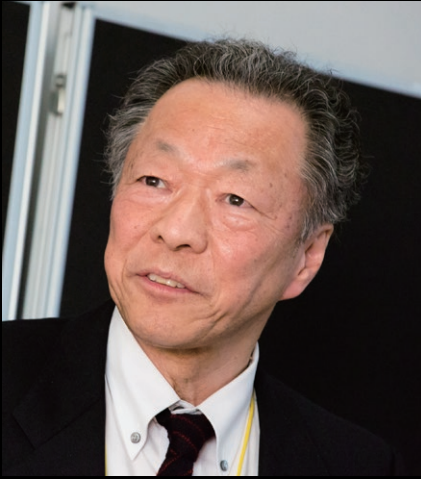


Top left and right: A continuing feature of IAFOR's Kansai-based conferences is the showcasing of the arts and culture of Japan. The conference attendees had the opportunity to gain knowledge and practical experience of the Japanese art of calligraphy, with an informative demonstration given by calligraphy students from Ritsumeikan University.

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

Below left: Professor Tony Tin of Waterloo University, Canada, delivers a keynote in the parallel Asian Conference on Technology in the Classroom 2015 (ACTC2015) on how mobile technology can be incorporated into teaching. **Below right:** In a related presentation, **Eric Hawkinson** shows delegates how one such technology, alternate reality, can also be used, in a presentation with colleagues Martin Stack and Erin Noxon.





Top left: Dr Keizo Nagao, a Japanese Child Psychologist specialising in the treatment of children affected by bullying, delivers a moving Keynote Presentation on the subject. **Top centre:** Professor Frieda Mangunsong of the University of Indonesia delivers a Keynote Presentation on the development of education in Indonesia at The Asian Conference on Education & International Development (ACEID2015). **Top right:** Dr. Monty P. Satiadarma is a Clinical Psychologist and Former Rector of Tarumanagara University in Indonesia, one of the country's oldest private universities and an IAFOR University Partner. Here he welcomes delegates to ACEID2015, for which he was Conference Co-Chair. **Above left:** Delegates are photographed in the beautiful traditional kimono during the conference kimono workshops. **Above right:** Delegates enjoy sake at the Welcome Reception.

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





Above: Renowned pianist and composer, **Marusya Nainggolan** of University of Indonesia, Indonesia, performs during her Featured Workshop Presentation at The Asian Conference on Arts & Humanities 2016 (ACAH2016).

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

Below right: **Professor John Erni** answers questions from the audience on the relationship between cultural studies and human rights following his ACCS/ACAS2015 Keynote Presentation. Dr. Erni is Chair Professor in Humanities and Head of the Department of Humanities & Creative Writing at Hong Kong Baptist University. A qualified lawyer, he is both an academic with an international reputation in human rights, and an activist.





Above: Delegates get to know each other at the official Conference Dinner, which offers delegates the chance to sample the local cuisine. Here they are served traditional Japanese food and sake as they look over the impressive Osaka skyline.

Below left: Professor Yvonne Jewkes of Leicester University, delivers a wide-ranging Featured Address entitled "Human Rights, Human Wrongs – Penal 'Hell-Holes', Popular Media and Mass Incarceration" at ACCS2015. Professor Jewkes is a leading and well-published criminologist with books including *Media and Crime* (now in its third edition), *Captive Audience: Media, Masculinity and Power in Prisons*, *Crime Online* and the *Handbook on Prisons*.

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

Photography by Thaddeus Pope & IAFOR Media



76 | IAFOR.ORG | ECE/ECTC/ECLL 2016



ABOUT IAFOR





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international, intercultural, interdisciplinary
The International Academic Forum



The International Academic Forum

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

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

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

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

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international | intercultural | interdisciplinary

The International Academic Forum

Academic Vision and Mission

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

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

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

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

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

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

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

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

Rev. Professor Stuart D.B. Picken

Order of the Sacred Treasure (瑞宝中綬章), M.A. (Hons), BD., Ph.D., F.R.A.S.

Chairman, Japan Society of Scotland

Chairman, IAFOR International Advisory Board

Dr. Joseph Haldane

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

President, IAFOR

Leadership

Chairman

The Reverend Professor Stuart D. B. Picken

Order of the Sacred Treasure,

M.A. (Hons), B.D., Ph.D. (Glasgow), F.R.A.S.



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

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

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

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

President & C.E.O.

Dr. Joseph Haldane

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



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

overseeing the organisation's business and academic operations, including research, publications and events.

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

Dr. Haldane is now a Guest Professor at Osaka University's School of International Public Policy (OSIPP), where he teaches on the postgraduate Global Governance Course. In 2016 he is also an Invited Lecturer in the School of Journalism at Moscow State University. His current research concentrates on post-war and contemporary politics and International Relations especially in and between Japan, China and the USA.

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

A black belt in judo, he is married with two children and lives in Nagoya, Japan.

The Executive Council of the IAFOR International Advisory Board

IAB Chair: Professor Stuart D.B. Picken

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

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Director; The Yufuku Gallery; Tokyo, Japan

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 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

Professor Dexter Da Silva

Professor of Educational Psychology, Keisen University, Tokyo, Japan

Professor Georges Depeyrot

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

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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

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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 A. Robert Lee

Formerly University of Kent, UK and Nihon University, Japan

Professor Sing Kong Lee

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Professor Michiko Nakano

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

Ms. Linda Toyo Obayashi

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

Professor Baden Offord

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

Professor Frank S. Ravitch

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

Professor Richard Roth

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

Professor Monty P. Satiadarma

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

Professor Kensaku Yoshida

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

IAFOR Key Staff



Kiyoshi Mana – International Director of Operations

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



Alexander Pratt – Director of Systems & Administration

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



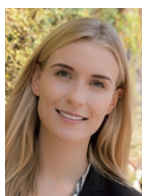
Thaddeus Pope – Director of Design, Media & Marketing

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



Shawn Mahler – Director of Events, Media & Production

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



Rachel Dyer – Publications Manager

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



Yumiko Horie – Events & Domestic Relations Manager

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



Ann-Loy Morgan – Marketing Manager

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



Darcey Barge – Media Coordinator

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



John Ananthan – Design & Technology Coordinator

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



Stephen Rudden – Systems & Administrative Coordinator

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



Virpi Helena Yasuda – Senior Administrative Assistant

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



Nami Toyama – Administrative Assistant

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



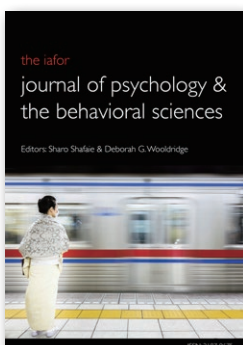
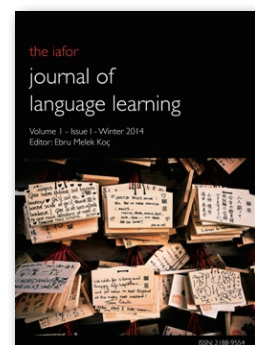
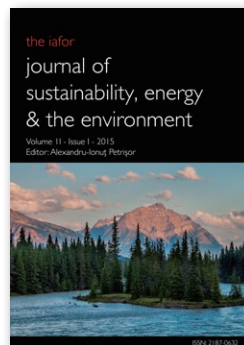
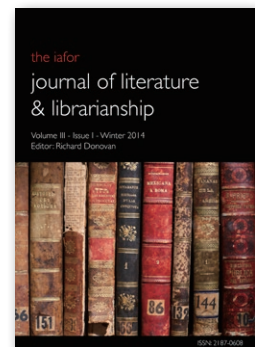
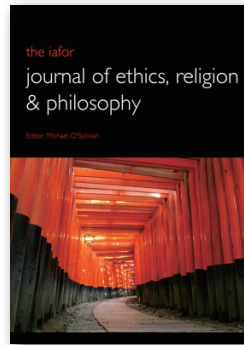
Ame Zhang – Administrative Assistant

Originally from Yantai, China, Ame majored in Japanese language at college. In order to acquire a deeper knowledge of Linguistics, he started his Master's degree in Japan three years ago. Now he is working on a Ph.D. degree at Kobe University. Before moving to Japan, Ame gained experience working as a translator.



Mariko Oguri – Administrative Assistant

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



IAFOR Journals

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

How are Journal Editors appointed?

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

How do we ensure academic integrity?

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

How are papers selected?

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

How are IAFOR Journals related to IAFOR conferences?

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

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

Journal Editors

IAFOR Journal of Arts & Humanities

TBA

IAFOR Journal of Literature & Librarianship

Dr. Richard Donovan, Kansai University, Japan

IAFOR Journal of Education

Dr. Bernard Montoneri, Tamkang University, Taiwan

IAFOR Journal of Business & Management

Dr. Merlin Levirs, Ritsumeikan University, Japan

IAFOR Journal of the Social Sciences

Dr. Tingting Ying, University of Nottingham, China

IAFOR Journal of Ethics, Religion & Philosophy

TBA

IAFOR Journal of Sustainability, Energy & the Environment

Dr. Alexandru-Ionut Petrisor, "Ion Mincu" University of Architecture and Urban Planning, Romania and 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 Rowlinson, Singapore University of Design and Technology, Singapore

IAFOR Journal of Asian Studies

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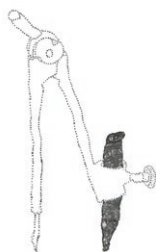
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A-Z Index of Presenters

A-Z Index of Presenters

Abdella, Ali Suleman	p. 41	Foote, Jennifer A.	p. 39
Abi Raad, Maurice	p. 60	Foth, Dennis	p. 39
Achufusi, Victoria	p. 36	French, Carmel	p. 37
Aguilar, Paula	p. 35	French, Frederick	p. 41
Akinola, Ibukun	p. 61	French, Frederick	p. 43
Akister, Jane	p. 50	Gilbert, Theo	p. 60
Al-Adnani, Alaa	p. 50	Goodarzi, Zinat	p. 61
Alamouri, Fatema	p. 51	Greenaway, Thomas	p. 28
Albaqshi, Jalal	p. 40	Greenaway, Thomas	p. 43
Alshehri, Eman	p. 36	Harford, Judith	p. 41
Arnold, Patricia	p. 43	Harvey, Deirdre	p. 47
Aungsuwan, Wimonwan	p. 60	Haynes, Linda	p. 61
Awan, Riffat-Un-Nisa	p. 52	Hemstock, Sarah	p. 41
Ayres, Paul	p. 29	Higgins, Jirajittra	p. 35
Babatunde, Ezekiel Olusegun	p. 57	Horton, Todd	p. 46
Bahous, Rima	p. 34	Hsieh, Mingchuan	p. 46
Baker-Rogers, Joanna	p. 43	Hsu, Mei Hua Kerry	p. 44
Balal, Badraddin Alawad Babikir	p. 31	Hussin, Habsah	p. 60
Balal, Badraddin Alawad Babikir	p. 47	Igboegwu, Amarachi	p. 46
Banafti, Norah	p. 57	Inaba, Miho	p. 56
Banerjee, Sayanti	p. 53	Ishii, Haruko	p. 43
Bänninger, Mirja	p. 37	Jacques, Melissa	p. 31
Baria, Rosario	p. 36	Jones Diaz, Criss	p. 53
Barkaoui, Khaled	p. 34	Jones, Mizuho	p. 51
Benavent Esteve, Nuria	p. 60	Jordan, Kathy-Anne	p. 61
Berger, Dan	p. 47	Kandanand, Karin	p. 38
Bik Ling, Chan	p. 50	Kenkadze, Ilona	p. 27
Blannin, Joanne	p. 51	Ketola, Anne	p. 57
Blignaut, Sylvan	p. 47	Khan, Mukhtar	p. 31
Brown, Hilary	p. 35	Kirisri, Tassanee	p. 40
Bryant, Kellie	p. 42	Kou, Zhihui	p. 36
Bunn Guneyli, Virginia	p. 35	Kricsfalusy, Vladimir	p. 37
Burtscher, Catalina	p. 37	Krüger, Heinz-Hermann	p. 28
Burtscher, Catalina	p. 37	Kurt, Serhat	p. 50
Butcher, Samuel	p. 53	Lancaster, Greg	p. 28
Calamlam, Josephine	p. 41	Landorf, Chris	p. 43
Calderon, Franz	p. 46	Laoulach, Rosemary	p. 44
Campbell, Katy	p. 39	Law, Ellie	p. 30
Chan, Ming Yin	p. 46	Lee, Pei-Yu	p. 46
Chan, Yu-Ching	p. 34	Lee, Wan-Lun	p. 40
Cheah, Horn	p. 60	Leung, Cheung-Shing Sam	p. 30
Chen, Chia-Li Debra	p. 38	Lewis, Amy	p. 57
Chen, Yu-Chuan	p. 46	Li, Xue	p. 36
Cheung, Yu-Kit	p. 57	Lim, Eldin Wee Chuan	p. 47
Chi, Zhengyu	p. 56	Liu, Hsiuhsi	p. 37
Chummar, Jessy N.C.	p. 40	Low, Bee Imm	p. 45
Craighill, Stephanie	p. 41	Luk, Edwin	p. 30
Csipa, Attila	p. 42	Luk, Edwin	p. 35
Daniele, Luisa	p. 34	Maistry, Suriamurthee Moonsamy	p. 52
Danka, Sandor	p. 39	Marín, Victoria	p. 39
De Jager, Thelma	p. 28	Markenson, Simone	p. 60
Deterala, Sophia	p. 50	Martínez Pisón, María	p. 60
Diaz, Adriana	p. 60	Mashau, Takalani	p. 27
Dube, Sibisiwe	p. 57	Matti, Cristian	p. 37
Dutta, Joydeep	p. 41	Mavunga, George	p. 52
E.L. Tayara, Hiba	p. 44	McCrohan, Rodney	p. 45
Eisa, Saber	p. 47	Milad, Marine	p. 44
Emadi-Coffin, Barbara	p. 44	Mohammed, Ibrahim Yabagi	p. 30
Emeljanovas, Arunas	p. 60	Montufar-Chaveznavia, Roderigo	p. 61
Erkir, Sarp	p. 44	Mostafa, Mariam	p. 30
Ernst-Slavit, Gisela	p. 32	Murphy, Deirdre	p. 45
Errázuriz, María Constanza	p. 35	Nabhani, Mona	p. 50
Fazeli, Meghdad	p. 47	Nakai, Ayako	p. 52
Fletcher, Bobbie	p. 44	Napan, Ksenija	p. 30

A-Z Index of Presenters

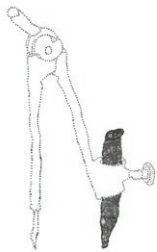


A-Z Index of Presenters

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

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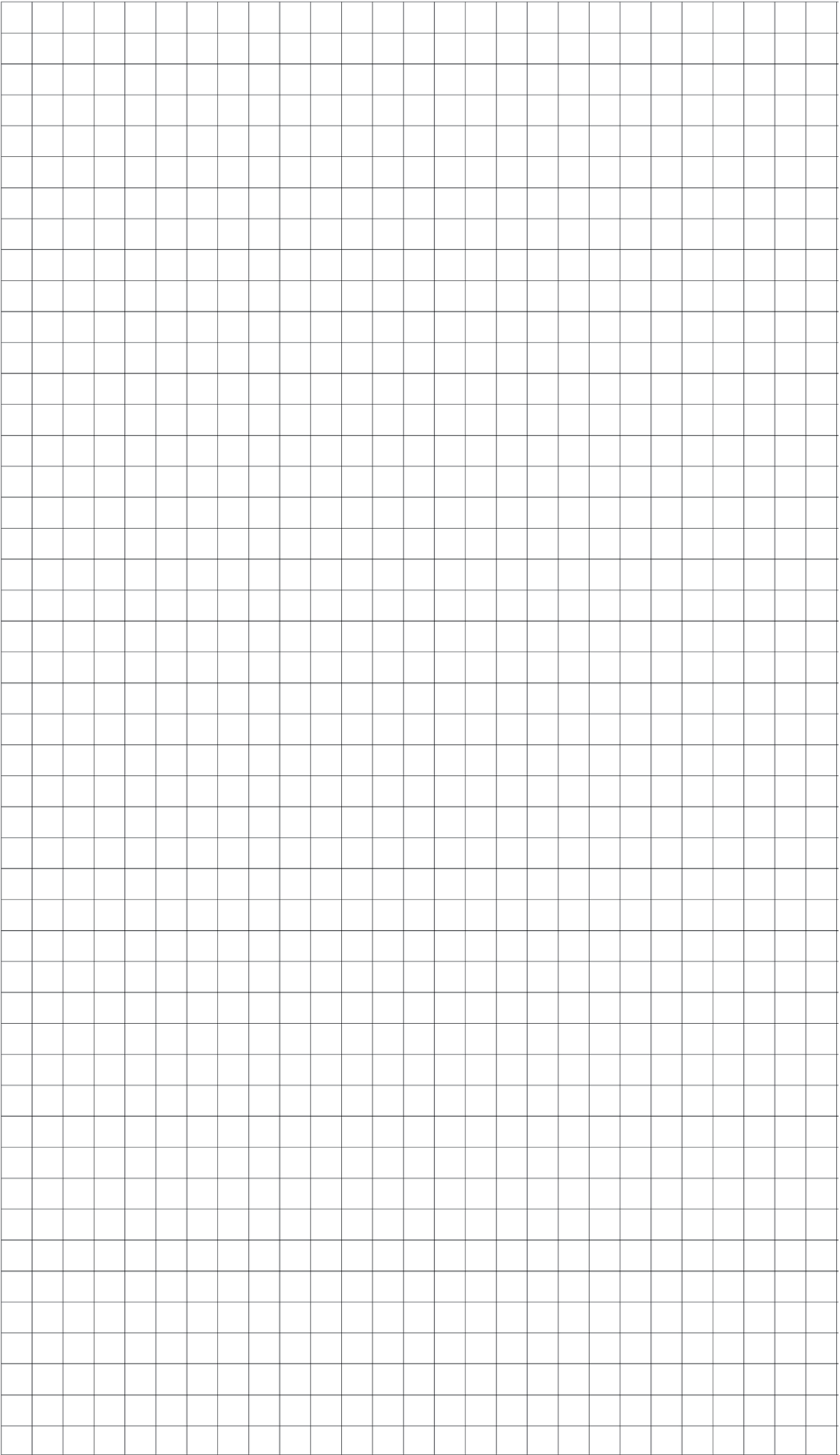
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92 | IAFOR.ORG | ECE/ECTC/ECLL 2016



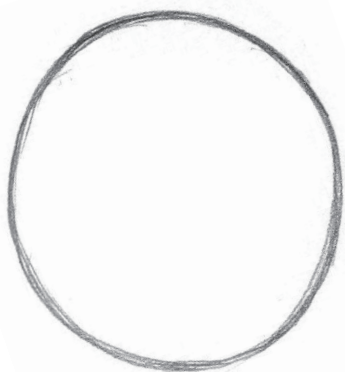
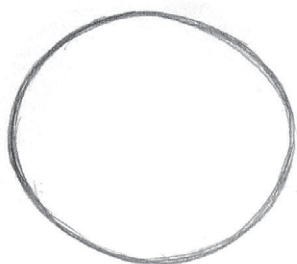
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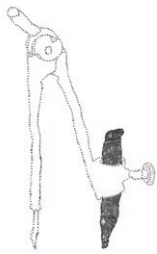


Notes



Notes





Barcelona, Spain 2016

July 16-18, 2016 – City2016 – The IAFOR International Conference on the City 2016
July 16-18, 2016 – Global2016 – The IAFOR International Conference on Global Studies 2016

Kobe, Japan 2016

October 13-15, 2016 – ABMC2016 – The Asian Business & Management Conference 2016
October 13-15, 2016 – ACPEL2016 – The Asian Conference on Politics, Economics & Law 2016

October 20-23, 2016 – ACSET2016 – The Asian Conference on Society, Education & Technology 2016
October 20-23, 2016 – ACE2016 – The Asian Conference on Education 2016
October 20-23, 2016 – ACLAIM2016 – The Asian Conference on Library, Archive & Information Management 2016
October 22-23, 2016 – AURS2016 – The Asian Undergraduate Research Symposium 2016

October 27-29, 2016 – FilmAsia2016 – The Asian Conference on Film & Documentary 2016
October 27-29, 2016 – MediAsia2016 – The Asian Conference on Media & Mass Communication 2016

December 1-2, 2016 – APSEC2016 – The Asia-Pacific Conference on Security & International Relations 2016

Hawaii, USA 2017

January 5-7, 2017 – IICSSHawaii2017 – The IAFOR International Conference on Social Sciences – Hawaii 2017
January 5-7, 2017 – IICSEEHawaii2017 – The IAFOR International Conference on Sustainability, Energy & the Environment – Hawaii 2017
January 5-7, 2017 – IICAHHawaii2017 – The IAFOR International Conference on Arts & Humanities – Hawaii 2017

January 8-10, 2017 – ICEHawaii2017 – The IAFOR International Conference on Education – Hawaii 2017
January 8-10, 2017 – IICLLHawaii2017 – The IAFOR International Conference on Language Learning – Hawaii 2017
January 8-10, 2017 – ICTCHawaii2017 – The IAFOR International Conference on Technology in the Classroom – Hawaii 2017

Dubai, UAE 2017

February 26-28, 2017 – IICEDubai2017 – The IAFOR International Conference on Education – Dubai 2017
February 26-28, 2017 – IICLLDubai2017 – The IAFOR International Conference on Language Learning – Dubai 2017
February 26-28, 2017 – IICAHDubai2017 – The IAFOR International Conference on Arts & Humanities – Dubai 2017
February 26-28, 2017 – IICSSDubai2017 – The IAFOR International Conference on Social Sciences – Dubai 2017

Kobe, Japan 2017

March 22-25, 2017 – ACP2017 – The Asian Conference on Psychology & the Behavioral Sciences 2017
March 22-25, 2017 – ACERP2017 – The Asian Conference on Ethics, Religion & Philosophy 2017

March 26-29, 2017 – ACEID2017 – The Asian Conference on Education & International Development 2017

March 30 - April 2, 2017 – ACAH2017 – The Asian Conference on the Arts & Humanities 2017
March 30 - April 2, 2017 – LibrAsia2017 – The Asian Conference on Literature 2017

May 11-14, 2017 – ACLL2017 – The Asian Conference on Language Learning 2017
May 11-14, 2017 – ACTC2017 – The Asian Conference on Technology in the Classroom 2017

June 1-4, 2017 – ACCS2017 – The Asian Conference on Cultural Studies 2017
June 1-4, 2017 – ACCS2017 – The Asian Conference on Asian Studies 2017
June 1-4, 2017 – ACCS2017 – The International Conference on Japan & Japan Studies 2017

June 8-11, 2017 – ACSS2017 – The Asian Conference on the Social Sciences 2017
June 8-11, 2017 – ACSEE2017 – The Asian Conference on Sustainability, Energy & the Environment 2017
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