

The European Conference on Education 2018
The European Conference on Language Learning 2018

Programme & Abstract Book

SURVIVING & THRIVING

Education in Times of Change

The Jurys Inn Brighton Waterfront, Brighton, UK | June 29–July 01, 2018

Organised by IAFOR in association with the IAFOR Research Centre at
Osaka University and IAFOR's Global University Partners

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www.iafor.org/about/partners

IAFOR Global Partners



IAFOR has entered into a number of strategic partnerships with universities across the world to form the IAFOR Global Partnership Programme. These academic partnerships support and nurture IAFOR's goals of educational cooperation without borders, connecting the organisation with institutions that have an international and internationalising profile, and a commitment to interdisciplinary research.

The IAFOR Global Partnership Programme provides mutual recognition and scope for Global Partner institutions and organisations to showcase their research strengths, as well as engage in the development of projects and programmes with IAFOR.



www.ece.iafor.org
www.ecll.iafor.org

Join us in Hawaii for The IAFOR International Conference on Education – Hawaii (IICEHawaii)

IICEHawaii is organised by IAFOR in partnership with the University of Hawai'i at Mānoa and IAFOR's Global University Partners.

Conference Theme: "Independence & Interdependence"

Dates: Thursday, January 03, 2019 to Saturday, January 05, 2019

Location & Venue: The Hawai'i Convention Center, Honolulu, Hawaii, USA

Early Bird Abstract Submission Deadline: August 21, 2018

Final Abstract Submission Deadline: October 19, 2018

Registration Deadline: November 21, 2018

The 2019 conference theme for the IAFOR conference series in Hawaii is **Independence & Interdependence**, and invites reflections on the desirability, extent and limits of our individual independence and autonomy, of that of our students, and of the institutions and structures within which we work, teach and learn. We do not educate, and are not educated in vacuums, but in such contexts and constraints as families, groups, and societies; of nations and cultures; of identities and religions; and of political and financial realities.

Ever changing technologies offer new ways for us to be independent and autonomous learners, encouraging students to be self-directed and confident in making choices, and enabling and empowering students and teachers to be proactive and tailor content. However, myriad technologies and services make us more dependent on the very things allowing autonomy. How do we help students and teachers alike navigate and curate the vast information available? How do we encourage individual growth while also underlining the importance of belonging and of the reciprocal responsibilities and privileges of education? How do we help students build the skills and attitudes necessary for positive engagement in distributed, globalised communities that so often lead to polarisation and alienation instead? How do we educate with independence and interdependence in mind?

These and many other questions will be addressed at the conference, and we look forward to coming together to exchange ideas and explore new research paths together in Honolulu in 2019!

www.iicehawaii.iafor.org

Keynote Speakers



Dr Christina M. Kishimoto

Superintendent – Hawaii State Department of Education, USA

Dr Christina M. Kishimoto began a three-year contract as superintendent on August 1, 2017. She is responsible for efficiently and effectively administering the Hawaii public school system in accordance with law and educational policies adopted by the Board of Education. On October 3, 2017, Dr Kishimoto presented an Implementation Plan to advance the goals of the DOE/BOE Strategic Plan. Her plan is targeted around three high impact strategies: School Design, Student Voice, and Teacher Collaboration.



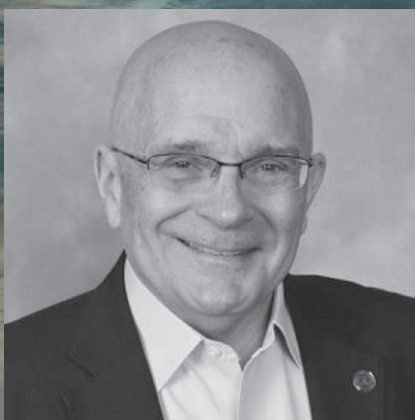
Dr David Lassner

President of the University of Hawai'i, USA

& Chancellor of the University of Hawai'i at Mānoa, USA

Dr David Lassner is the 15th president of the University of Hawai'i and concurrently serves as the Chancellor of the University of Hawai'i at Mānoa. He has worked at the university since 1977, and was most recently its vice president for information technology and chief information officer. Lassner is also a member of the

university's cooperating graduate faculty and has taught both online and in-person in computer science, communications, business and education.



Dr Richard R. Vuylsteke

Chief Executive – East-West Center, USA

Dr Richard R. Vuylsteke (pronounced VUL-stek) took office as the East-West Center's 11th Chief Executive on January 1, 2017. A former EWC grantee and staff member, he rejoined the Center after several decades living in Asia and serving most recently as President of the American Chamber of Commerce in Hong Kong.

His areas of expertise include strategic and operational leadership of multicultural organisations; Asia Pacific business and trade, and Asian and Western history and philosophy.

Read presenters full biographies at www.iicehawaii.iafor.org/speakers

Organising Committee



Kwame Akyeampong
University of Sussex, UK



Anne Boddington
Kingston University, UK



Steve Cornwell
The International Academic Forum (IAFOR)
& Osaka Jogakuin University, Japan



Jean-Marc Dewaele
Birkbeck, University of London, UK



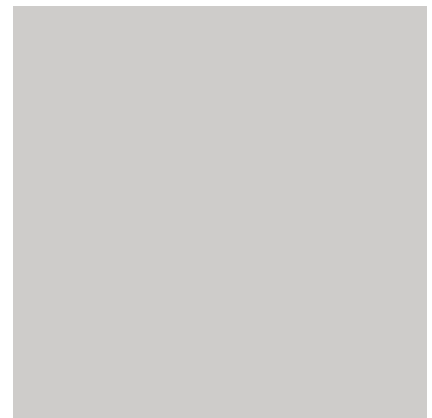
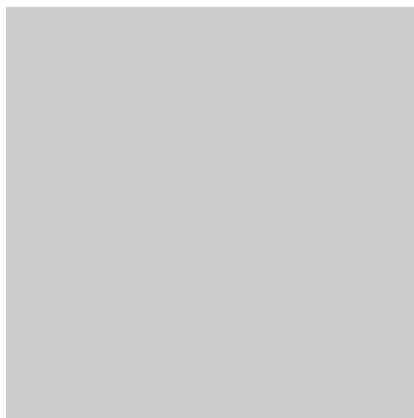
Joseph Haldane
The International Academic Forum (IAFOR)



Brian Hudson
University of Sussex, UK



Barbara Lockee
Virginia Tech., USA





ECE/ECLL Conference Theme

Surviving and Thriving: Education in Times of Change

In 2017, IAFOR education conferences in Asia, Europe, the Middle East and North America brought together delegates from around the world to consider the theme of "Educating for Change" from a variety of different perspectives and approaches, taking full advantage of the international make-up of the attendees and the huge diversity of experiences. A recurring theme throughout the conferences was the reference to the future, be it immediate or longer term, as being uncertain; the natural resilience and optimism was counterbalanced by both apprehension; with hope also came fear.

In this period of great global political and economic instability, rising inequality and social unrest, the role of education within society has never been more important, but never more vulnerable. This brings us to our conference theme for 2018, which references these inherent vulnerabilities in both educational systems and the individual students and teachers, as well as the necessary resilience needed to not only survive, but also thrive.

How do we teachers, administrators and policymakers adopt and adapt to change outside our control? How do we nurture and encourage positive change, through the excitement of the imagination, innovation and creativity? How can technologies be better used to help us teach, and to help students learn? How do we sustain and manage change? How can we react positively to negative change? How can we, our institutions and our students survive and thrive in these times of change?

This conference, part of IAFOR's global conference series on education in its broadest sense, brings together teachers, researchers and distinguished professors from around the world to share their insights. The goal is to broaden awareness of different contexts in the pursuit of synergies and solutions. We look forward to your active participation in this vital field of future-oriented academic activity of The International Academic Forum.

Cover Image | *It's Only Make Believe* (1995) by Jim Haldane

Letter of Welcome



Dear Colleagues,

It is my pleasure to welcome you to the wonderful city of Brighton and Hove; a vibrant cosmopolitan city that is home to two universities, England's largest arts festival, one of the world's strangest royal palaces, one and a half piers, and a beautiful situation between the English Channel and the South Downs. Just a short train ride from the capital, London-by-the-Sea is the most European of cities and prides itself on being different, more open and welcoming than other places.

It is with great excitement then to be returning to Brighton and Hove for the Sixth IAFOR European Conference series over a two-week period that will see some 600 academics from more than 50 different countries come and exchange ideas, research and practices both formally in the academic sessions, and informally over coffee, lunch, dinner, or drinks. Just like the city itself, this conference series is diverse and exciting, and promises the opportunity to expand professional networks and research partnerships; engage in new, and consolidate old, friendships; and to be challenged and inspired.

There are many worrying trends internationally, including rises in regionalism, nationalism, authoritarianism and parochialism. These have been evidenced throughout the world, as peoples turn on each other. Conferences offer us the hope of human interaction, at the human level, through cooperation and friendship, and unmediated by technology. IAFOR's mission is to promote international exchange, to facilitate intercultural awareness, to encourage interdisciplinary discussion, and to generate and share new knowledge, and we encourage you, as academics working throughout the world, to forge friendships and working relationships with your fellow delegates across national, religious and disciplinary borders, and in pursuit of the research synergies that drive positive change.

The past few months have been an exciting time for the organisation, as we have collaborated on a number of exciting interdisciplinary projects and initiatives, including a Silk Road Initiative, and an Innovation and Value Initiative, which included a collaborative effort with the United Nations, and more about which you can read later in the program. What is more, we have recently launched a membership programme, and if you enjoy this event, then please join and get involved.

I would like to thank the members of the IAFOR Academic Governing Board, the conference Organising Committee members, our keynote and featured speakers, all our global partners, but most notably the University of Sussex, Birkbeck, and UCL, and our university home in Japan, Osaka University, where IAFOR has a collaborative research center in the School of International Public Policy (OSIPP). Last, but not least, I would like to thank the delegates from around the world, who make this conference possible, and this organisation come alive.

We have so much to learn from each other and I am sure that you will come away from the conference inspired!

Warmest regards,

A handwritten signature in dark ink, reading "Joseph L. Haldane", with a horizontal line underneath.

Joseph Haldane
Chairman & CEO, IAFOR

Mayor's Welcome Letter



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 offer.

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 is within 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 Dee Simson

Mayor of the City of Brighton & Hove



IAFOR Membership

IAFOR provides an excellent personal and professional environment for academics and scholars of all ages and backgrounds to come together and exchange the latest ideas, and inform each other's perspectives through their own cultural and disciplinary background and experiences. We are able to do this thanks to the exceptional network of individuals and institutions around the world who support our work and help shape our exceptional events globally. We emphasise the nurturing and supporting of young academics from different backgrounds, providing mutual advice and guidance, and offer more senior academics the chance to forge working relationships outside of their traditional networks.

In a world where division and strife are underlined and played up in national and local contexts, and political posturing frequently seeks to ostracise and demonise, IAFOR is committed to working across cultural and national borders, and to work to bring people together. We believe that mature human interaction and academic and cultural exchange are essential to offering positive versions of the future, where cooperation happens with individuals and institutions who share a commitment to bridge divides, to being good global citizens, and to making the world a better place.

By becoming a member, you will become a stakeholder in the IAFOR mission of facilitating international exchange, encouraging intercultural awareness, and promoting interdisciplinary discussion in the hope and expectation of generating and sharing new knowledge. Join us now in this growing global organisation, and help make a difference today.

To learn more about IAFOR membership, please visit: www.iafor.org/membership



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IAFOR Academic Grant & Scholarship Recipients

Professor Stuart D. B. Picken (1942–2016)

IAFOR Journals



June 29, 2018

Friday Morning at a Glance

08:45-09:30	Conference Registration & Morning Coffee Renaissance Foyer (B1F)
09:30-09:40	Opening Announcements Renaissance Suite (B1F) Kiyoshi Mana, Director of Events, IAFOR
09:40-09:50	Welcome Address Renaissance Suite (B1F) Joseph Haldane, IAFOR
09:50-10:00	Welcome Address Renaissance Suite (B1F) Brian Hudson, University of Sussex, UK
10:00-10:05	Recognition of IAFOR Scholarship Winners Renaissance Suite (B1F)
10:05-10:55	Keynote Presentation Renaissance Suite (B1F) <i>Teaching in Times of Change – To Nurture the Essentials for a Thriving Education</i> Björn Åstrand, Umeå University, Sweden
10:55-11:25	Coffee Break Renaissance Foyer (B1F)
11:25-12:15	Keynote Presentation Renaissance Suite (B1F) <i>Teacher tales: Context-embedded Language Teacher Professional Development</i> Anne Burns, University of New South Wales, Australia
12:15-12:25	IAFOR Documentary Photography Award 2017 Winners Screening
12:25-12:30	Conference Photograph
12:30-13:30	Lunch Break Atrium Restaurant (1F)



June 29, 2018

Friday Afternoon at a Glance

- | | |
|--------------------|---|
| 13:30-14:20 | Keynote Presentation Renaissance Suite (B1F)
<i>It's interesting, but not for me": Understanding what shapes student subject choice and career aspirations age 10-18</i>
Louise Archer, University College London (UCL), UK |
| 14:25-15:15 | Keynote Presentation Renaissance Suite (B1F)
<i>Education, Conflict & Peacebuilding: Transcending Negative Peace, Peace Education & the Global Education Agenda</i>
Mario Novelli, University of Sussex, UK |
| 15:15-15:45 | Coffee Break Renaissance Foyer (B1F) |
| 15:45-16:35 | Keynote Presentation Renaissance Suite (B1F)
<i>Children Working as Co-researchers and Researchers – Possibilities and Challenges</i>
Annamaria Pinter, University of Warwick, UK |
| 16:40-17:30 | Panel Discussion & Wrap Up Questions for the Plenary Speakers
Brian Hudson, University of Sussex, UK
Björn Åstrand, Umeå University, Sweden
Joseph Haldane, IAFOR
Mario Novelli, University of Sussex, UK
Annamaria Pinter, University of Warwick, UK |
| 17:30-19:00 | Conference Poster Session & Welcome Reception Library Terrace (2F)
Councillor Dee Simson, Mayor of the City of Brighton & Hove
Brian Hudson, University of Sussex, UK
Joseph Haldane, IAFOR |



June 30, 2018

Saturday at a Glance

08:45-09:00 Coffee, Tea and Pastries | Library Terrace (2F)

09:00-11:00 **Parallel Session I**

11:00-11:15 Coffee Break | Library Terrace (2F)

11:15-12:45 **Parallel Session II**

12:45-13:45 Lunch Break | Atrium Restaurant (1F)

13:45-15:15 **Parallel Session III**

15:15-15:30 Coffee Break | Library Terrace (2F)

15:30-17:00 **Parallel Session IV**

17:00-17:15 Coffee Break | Library Terrace (2F)

17:15-18:15 **Workshop Sessions**

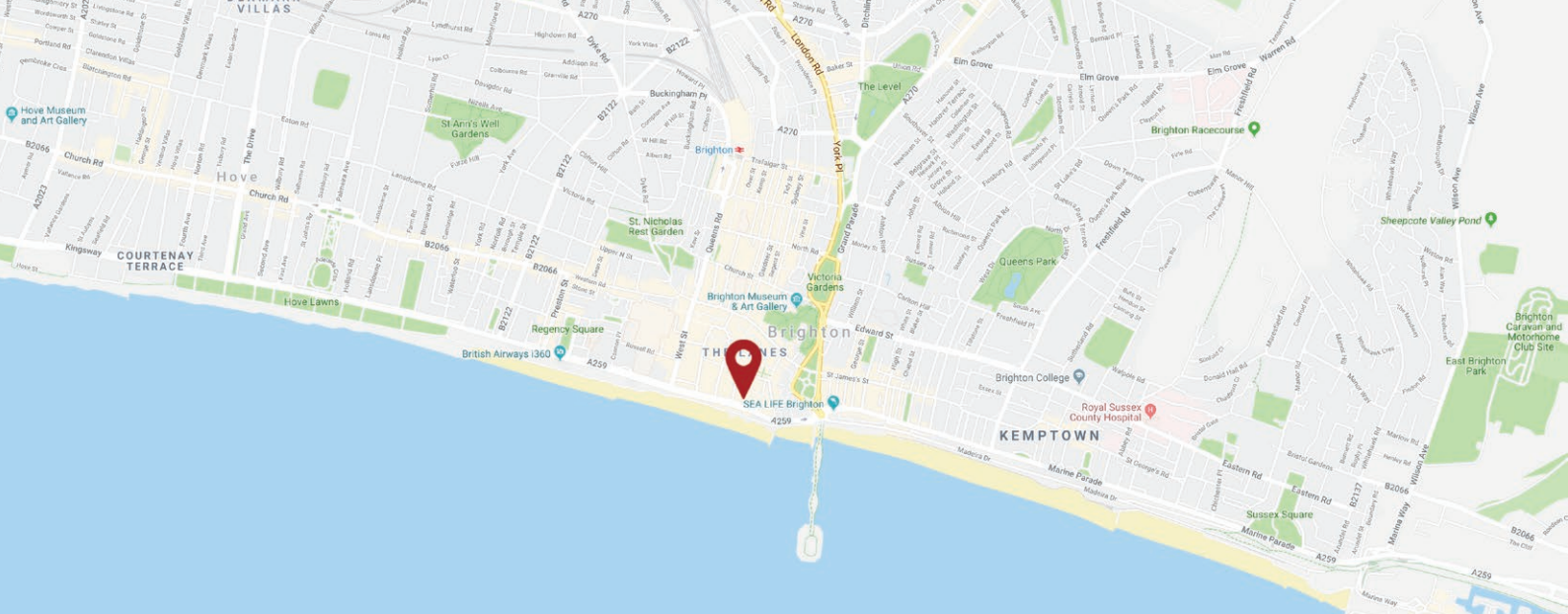
18:30-21:00 **Official Conference Dinner (optional extra)**



July 1, 2018

Sunday at a Glance

08:45-09:30	Coffee, Tea and Pastries Library Terrace (2F)
09:30-11:00	Parallel Session I
11:00-11:15	Coffee Break Library Terrace (2F)
11:15-12:45	Parallel Session II
12:45-14:00	Lunch Break Atrium Restaurant (1F)
14:00-16:00	Parallel Session III
16:00-16:15	Closing Remarks Tennyson Room (2F)



Jurys Inn Brighton Waterfront Directions & Access

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 main 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 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 at London St Pancras, where there are direct train connections to Brighton.

By Rail from 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.

By Rail from Heathrow Airport

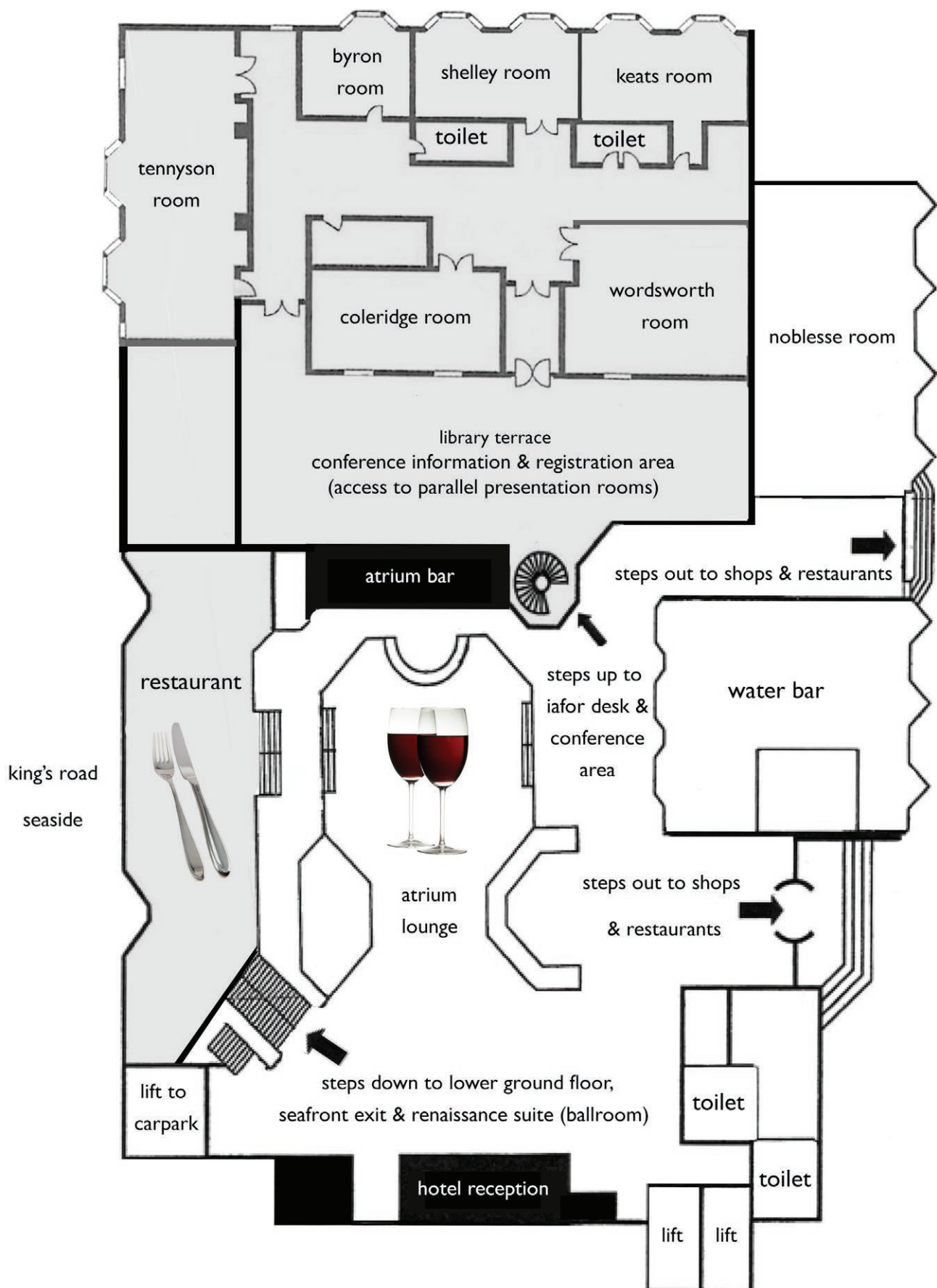
Take the London Underground to London Victoria and then a mainline train to Brighton. Alternatively, take the Heathrow Express to Paddington and then the London Underground to Victoria and then a mainline train to Brighton.

By Coach from Heathrow Airport

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 Palace Pier and is a two-minute walk from Jurys Inn Brighton Waterfront. Further information is available on the National Express website (www.nationalexpress.com).

Jurys Inn Brighton Waterfront

Floor Guide





General Information

Registration

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

Friday	08:45-17:00	Renaissance Foyer (B1F)
Saturday	08:45-18:00	Library Terrace (2F)
Sunday	08:45-16:00	Library Terrace (2F)

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

Name Badges

When you check in, you will receive a registration pack, which includes your name badge. Wearing your badge is required for entrance to the sessions. You must wear your badge at all times during the conference. There are four colours of badges indicating the type of conference participant:

Blue: Presenters and Audience

Yellow: Keynote and Featured Speakers

Red: Conference Exhibitors and Affiliates

Black: IAFOR Staff

Internet Access

There is free Wi-Fi internet connection throughout the conference venue. However, this can be unreliable and we would strongly suggest that you do not rely on a live connection for your presentation.



General Information

Refreshment Breaks

Complimentary coffee, tea and water will be available during the scheduled coffee breaks at the Plenary Session on Friday morning and on the Library Terrace during the rest of the conference. Light snacks will be provided once in the morning and once in the afternoon.

Food and drink (excluding water) are not allowed in the presentation rooms.

Printing

For your convenience, there will be an iMac computer (with Microsoft Office installed) and a printer at the conference Registration Desk. We are able to offer a complimentary printing service of up to ten A4 sheets should you need this. Please be advised that printing may not be available at peak times.

Smoking

Smoking is not permitted in the Jurys Inn Brighton Waterfront. Please smoke outside of the building in designated smoking areas.

What to Wear & Bring

Attendees generally wear business casual attire. You may wish to bring a light jacket or sweater as meeting rooms are air-conditioned and sometimes cool. Tour attendees are encouraged to wear comfortable shoes and bring an umbrella or waterproof in case of rain.

Photo/Recording Waiver

During the course of a conference, attendees may have their voice, likeness and/or actions captured in photograph, video and/or audio recordings. By attending a conference, attendees agree to irrevocably grant IAFOR, its assigns, licensees and successors the right to video, photograph, publish, record, broadcast, exhibit, digitise, display, copyright, license, transfer, reproduce, translate, modify, edit or otherwise use perpetually throughout the world, in all media now and hereafter known or devised, in whole or in part, images, likeness, voice, name and actions in audio and video recordings, photographs and materials prepared by and/or disseminated by IAFOR.



Presentation Guide

Conference Abstracts

All conference abstracts are available online. Please visit papers.iafor.org for a searchable database of abstracts.

Oral & Workshop Presentations

Oral Presentation Sessions will run from 09:00 on Saturday morning and 09:30 on Sunday morning. They are generally organised into parallel sessions by streams. Oral Presentations are normally scheduled in sessions comprising three presentations, lasting 90 minutes in total. In sessions with two Oral Presentations, the session will last 60 minutes, and in the case of four Oral Presentations, an extended session lasting 120 minutes will be scheduled.

The time in the sessions is to be divided equally between presentations. We recommend that an Oral Presentation should last 15–20 minutes to include time for question and answers, but should last no longer than 25 minutes. Any remaining session time may be used for additional discussion.

Equipment

All rooms will be equipped with a MacBook computer pre-installed with PowerPoint and Keynote and connected to a LCD projector or LCD screen. If you wish, you may directly link your own PC laptop, although we advise you to use the computer provided by plugging in your USB flash drive. We recommend that you bring two copies of your presentation in case one fails, and suggest sending yourself the presentation by email as a third and final precaution.

Session Chairs

Session Chairs are asked to introduce themselves and other speakers (briefly) using the provided printouts of speaker bios, hand out the provided 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 respond to any questions. The Session Chair is asked to assume this timekeeping role, and to this end yellow and red timekeeping cards are used 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 show up, please keep to the original time slots as delegates use the programme to plan their attendance.



Presentation Guide

Conference Poster Session

The Conference Poster Session is 90 minutes in length and takes place on Friday on the Library Terrace from 17:30 to 19:00. The poster display boards are 1800 mm high x 1200 mm wide. Tape will be provided for putting posters up. Please be aware that there are no on-site facilities for printing posters.

Presentation Certificates

Poster Presenters can pick up a certificate of presentation from the Registration Desk. All other presenters will receive a certificate of presentation from their Session Chair or a member of staff at the end of their session.

Conference Proceedings

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

Full text submission is due by August 01, 2018 through the online system. The proceedings will be published on September 01, 2018. Authors will have PDF copies of their offprints emailed to them by October 01, 2018.

A Polite Request to All Participants

Participants are requested to arrive in a timely fashion for all presentations, 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 presentations should not overrun.

Participants should refrain from talking amongst themselves and ensure that mobile phones are switched off or set to silent mode during presentations.



Lunch & Dinner

Lunch on Friday, Saturday and Sunday is included in the conference registration fee.

Lunch will be provided in the Atrium Restaurant at Jurys Inn Brighton Waterfront. Situated on the Promenade, with unrivalled views of the famous Brighton Palace Pier and the sea, the restaurant serves a range of modern British and European dishes prepared by a talented team of chefs. Lunch service includes an unlimited drinks bar (non-alcoholic), coffee station and dessert table.

Please remember to bring your name badge with you, as this will act as your lunch ticket.

Lunch Times

Lunch is available between the following times:

Friday	12:30-13:30	Atrium Restaurant, Jurys Inn Brighton Waterfront
Saturday	12:45-13:45	Atrium Restaurant, Jurys Inn Brighton Waterfront
Sunday	12:45-14:00	Atrium Restaurant, Jurys Inn Brighton Waterfront

Conference Dinner

The official Conference Dinner is a ticketed optional event (35 GBP). Please remember to bring your name tag to the Conference Dinner. Conference Dinner attendees should meet at the Library Terrace (2F) at 18:15 on Saturday, June 30. The group leaves for the restaurant at 18:30. It takes approximately 10 minutes to walk to the restaurant.

Restaurant name: Donatello

Restaurant address: 1-3, Brighton Place, Brighton, BN1 1HJ

IAFOR Academic Grant & Scholarship Recipients

Our warmest congratulations go to E' Louise Botes and Semi Yeom, who have been selected by the conference Organising Committees to receive IAFOR grants and scholarships to present their research at The European Conference on Education 2018 (ECE2018) and The European Conference on Language Learning 2018 (ECLL2018).

IAFOR's grants and scholarships programme provides financial support to PhD students and early career academics, with the aim of helping them pursue research excellence and achieve their academic goals through interdisciplinary study and interaction. Awards are based on the appropriateness of the educational opportunity in relation to the applicant's field of study, financial need, and contributions to their community and to IAFOR's mission of interdisciplinarity. Scholarships are awarded based on availability of funds from IAFOR and vary with each conference.

Find out more about IAFOR grants and scholarships: www.iafor.org/financial-support

E' Louise Botes

Stuart D. B. Picken Grant and Scholarship Recipient

E' Louise Botes is currently a doctoral candidate at the University of Luxembourg, Luxembourg under the supervision of Professor Samuel Greiff. Born in South Africa, E' Louise completed her Bachelor, Honours and Master degrees in Industrial and Organisational Psychology at Stellenbosch University, South Africa. She worked as an Industrial Psychologist at Eskom, a South African energy provider for a year before departing for her doctoral studies in Luxembourg. She is currently part of the CALIDIE multilingual research initiative and the Computer-Based Assessment team at the University of Luxembourg. Her research interests are motivation, individual differences and teacher-student relations in foreign language learning.

Perceived Competence Congruence and its Effects on the Willingness to Communicate and Foreign Language Anxiety of the Foreign Language Student

E' Louise Botes, Luxembourg University, Luxembourg
Matthias Stadler, Luxembourg University, Luxembourg
Samuel Greiff, Luxembourg University, Luxembourg

The shift from learning a foreign language to communicating in this language has been likened in research to the crossing of a psychological Rubicon for the language learner. Three variables that have been linked to the developing communication competence of a language learner is the Willingness to Communicate, the Foreign Language Anxiety and the Self-Perceived Communication Competence of the learner. This study proposes to reexamine this triad of variables through the lens of the congruence of perceived competence between student and teacher. Language schools for adult learners in Luxembourg participated in the empirical study where the effects of the congruence between Self-Perceived Communication Competence and Teacher-Perceived Communication Competence on Willingness to Communicate and Foreign Language Anxiety in the foreign language classroom was examined. Polynomial regression with surface response mapping is utilized to present the congruence in a two-dimensional space where the effect of the fit between Self-Perceived Communication Competence and Teacher-Perceived Communication Competence on Willingness to Communicate and Foreign Language Anxiety is clearly shown to vary in magnitude and nature along the lines of congruence and incongruence. This research brings insight into the importance of fit between student and teacher perceptions of communication competence in the crossing of the psychological Rubicon by foreign language students.

[continued on the following page]

IAFOR Academic Grant & Scholarship Recipients

Semi Yeom

IAFOR Scholarship Recipient

Ms Semi Yeom is currently a doctoral student at the University of Maryland, College Park, United States. Born in South Korea, she was educated at Seoul National University and graduated with Bachelor's degrees in English Language Education and French Language Education. Working in an elementary school as an English language teacher, Ms Yeom attended Seoul National University majoring in Teaching English as a Foreign Language. Following a Master's thesis on dyadic writing in collaborative tasks, Ms Yeom's research has highlighted interactions between English language learners and teacher education for multicultural awareness. Her academic interests encompass peer mediation, multiliteracies, arts-integrated education and learner needs.

Mediation Between Learning Styles: Peer Interactions Between Two Korean College Students in Style-Oriented Tasks for English Language Learning
Semi Yeom, University of Maryland, College Park, USA

This paper illuminates learning styles as individual differences that affect collaborative learning of English between peers. Scholars who support individualised language learning underscore different learning profiles which shape students' relationships with peers and tasks (Leaver, 1992; Philp, Walter, & Basturkmen, 2010). Although learning styles are essential variables to facilitate learner-centered language instruction, the significance of identifying them has not been thoroughly analysed in collaborative learning contexts where interactions between peers emerge. This case study highlights capabilities of pair work that could interweave different learning styles and better respond to the individual needs of English language learners. I draw on triangulated data from observation, interviews and artefacts in a project where two undergraduate students with contrastive "learning style constructs" (Ehrman & Leaver, 2002) engaged in customised, style-oriented tasks. During a six-week period at a university in Korea, as a participant observer, I examined how the dyad negotiated and resolved discord during collaboration under the conceptual tenet of sociocultural theory (Vygotsky, 1978). As a result of discourse analysis (Gee, 2005) and thematic analysis (Braun & Clarke, 2006), the findings demonstrate how the partners mediated different style inclinations, buttressed each other's task participation using style strengths and extended their styles based on peer support. This paper serves as a stepping stone to creating practical learning environments that could value dynamic interplays among individual and social factors of English language learners. It also calls for future inquiries to enrich "style repertoires" of students and apply them to real-world tasks in diverse language teaching contexts.



The Reverend Professor Stuart D. B. Picken (1942–2016)

The late Reverend Professor Stuart D. B. Picken began his distinguished career in academia as a Rotary Scholar on a research trip to Japan. A native of Scotland who had dedicated himself to religious studies, he immediately became fascinated by Japanese culture and the practice of Shinto. He was particularly drawn to the parallels and differences he saw in Western pedagogy compared to that of the East and began a lifelong mission to bridge the communication and knowledge gap between the two worlds.

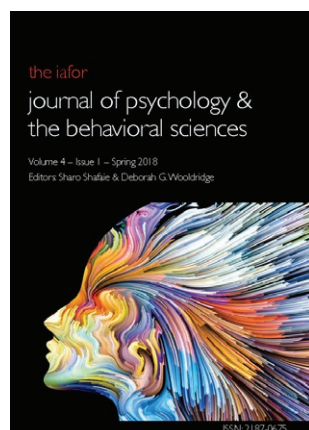
Picken was appointed Professor of Philosophy at the International Christian University (ICU) in 1972. Here he turned his Western theological and philosophical training to comparative religious and cultural studies of Japan, at a time when the country was emerging from the shadows of the Second World War.

His groundbreaking and controversial work on suicide in Japan made his name within the country, but it was his subsequent work on Shinto that influenced the rehabilitation of the religion at a time when it was dismissed in the West as pagan and primitive, or unjustly caricatured for its wartime associations.

Whether in his research or teaching, Picken devoted much of his life to increasing understanding between his adopted country of Japan and the West, and in 2007 he was recognised with the Order of the Sacred Treasure, an imperial decoration for his pioneering research and outstanding contribution to the promotion of friendship and mutual understanding between Japan and the United Kingdom. He also served as the International Adviser to the High Priest of the Tsubaki Grand Shrine, one of Japan's largest and oldest shrines.

From 2009 he was the founding Chairman of The International Academic Forum (IAFOR), where he was highly active in helping nurture and mentor a new generation of academics, and facilitating better intercultural and international awareness and understanding.

Stuart D. B. Picken was a cherished friend and an inspiration to IAFOR and its community of supporters. In honour of Professor Picken and his dedication to academia, the ideals of intercultural understanding and the principles of interdisciplinary study, IAFOR has created the Stuart D. B. Picken Grant and Scholarship, an award supported by the Stuart D. B. Picken Memorial Fund. Awards will be made to PhD students and early career academics who are in need of funding to complete their research, and whose work demonstrates excellence in the core values of academic rigour, intercultural sensitivity and interdisciplinarity.



The International Academic Forum's journals conform to the highest academic standards of international peer review, and are published in accordance with IAFOR's 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 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 journal 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 to 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 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 selected for consideration and potential publication 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.

Journal Editors

IAFOR Journal of Arts & Humanities

Alfonso J. García Osuna, Hofstra University, USA

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Dr Seiko Yasumoto, University of Sydney, Australia

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Professor Lystra Hagley-Dickinson, Plymouth Marjon University, UK

IAFOR Journal of Language Learning

Professor Melinda Cowart, Texas Woman's University, USA

IAFOR Journal of Literature & Librarianship

Dr Richard Donovan, Kansai University, Japan

IAFOR Journal of Media, Communication & Film

Dr Celia Lam, University of Nottingham Ningbo China, China

IAFOR Journal of Politics, Economics & Law

Dr Craig Mark, Kyoritsu Women's University, Japan

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Dr Shahrokh Shafaie, Southeast Missouri State University, USA
Dr Deborah G. Wooldridge, Bowling Green State University, USA

IAFOR Journal of the Social Sciences

Dr Tingting Ying, Ningbo University of Technology, China



Friday, June 29 | 17:30-19:00 | Library Terrace (2F) **Conference Welcome Reception**

Join fellow delegates for a drink or two at the Conference Welcome Reception. This event provides a great opportunity for delegates to network and get to know each other. All registered presenters and audience members are welcome to attend. Admission is included in the conference registration fee.



Friday June 29

Plenary Session

Speakers will provide a variety of perspectives from different academic and professional backgrounds on the conference themes. These presentations will be recorded so please ensure that mobile phones are switched off or set to silent mode.

09:30-19:00 | Jurys Inn Brighton Waterfront

Friday Plenary Session

08:45-09:30	Conference Registration & Morning Coffee Renaissance Foyer (B1F)
09:30-09:40	Opening Announcements Renaissance Suite (B1F) Kiyoshi Mana, Director of Events, IAFOR
09:40-09:50	Welcome Address Renaissance Suite (B1F) Joseph Haldane, IAFOR
09:50-10:00	Welcome Address Renaissance Suite (B1F) Brian Hudson, University of Sussex, UK
10:00-10:05	Recognition of IAFOR Scholarship Winners Renaissance Suite (B1F)
10:05-10:55	Keynote Presentation Renaissance Suite (B1F) <i>Teaching in Times of Change – To Nurture the Essentials for a Thriving Education</i> Björn Åstrand, Umeå University, Sweden
10:55-11:25	Coffee Break Renaissance Foyer (B1F)
11:25-12:15	Keynote Presentation Renaissance Suite (B1F) <i>Teacher tales: Context-embedded Language Teacher Professional Development</i> Anne Burns, University of New South Wales, Australia
12:15-12:25	IAFOR Documentary Photography Award 2017 Winners Screening
12:25-12:30	Conference Photograph
12:30-13:30	Lunch Break Atrium Restaurant (1F)
13:30-14:20	Keynote Presentation Renaissance Suite (B1F) <i>It's interesting, but not for me": Understanding what shapes student subject choice and career aspirations age 10-18</i> Louise Archer, University College London (UCL), UK
14:25-15:15	Keynote Presentation Renaissance Suite (B1F) <i>Education, Conflict & Peacebuilding: Transcending Negative Peace, Peace Education & the Global Education Agenda</i> Mario Novelli, University of Sussex, UK
15:15-15:45	Coffee Break Renaissance Foyer (B1F)
15:45-16:35	Keynote Presentation Renaissance Suite (B1F) <i>Children Working as Co-researchers and Researchers – Possibilities and Challenges</i> Annamaria Pinter, University of Warwick, UK
16:40-17:30	Panel Discussion & Wrap Up Questions for the Plenary Speakers Brian Hudson, University of Sussex, UK Björn Åstrand, Umeå University, Sweden Joseph Haldane, IAFOR Mario Novelli, University of Sussex, UK Annamaria Pinter, University of Warwick, UK
17:30-19:00	Conference Poster Session & Welcome Reception Library Terrace (2F) Councillor Dee Simson, Mayor of the City of Brighton & Hove Brian Hudson, University of Sussex, UK Joseph Haldane, IAFOR

Keynote Presentation | Björn Åstrand

Teaching in Times of Change – To Nurture the Essentials for a Thriving Education

Friday, June 29 | 10:05-10:55 | Renaissance Suite (B1F)

Inevitably education has to deal with change in several respects. Education, it can be argued, is about creating opportunities for individuals to change and for societies to adapt to change as well as about creating change. In democratic societies, educational policies on equity have become key. Any society with such ambitions has to review how the model chosen for schooling plays out in that respect – and to rethink how it provides teachers and principals with appropriate conditions for teaching and leadership in ways that can realise the most demanding purposes of education. Thus, education policy in contemporary societies has to revisit its foundation and elaborate a new contract between teachers and principals on the one hand and with the increasingly knowledge dependent society on the other. Such a contract rests upon two legs, organisational settings and resource allocation together with a focus on the teaching profession. This keynote will focus on the latter, discussing the role of the teaching profession, questioning how societies nurture the teaching profession – and how the teaching profession takes on the future of the profession.



Björn Åstrand

Dr Björn Åstrand is Senior Lecturer at Umeå University and former Dean of Teacher Education and Educational Sciences at Karlstad University (2014-2017) in Sweden. Prior to that, he was Dean of Faculty for Teacher Education (2005-2008) and Dean of the School of Education (2008-2011) at Umeå University. He is a certified secondary teacher, but transferred and joined his current institution in the early 1990s. He has been Vice Chair of the Swedish Association for Deans in Teacher Education and has chaired the network on Teacher Education Policy in Europe (TEPE). He has been active in the advancement of teacher

education in specific areas such as promoting the scientific foundations for teacher education, internationalisation, quality assurance and use of ICT. In 2007 he was appointed to a governmental expert committee proposing a revised model for Swedish teacher education. Then in 2015, the government assigned him to an expert group for the improvement of the Swedish school system and since 2016 he has served as chair of a special inquiry on behalf of the Swedish government, investigating how schooling can be enhanced by improving conditions for teaching and school leadership. Dr Åstrand has an undergraduate degree from Uppsala University and a teaching degree and PhD in history from Umeå University. He has been a Visiting Scholar at Stanford University and his current research is focused on educational history, comparative education, democracy and values, and teacher education.

Keynote Presentation | Anne Burns

Teacher tales: Context-embedded Language Teacher Professional Development

Friday, June 29 | 11:25-12:15 | Renaissance Suite (B1F)

In recent years it has been increasingly argued that, in order to promote effective teaching, professional development should be linked to and embedded within the contexts where teachers work. In this presentation, I explore the idea of context-embedded teacher development that taps into teacher agency and also draw on teachers' tales about how their own classrooms have provided the impetus for profound professional insights. In particular, I focus on teacher action research undertaken by English language teachers in different parts of the world to investigate their own practices, and also on research that has tracked the impact of this form of professional development on the teachers involved. The presentation concludes with what lessons can be drawn from these initiatives for sustaining teacher professionalism.



Anne Burns

Anne Burns is a Professor of TESOL at the University of New South Wales in Sydney, Australia where she supervises doctoral students. She is also Professor Emerita at Aston University, Birmingham and an Honorary Professor at the University of Sydney, and the Education University of Hong Kong. She has been a Visiting Professor at Unitec, New Zealand, the University of Stockholm, Sweden, Thammasat University, Thailand, the Institute of Education, Hong Kong, and Soka University, Japan.

She is the Academic Adviser (with Diane Larsen-Freeman) for the *Applied Linguistics Series* published by Oxford University Press, a Senior Consultant to *National Geographic Learning*, and Series Editor (with Jill Hadfield) of the *Routledge Research and Resources Series*. In 2016, she was recognised as one of TESOL International's '50 at 50' who have made a significant contribution to the field of English language teaching. Anne's research interests include action research, teaching speaking from a discourse/genre perspective, curriculum development, and language teacher education. Her book, *Doing Action Research in the Language Classroom: A Guide for Practitioners* (2010, Routledge), has been extensively used by English language teachers and teacher educators internationally. More recent publications include *Teaching Speaking: A Holistic Approach* (authored with Christine M. M. Goh, 2012, CUP), *Second Language Assessment and Action Research* (edited with Hanan Khalifa, 2018, CUP and Cambridge English), *International Perspectives on Teaching the Four Skills in ELT* (edited with Joseph Siegel, 2018, Palgrave Macmillan), and *The Cambridge Guide to Learning English as a Second Language* (edited with Jack C. Richards, 2018).

Keynote Presentation | Louise Archer

It's interesting, but not for me": Understanding what shapes student subject choice and career aspirations age 10-18

Friday, June 29 | 13:30-14:20 | Renaissance Suite (B1F)

This talk draws on data from the Aspires/Aspires2 study – a large, national, mixed methods project, which sought to understand the subject choices and career aspirations of young people aged 10-18. A cohort of students were tracked from primary through secondary school, via five surveys with over 40,000 students and in-depth longitudinal interviews with 60 students (and their parents) between age 10 and 18. Focusing in particular on students' science choices and aspirations – as an example of an area which is widely recognised as being of acute policy concern – the talk unpicks the complex social and cultural factors that shape student "choices" and produce persistent patterns in post-16 participation. The talk concludes with suggestions for policy and practice, including evidence of a promising pedagogical approach for improving students' science engagement.



Louise Archer

Professor Louise Archer holds the Karl Mannheim Chair of Sociology of Education at UCL's Institute of Education, having previously been Professor of Sociology of Education at King's College London, where she was also the Director of the Centre for Research in Education in Science, Technology, Engineering and Mathematics. Her research focuses on educational identities and inequalities, particularly in relation to gender, ethnicity and social class.

Keynote Presentation | Mario Novelli

Education, Conflict & Peacebuilding: Transcending Negative Peace, Peace Education & the Global Education Agenda

Friday June 29 | 14:25-15:15 | Renaissance Suite (B1F)

This paper will explore the complex relationship between education and peacebuilding in conflict-affected contexts, drawing on findings from multi-country research studies undertaken for UNICEF dating back from 2010. The first part of the presentation will explore the way education systems and interventions are marginalised by mainstream approaches to peacebuilding in post-conflict environments. This relates to the underlying “security first” logic underpinning these interventions, which emphasises negative peace (the cessation of violence) rather than positive peace (addressing the underlying causes that underpin conflicts). In the second part, we will explore contemporary approaches to promoting peacebuilding through education, which I argue, over emphasise interpersonal relationships, attitudes and behaviours, and underplay the significant systemic and structural opportunities that exist within education systems to promote “positive” peace. Furthermore, the absence of a serious reflection on these broader education policy and peacebuilding debates leads education actors to reproduce a broader ‘global education policy’ agenda that is conflict-insensitive at the very least and in many places might be a catalyst to conflict. Finally, we will reflect on the possibilities for innovation and change in this emerging field and the obstacles therein.



Mario Novelli

Mario Novelli is Professor of the Political Economy of Education and Director of the Centre for International Education (CIE) at the University of Sussex. His research explores the relationship between education, globalisation and international development, with a specific focus on education delivery in conflict-affected contexts. Between 2010-2017 his research focused on issues related to the role of education in peacebuilding processes and he has worked closely with UNICEF on a series of projects. Between 2014-2017 he was Co-director of a major Research Consortium on Education and Peacebuilding, funded by UNICEF

and the Dutch Ministry of Foreign Affairs. The consortium was led by the Universities of Amsterdam, Sussex and Ulster and carried out a multi-country study on the role of education in peacebuilding in South Africa, Pakistan, Uganda, Myanmar. He currently leads a 2-year (2018-2020) ESRC research programme exploring ‘*Learning and Knowledge Production in Social Movements in Conflict Contexts: Case Studies from Turkey, Colombia, Nepal and South Africa*’. He has carried out consultancies and research projects for a range of bi-lateral and international organisations including DFID, the Dutch Ministry of Foreign Affairs, UNICEF, and UNESCO.

Keynote Presentation | Annamaria Pinter

Children Working as Co-researchers and Researchers – Possibilities and Challenges

Friday June 29 | 15:45-16:35 | Renaissance Suite (B1F)

In this talk, first of all, I will be sharing my experiences of working with primary English teachers in India who tried to engage their learners as co-researchers in their classrooms. I will share some practical examples of tasks and activities that have worked well in these classrooms as well as the teachers' and the children's reflections about their experiences.

Then I will also reflect on my experiences of working with children as researchers. In this study, children worked on a questionnaire survey exploring topics of their own interest.

I will discuss both benefits and challenges of engaging children as co-researchers and researchers in English language classrooms and beyond.



Annamaria Pinter

Dr Annamaria Pinter is an Associate Professor at the Centre for Applied Linguistics, University of Warwick, UK. She lectures at Masters and Doctoral levels and supervises post-graduate students in the area of teaching languages to children. She has published widely in the area of teaching English to young learners. She is the author of *Teaching Young Language Learners* Oxford Handbooks for Language Teachers, Oxford University Press (2nd edition, 2017) and *Children Learning Second Languages*, Palgrave Macmillan (2011). She is also an editor of an e-book series entitled Teaching English to Young Learners.

She sits on the Advisory Board of the *ELT Journal* and she is a member of the ELT expert panel of Oxford University Press. Dr Pinter has published extensively in ELT/Applied Linguistics journals, has written numerous book chapters and has given many plenary talks worldwide in the broad area of teaching young language learners. Dr Pinter's research interests include all aspects of second and foreign language learning in childhood, inclusive and participatory research methods with children and facilitating children to become researchers. She is also interested in language teacher development, teacher research, task-based learning and teaching, materials development and identity development in bilingual children.



Panel Presentation

Questions for the Plenary Speakers

Friday June 29 | 16:40-17:30 | Renaissance Suite (B1F)

This session is designed to give participants an additional opportunity to ask questions of the plenary speakers at the end of the day. There will be a system for collecting suggested questions throughout the day from which a selection will be made for the session.

Panellists

- Brian Hudson, University of Sussex, UK
- Björn Åstrand, Umeå University, Sweden
- Joseph Haldane, IAFOR
- Mario Novelli, University of Sussex, UK
- Annamaria Pinter, University of Warwick, UK



Friday June 29

Poster Presentations

17:30-19:00 | Library Terrace (2F)

Friday Poster Session

41138 17:30-19:00 | Library Terrace (2F)

Perceived Competence Congruence and Its Effects on the Willingness to Communicate and Foreign Language Anxiety of the Foreign Language Student

E' Louise Botes, Luxembourg University, Luxembourg
Matthias Stadler, Luxembourg University, Luxembourg
Samuel Greiff, Luxembourg University, Luxembourg

The shift from learning a foreign language to communicating in this language has been likened in research to the crossing of a psychological Rubicon for the language learner. Three variables that have been linked to the developing communication competence of a language learner is the Willingness to Communicate, the Foreign Language Anxiety and the Self-Perceived Communication Competence of the learner. This study proposes to reexamine this triad of variables through the lens of the congruence of perceived competence between student and teacher. Language schools for adult learners in Luxembourg participated in the empirical study where the effects of the congruence between Self-Perceived Communication Competence and Teacher-Perceived Communication Competence on Willingness to Communicate and Foreign Language Anxiety in the foreign language classroom is examined. Polynomial regression with surface response mapping is utilized to present the congruence in a two-dimensional space where the effect of the fit between Self-Perceived Communication Competence and Teacher-Perceived Communication Competence on Willingness to Communicate and Foreign Language Anxiety is clearly shown to vary in magnitude and nature along the lines of congruence and incongruence. This research brings insight into the importance of fit between student and teacher perceptions of communication competence in the crossing of the psychological Rubicon by foreign language students.

42305 17:30-19:00 | Library Terrace (2F)

Characteristics of Multicultural Workplaces in Local Companies in Japan

Yoko Yamada, Niigata University, Japan
Yasuyuki Kishi, Niigata University, Japan
Akira Sawamura, Niigata University, Japan
Gunyung Lee, Niigata University, Japan

This study is part of our research project which aims to design an education programme. Through the programme, students are expected to develop their competence for working in multicultural workplaces in local companies in Japan. Due to expanding overseas business and workforce shortages in Japan, local companies in rural areas have begun to employ overseas students after graduating from Japanese universities. Under this circumstance, Japanese students after graduation will have more opportunities to work in multicultural workplaces even in rural areas. To fulfil the aim of our project, we need to examine characteristics of multicultural workplaces in rural areas. The purpose of this study is to find out characteristics of multicultural workplaces in rural areas. Semi-structured interviews were conducted with Japanese senior members of local companies in one rural area and their foreign workers. The results of the analysis are as follows: 1) The main language used in the companies is Japanese; 2) There are few workshops organised by the companies to help their workers increase their understanding of different cultures; 3) Among senior members, those who are supervising foreign workers, cultivate their leadership through their own experience working with foreign workers, and try to make labour relationships comfortable; and 4) Foreign workers, regardless of their nationalities, gain a better understanding of Japanese conventions through their stay in Japan, and try to adapt themselves to their workplaces. The results suggest that multicultural workplaces in the local companies are built up based on the local lifestyle and work style.

40393 17:30-19:00 | Library Terrace (2F)

Enhancing Prosocial Skills, Emotional Awareness and Self-Esteem in Special Needs Adolescents Through Training in Human Rights

Ioanna Koumi, Secondary School of Special Needs, EEEK, Chios, Greece

Special needs adolescents frequently lag behind in social skills, emotion awareness and other prosocial skills. The hypothesis that training a group of special needs students in human rights, respect and empathy, would act positively on these qualities, was tested in a small-scale pilot study conducted in our school at Chios, Greece. The 10 students who participated in our study were trained in basic issues of human rights and prosocial skills for a period of 12 weeks, on a weekly basis. All of them are diagnosed with mild and moderate mental retardation, 2 of them also falling in the ASD and one of them presents speech problems. The programme was delivered during the students' individual and group meetings with the school psychologist, whereas collaboration with the students' parents ensured that they continued the "training" at home. The impact of the programme on students' prosocial skills, emotional awareness and self-esteem was assessed in both quantitative and qualitative ways. It appears that training in human rights can have a positive effect on students' abilities to recognize their own and others' emotions, as well as on their skills to initiate and preserve positive peer interactions. Besides, such a programme can facilitate the students' ability to practice anger management skills and to maintain their self-esteem in desired levels. Implications concerning emotional and social skills training in special needs youth are further discussed.

17:30-19:00 | Library Terrace (2F)

Friday Poster Session

41403 17:30-19:00 | Library Terrace (2F)

Pedagogy of Possibilities: Constructing Spaces of Identity, Agency, and Scholarship

Kevan Kiser-Chuc, University of Arizona, USA

This study examines the potential congruencies and commonalities of a Critical Integration Approach that combines a gifted education curriculum using a Multiple Intelligences and Funds of Knowledge lens, along with culturally relevant pedagogy (CRP), culturally responsive instruction (CRI), critical pedagogy and the multimodal arts. It examines the interplay between all of these complex methods and approaches by analyzing five classroom components – original fables, reflective blog posts, art collages, poetry and student interest-driven research projects, within an original thematic curriculum in a diverse elementary enrichment classroom. In recent years, significant literature exists which addresses the need and importance of educational reforms for students who are culturally and linguistically diverse. There is also a body of work which points to notable pedagogical components that support the use of aesthetics through expressive arts to assist students in school. As a teacher-researcher who is a proponent of humanizing research, I examine how students in my classroom are impacted by a curriculum that encourages them to explore their identities using a combination of expressive arts and multimodal literacies. In addition to examining student products, I conducted student interviews and participated with them in a variety of discussions on topics of interest in the process of everyday class dialogues and interactions. I explore the potential of using the expressive arts in a gifted enrichment classroom along with other pedagogical tools, such as MI, CRP, CRI, and other forms of critical pedagogy as reform methods. Education These tools help support student well-being and academic competency through nurturing and encouraging student voice and agency, which then enhances the academic confidence of all students, particularly culturally and linguistically diverse students. A Critical Integration Approach enhanced through responsive instruction can support and empower student voice and agency, student literacies, and academic success of students from all backgrounds.

41205 17:30-19:00 | Library Terrace (2F)

Character and Civic Education & A Culture of Human Rights

Tahiri Danesh, Persia Educational Foundation, UK

For decades the international community has committed to promote a culture of universal human rights. In this vein, the international community has launched decades focussed on human rights education. As we face the rise of threats at the hands of non-states actors or elected officials that impose illusive challenges on the culture of universal human rights, often rooted in justifications attributed to divine or other belief systems, the role of values in determining our culture of rights and more demand greater attention. A possible response that is increasingly gaining momentum is that of character and civic education (CCE). Character and civic education enables the learner to change her or his core self, that then positively impact attitudes and abilities manifested in various spaces. Although much of character and civic education finds its roots in Aristotelian philosophy, rendering its results difficult to quantify, there are new ways of measuring its impact on the development of the learner as an individual, but also as a member of the international community with the agency to promote and protect universal human rights. This presentation purports that character education is increasingly pivotal to creating a culture of universal human rights. It maintains this position in two ways. One, that CCE can serve as the foundation of formal education. Second, that character education in non-formal settings helps children and youth affected by conflict, marginalisation or exclusion to develop optimally.

41340 17:30-19:00 | Library Terrace (2F)

From Yellow Journalism to Fake News: Critical Thinking in the Post-Truth Era

Todd A. Horton, Nipissing University, Canada

The invention of and accessibility to the Internet has made global information sharing the new frontier in human interactions. The infinite possibilities to enhance the human condition have also brought a despairing attack on conceptions of truth. Not only are governments, companies, organizations, and individuals politically and financially profiting as purveyors of fake news, the same are also using distortion, confusion, and our fears of being fooled as a means to avoid critique and accountability. However, this is not entirely new. Yellow or tabloid journalism in the print media has long cultivated profit or political perspective through scandalmongering, sensationalism, and outright lying to the public. This led to educational reforms focusing on the teaching of critical thinking to students. But now the stakes are higher. The very stability of our democracies and economies is at risk in a world where Internet stories and social media feeds make us believe down is up and right is left. How can educators help students make sense of the world in a post-truth era? What lessons can be learned as we look at the evolution of yellow or tabloid journalism to fake news? How might efforts to teach critical thinking adapt to the changing realities of the Internet age? This presentation considers these questions, offering suggestions for classroom use and further educational research.

42246 17:30-19:00 | Library Terrace (2F)

Will a System-Changing Approach to Curriculum Policy Tackle Youth Unemployment in Africa? Lessons From Past Educational Reforms in Uganda

John James Okiror, Makerere University, Uganda

Geoff Hayward, University of Cambridge, UK

Mark Winterbottom, University of Cambridge, UK

Africa is experiencing a population growth bonus that presents both promise and challenges in its socioeconomic development. Agricultural education and training is crucial for providing employment and yet faces a number of constraints. This paper uses a policy instruments framework to review the various policy responses and instruments employed by successive governments in Uganda to improve the quality of secondary education for manpower development since 1925. Results show a progressive movement from the longer term capacity building strategies to the more reactive, yet certain shorter term policies. A return to the more proactive strategies is recommended in the country's curriculum, assessment and examination reform.

17:30-19:00 | Library Terrace (2F)

Friday Poster Session

39339 17:30-19:00 | Library Terrace (2F)

Mentoring Style in Clinical Placement

Pui Ling Fung, Open University of Hong Kong, Hong Kong

Clinical mentors could have different mentoring styles. Different mentoring styles may affect the effectiveness of students' learning in clinical placement. The explorative qualitative study design was adopted in this study. Semi-structured interviews were conducted with clinical mentors from the hospitals and a nursing institution, undergraduate nursing students and ward staff. Data analysis was conducted. Five mentoring styles were identified and Parenthood was found in experienced clinical mentors. They were stringent in their assessment. These clinical mentors expected respect from students. They may build personal relationships when the relationships were positive. The duration of relationships varied as the positive relationship may last longer than the clinical placement. Teacher-student relationships were also reported. These clinical mentors tended to follow the guidelines. Respect from students was also expected. They avoided having personal relationships with the students. The supervisory relationship ended when the clinical placement completed. Friendship was found in the young or male clinical mentors. They were lenient in assessment. They only expected the students to complete the tasks. They may build personal relationships with students. These may last longer than the clinical placement. Isolated mentoring referred to the clinical mentors who were not willing to supervise the students. They had various judgements of the assessment. They neither had expectation of the students nor were willing to build up personal relationships with students. They preferred to end the relationship as soon as possible. Further study should be conducted to explore the impact from mentoring styles in clinical placement.

41174 17:30-19:00 | Library Terrace (2F)

The Success-Factors and Boundaries of External Consultancy Processes to Universities Regarding Organizational Development Processes

Christian-Alexander Klinke, Carl von Ossietzky Universität Oldenburg, Germany

Universities and scientific institutions cannot be studied efficiently enough, based on the methods and tools used by business consultants, as they do not meet the functional and hierarchical structures of higher education institutions as expert organizations. As a result, many consulting projects in the area of organizational development are not as successful as they could be. Looking at universities as organizations in terms of efficiency, profitability and effectiveness, as one would do with a business in the private sector, it does not do justice to the universities. (Altvater 2007, p. 14). This has an impact on the dynamics and implementation of counseling and change processes in higher education. Research question: What are the critical conditions for success and obstacles to organizational development processes in universities conducted by external consulting firms both on the university and the consulting side? The aim of this work is to develop working conditions and obstacles for counseling processes in universities, on the basis of which recommendations for external consulting processes in universities are drawn up. For this purpose, the implementation of organizational consulting processes by external consultants in the field of higher education will be examined.

38401 17:30-19:00 | Library Terrace (2F)

Motivational Trajectories During the Primary to Secondary School Transition

Jonathan Smith, Université du Québec en Abitibi-Témiscamingue (UQAT), Canada

Roch Chouinard, Université de Montréal, Canada

This study examines the evolution of expectations of success and perceived value of learnings during the primary to secondary school transition. More precisely, it seeks to distinguish different patterns of changes. 323 pupils transferring from 17 elementary to 12 secondary French public schools in Quebec, Canada accepted to share their perceptions. Group-based trajectory models were carried out to identify trajectories for both expectations and value perceptions. Results revealed that pupils with the highest and lowest initial expectations, reported a decline, while the ones that showed modest expectations reported stable results. Also, pupils initially attributing a higher and moderate value to learnings reported a decline, while the ones placing a lower value showed stable perceptions. These results suggest that motivation to learn might take various orientations in such a context.

41279 17:30-19:00 | Library Terrace (2F)

A Qualitative Study of Trainee Teachers' Experience of Interdisciplinary Teaching

Heekyong Kim, Kangwon National University, South Korea

Sun Hee Kim, Kangwon National University, South Korea

Heesook Yoon, Kangwon National University, South Korea

Youngran Kim, Kangwon National University, South Korea

In this study, preservice teachers were trained in interdisciplinary teaching during the autumn term of 2017. During this training they had to work together with peers from different academic backgrounds within their teams. This study was a qualitative research on student teachers' experiences of interdisciplinary teaching. Around 110 student teachers participated in this research and were surveyed after their experience. Other data was also collected through methods such as filming student teachers while doing interdisciplinary teaching practice, their lesson plans as well as the observation diaries written by their professors during the training. The findings of this study were that 1) Student teachers of Korean, mathematics, and science try to find common topics from mathematics and physics first, and then integrate it with language & literacy later. Or, they try to find a common issue or topic which appears in language & literacy, mathematics and science. In so doing, they referred to the curriculum and secondary school textbooks, as well as ready-made interdisciplinary teaching materials which their professors provided them with. 2) They found it difficult to find a topic into interdisciplinary teaching, to design interdisciplinary lesson plans, and to mediate conflicting opinions among their peers. 3) They requested more feedback from the professors from each discipline, they needed more time to cooperate with their peers and they needed a seminar room where their team members could meet together and work. Based on the findings, this study made suggestions about teacher training in order to improve interdisciplinary teaching.

Saturday June 30

08:45-09:00	Coffee, Tea and Pastries Library Terrace (2F)
09:00-11:00	Parallel Session I
11:00-11:15	Coffee Break Library Terrace (2F)
11:15-12:45	Parallel Session II
12:45-13:45	Lunch Break Atrium Restaurant (1F)
13:45-15:15	Parallel Session III
15:15-15:30	Coffee Break Library Terrace (2F)
15:30-17:00	Parallel Session IV
17:00-17:15	Coffee Break Library Terrace (2F)
17:15-18:15	Workshop Sessions
18:30-21:00	Official Conference Dinner (optional extra)

09:00-11:00 | Tennyson Room (2F)

Saturday Session I

English for Academic Purposes

Session Chair: Yuddy V Pérez

41639 09:00-09:30 | Tennyson Room (2F)

Rhetorical Moves in the Introduction Section of Dissertations in International Relations: A Study From Turkey
Ece Selva Küçükoğlu, Middle East Technical University, Turkey

The main purpose of this paper is to find out the rhetorical moves in the introduction section in dissertations (PhDTs) written in English in International Relations. To this end, the study uses a PhDT corpus which has been built with dissertations written by doctorate students between 2006 and 2015 at a state university in central Turkey. The communicative categories or "moves" (Swales 1981, 1990) that constitute the macrostructure of these texts have been analysed. The results revealed that the moves and steps revealed certain similarities and differences with the introduction sections in other disciplines, and provided evidence of disciplinary variation. Also, a few steps which are non-existent in the original CARS Model (Swales, 2004) and are specific to PhDTs analyzed in this study were found. Thus, a modified version of the CARS Model for PhDTs was suggested with excerpts from the corpus in detail. The rhetorical variables found in the genre may be mainly explained by the different expectations that the members of the discourse community has.

40784 09:30-10:00 | Tennyson Room (2F)

Thai and American Graduate Student Use of Epistemic Modalities in Thesis Introduction Writing: From Research to Practicality in EAP Classroom
Niwat Wuttisrisiriporn, Burapha University, Thailand

Graduate students use epistemic modality markers in their academic writing to express their opinion in acceptable and persuasive ways. Thesis introduction is a type of academic genres that graduate students convey their personal statements or ideas to persuade their readers to be involved in the writers' present research territory. This paper aims at comparatively exploring how epistemic modality markers are used in the genre of thesis introduction chapters composed by Thai and American University Graduate students. The corpora of the present study consisted of 30 TSI (Thai student introduction) and 30 ASI (American student introduction) MA thesis introductions in the field of English Language Teaching (ELT). The epistemic modality markers listed in Hyland's (2005) taxonomy of hedges were analysed by a corpus linguistic technique. WordSmith 6.0 was used to compare the use of the instances from the corpora. The research findings were qualitatively and quantitatively analysed to investigate similarities and variations, in terms of frequency, function and variety of uses. The findings will be beneficial for both academic teachers and learners in graduate EAP classroom in which authenticity of language use is pedagogically promoted.

42253 10:00-10:30 | Tennyson Room (2F)

Development of English Oral Communication Course for Cooperative Education Program: A Case of Songkhla Rajabhat University
Nisita Rittapirom, Songkhla Rajabhat University, Thailand

With the significance of the ASEAN Economic Community, Thailand aims at pursuing the ASEAN's vision to achieve a free flow of tourism service. Despite such determination, numbers of studies indicated Thai graduates' insufficient English language proficiency and incapability to meet the demand of English in the workplace especially in the hospitality sector. In response to such concern, the institutional policy makers at Songkhla Rajabhat University have recognized the importance of preparing the students for regional competitiveness. This study proposed the development of English for cooperative education field experience preparation course in the hospitality sector, mainly for Songkhla Rajabhat University, Thailand. The course was developed based on an in-depth needs analysis results gained from semi-structured interviews with 21 hotel managerial positions and 25 front desk staff working in seven hotels in Phuket and Krabi where fourth year English major students attended their internship program and will be participated in the university's cooperative education program. The main purpose was to obtain information concerning target task, oral communications needed/difficulties, strategies used as well as intercultural communication aspects required for specific workplaces in this Southern part of Thailand where most of the communications were between non-native speakers. Based on the findings, the course components will be presented taking into consideration the needs of the stakeholders emphasizing language features and intercultural communication aspects of verbal and non-verbal communication skills, with an adaptation to English as a lingua-franca oriented toward English teaching and evaluation.

41038 10:30-11:00 | Tennyson Room (2F)

Global Simulation: An Alternative for Students of English for Health Sciences to not Only Survive but to Thrive!
Yuddy V Pérez, Universidad del Norte, Colombia
Aileen Camargo, Universidad del Norte, Colombia
Jorge Linero, Universidad del Norte, Colombia
Paige Poole, Universidad del Norte, Colombia

Teaching ESP courses in the ever-changing times of today has become a challenge for teachers due to the lack of resources for developing not only communicative competences, but also job-related competencies (Medreaa, N. & Rus, D. 2012; Flu, A. 2017). Simulation has been used in EFL and ESP contexts as a tool to bridge this resource gap and provide opportunities for students to interact and use the language in an environment similar to reality. This learning environment fosters meaningful learning and the development of language and job-related competences simultaneously (Dupuy & Michelson, 2014; Levine 2004). Responding to this challenge, one Colombian university's English for Health Sciences program designed and implemented a Global Simulation Course as part of its curriculum. In the presentation, the simulated environment designed will be explained, and the effectiveness of the use of Global Simulation in an English for Health Sciences course will be detailed. First, to contextualize the audience, the presenter will describe the program, the participating students, and the strategy designed in order to highlight the relevance of the experience. Then, the majority of the session will be dedicated to sharing the impact of the use of Global Simulation in the development of job-related and communicative competences in an English for Health Sciences class. By the end of this presentation, the audience should have a practical example of the use of Global Simulation in the ESP field. People may also use this experience as a point of reference to implement a similar strategy in their own contexts.

09:30-11:00 | Shelley Room (2F)

Saturday Session I

Motivation

Session Chair: Rasha Osman Abdel Haliem

42375 09:30-10:00 | Shelley Room (2F)

Possible L2 Selves: A Case Study of the Thai Context

Thiratchapon Kamsa-ard, Udon Thani Rajabhat University, Thailand

This qualitative case study aims to study factors affecting the scores of English for communication course and possible L2 selves of non-English major. The possible L2 selves include ideal L2 self, ought-to self, motivational intensity, English learning experience, and linguistic self-confidence. The participants were collected from the scores of a midterm test of an English communication course. The first group gained higher test scores. They were 58 students from the faculties of Accountancy, Thai studies, Chemistry and, Bio-Technology (aged from 19-21). Another group was the weak learners, those that did not pass the mid-term examination. There were 32 students from the Business Computing and General Management major (aged from 19-21). In data collection, the statistic package for Social Sciences (SPSS) was used to analyse the data from questionnaires: Multiple Linear Regression and interview (descriptive). The findings showed that motivational intensity (.510) and English learning experience (.413) affected the scores of English for communication course between both groups positively; however, there were no significant correlations.

41628 10:00-10:30 | Shelley Room (2F)

An Application of the Self-Determination Theory in L2 Achievement: A Structural Equation Modelling Approach

Abdullah Alamer, UNSW, Australia

Jihyun Lee, UNSW, Australia

Lorenzo Vigentini, UNSW, Australia

This study examines the role of students' Basic Psychological Needs (BPN) in the context of Self-determination Theory (SDT) and achievement in second language (L2) learning. We hypothesized that students' satisfaction of BPN, which is operationalized by three constructs, that is, autonomy, competence and relatedness, would be antecedents of the motivational orientations of the SDT, which in turn would predict learners' effort and ultimately, L2 achievement. The hypothesized model was evaluated using a Structural Equation Modelling (SEM) approach. Survey data was collected from Saudi students living in Australia to learn English at Australian institutes of language centres (N = 375). Results showed that BPN are directly linked to L2 achievement as well as indirectly through the motivational orientations and learning effort. Students' needs satisfaction positively predicted internal forms of motivation, which in turn, positively predicted effort, and then L2 achievement. Overall, the model explained about 44% of the variance in L2 achievement. This study contributes to the theoretical accounts of SDT by demonstrating that sufficient levels of students' needs satisfaction would be required to form internally oriented motivation, promote learning effort and ultimately the achievement of the language learning.

38116 10:30-11:00 | Shelley Room (2F)

Mobile ESL Apps and Students Motivation: A Case Study

Rasha Osman Abdel Haliem, The Higher Technological Institute, Egypt

Using mobile ESL apps greatly impacts students' motivation. The main reason for using mobile apps is that the students learn in an engaging way using online/offline tools. Using mobile apps support the usual face to face learning by encouraging students to practice the language with the help of various multimedia-based assignments. This approach inspires learners to know more and discover L2 by using their smartphones. The use of portable technologies makes it easier for learners to study whenever and wherever they want. It also facilitates "just-in-time" learning, where learners can often take advantage of unexpected free time, since they frequently have their devices with them. Learners can create, share, and adapt their own content and evaluate these in social media networks of peers, colleagues or others that are not necessarily sharing the same lesson or classroom, expanding the learning experience beyond the traditional teacher-centered classroom model (Laura A.Wankel, Patrick Blessinger, 2013). The presenter will survey mobile ESL apps, free and for fee, online and offline, show how mobile ESL apps increased her students' sense of control and autonomy over their learning and reflect on the way the apps were used to improve students ESL skills. The presenter will also share best practices on how mobile ESL apps can be used to motivate students and enhance the processes of teaching and learning. Questions, group discussion and sharing views will be encouraged throughout the session.

09:00-11:00 | Keats Room (2F)

Saturday Session I

Primary & Secondary Education

Session Chair: Ellen V. Whitford

41514 09:00-09:30 | Keats Room (2F)

An Exploration of how Metaphorical Intelligence can Improve English Spoken Proficiency of Private Secondary School-Going L2 Users in Bangladesh

Shahneela Tasmin Sharmi, North South University, Bangladesh

Gardner's theory of Multiple Intelligences has sparked the existence of metaphorical intelligence, which has led researchers to impress upon the importance of metaphorical intelligence and how metaphorical intelligence, along with metaphorical competence, can help to improve language use. This paper explores the above, with special concentration on the oral proficiency of the private secondary school-goers in Bangladesh. The paper employs mixed methods research done in three phases: the first phase investigates teacher beliefs towards metaphor usage through means of an online questionnaire. The second and third phase collects informal dialogues from the target group, and an expert is chosen to comment on some features of those dialogues. Afterwards, these dialogues are fully analysed, with reference to literature as well as the expert comments. Criticisms associated with metaphorical intelligence have been discussed, along with general recommendations for teachers to tackle the aforementioned issues and to teach metaphors in the classroom. The paper visits various literature associated with language learning, including bilingualism (mainly because the speakers in the target group are bilingual), communicative competence and intelligence to establish its arguments, with the primary objective of finding the ways in which metaphorical intelligence and metaphorical competence can help to improve an L2 user's spoken proficiency. It has been discovered that although bilingual users tend to have inherent drawbacks with English as their second language, they can still utilise their specialised cognitive system to compensate for their lacking in L2. The literature supports this view, and the findings have reflections of that literature.

41184 09:30-10:00 | Keats Room (2F)

Pupil Attainment, Teacher Perspectives: The Evidence for Education Reform in Science

Marilyn Hall, University of Sussex, UK

Instigated by a drive to improve the national rankings in international tests, science education has been subjected to significant levels of change over the past 10 years. New policies on assessment strategies, curriculum design and accountability measures are all intended to impact on what happens in the classroom. It is in this context that the trends in the science attainment of students nationally is analysed and the impact on the lives of a group of teachers in England is explored. The research uses a mixed-methods design to investigate the following questions, "What evidence is being used to drive the current reforms in science education? and "What factors shape teachers' practice in terms of improving attainment?" Whilst the quantitative aspect of the study makes use of secondary data provided through the National Pupil Database to address the first question. The qualitative part of the study uses a structured questionnaire completed prior to an interview to explore changes to teacher practice. Analysis reveals significant differences between experienced teachers with a strong sense of self-efficacy, agency and subject knowledge and those less experienced teachers, who are still finding ways to navigate the changing demands. This presentation looks at some initial findings through a critical realist lens which explores the mechanisms and outcomes of education reform through the voices of secondary and primary science teachers; thereby offering policymakers a view of how their policies are being enacted.

42060 10:00-10:30 | Keats Room (2F)

Improving Teaching and Learning in Mathematics and STEM Through Innovative Problem-Based Competitive Work for All Educational Levels

Margarita Georgieva, Blackpool & the Fylde College, UK

Abdelrahman Abdelazim, Blackpool & the Fylde College, UK

In our continually changing world, we witness a rapid development of technologies that often bypasses the adaptation speed of educational systems. Primary and secondary schools develop STEM skills, but often fail orienting students towards further study in the field. We notice persistent lack of girls in Engineering, lower interest rates when it comes to mathematics, robotics, technology. Apart from skewed gender balance, the orientation techniques to graduate Engineers for the coming 10-20 years need improvement. This applies to further and higher education. The remedy resides in integrating primary and secondary schools within further and higher education, and involving them in academic life. We present an innovative idea that develops awareness and sparks interest in STEM, robotics and technology among primary and secondary students and orients them towards the study of Engineering, robotics and STEM in general. We have developed a robotics competition for them which also involves and engages further/ higher education students. This is done in view of establishing lasting links between generations of students that do not meet one another before interacting on the job market or at the workplace. Their levels of math and technology skills were investigated, along with their interest in them. Data gathered through questionnaires about teaching methodologies, school needs and the level of engagement among students also has a teacher/ school perspective. This is compared to post-competition data to determine the change in interest among students in STEM, robotics and technology and to see how their academic results have improved.

41021 10:30-11:00 | Keats Room (2F)

Preparing the Classroom Ready Teacher Through a Yearlong Internship Model

Ellen V. Whitford, Georgia Southern University, USA

Beth E. Barnett, Ramapo College, USA

This presentation will offer a Professional Development School (PDS) Partnership Model for teacher preparation that gives teacher candidates a sense of efficacy and confidence to enter the profession "classroom ready." The PDS is a partnership between a college of education and an elementary school or high school. Elements of the PDS include internships for teacher candidates, professional development for teachers, and research on education with a focus on student learning. Within this PDS structure, unique opportunities exist to optimize the preparation of teacher candidates. Of particular importance is the year-long internship. Unlike traditional internships that may occur for about 12 weeks at some point during the school year, the year-long internship begins prior to the opening of the school year and extends until the closing of the academic year. Accordingly, teacher candidates begin their internship by joining the classroom teachers in the school for meetings at the opening of the school year. They help prepare the classroom for the students and are there the day students first arrive. They follow a model of co-teaching where they are not observers, but are active participants in the instructional process throughout the year. The teacher candidate is a partner in professional learning and applied practice with the experienced classroom teacher. The knowledge gained offers realistic and supportive preparation for the many variables and challenges the novice teacher will experience. In this presentation, elements of this model, strategies for implementation, and data-based outcomes of the year-long internship will be discussed.

09:00-11:00 | Coleridge Room (2F)

Saturday Session I

Innovation in the Classroom

Session Chair: Paul Goldschagg

42002 09:00-09:30 | Coleridge Room (2F)

The Great Divide: Separation of Care and Education in Wales an Examination of Policy, Reform and Research Evidence

Natalie Macdonald, University of Wales Trinity Saint David, UK

Non formal early years preschool education and care provision continues to be a separated entity from education within Welsh Government policy, curriculum and professional development. Despite international research evidence depicting the importance and benefits of combining the early years elements with formal education the division within Wales remains. This article discusses the opportunity provided by the implementation of educational reform in Wales through "Successful Futures" and "Prosperity for All" to unite the care and education systems for young children and the potential benefits of doing so, sifting through robust evidence of the importance and long term attainment benefits of a quality early years provision, historical missed opportunities and the prospects for change.

42371 09:30-10:00 | Coleridge Room (2F)

Participatory Processes and Co-Creation Methods as Paths Toward Innovation: Evidence on the Application of Participatory Methods in Secondary Schools

Blanca Juan Agulló, EIT Climate-KIC, Belgium

José Manuel Martín Corvillo, University of Valencia, Spain

Cristian Matti, Utrecht University & EIT Climate-KIC, Netherlands

This paper provides evidence of the possibilities of participatory processes and co-creation techniques as an effective way to approach the process of diagnose, analysis and prescription of any given challenge. We argue that the entering of innovation in the classroom by means of the adaptation of pre-existent participatory tools – according both to the intended goal and the features of the individuals involved in these processes – can be critical to provide future generations with a broader set of skills to face future challenges. This paper reviews the process and the preliminary results of a co-creation process on-going since 2017 through 4 different countries involving participants from different sectors (innovation, education, science...). The aim of the project is to test the adaptation of pre-existent visual tools of participatory methods within a specific context: the search for innovative sustainable solutions to local case studies in circular economy. The results of the pilots run so far in different schools, show evidence that the flexibility and adaptability of the tools and the methodology facilitate their use for working on several subjects of the curricula, as well as with different age ranges and levels. Working on a challenge-based approach, the students obtain a broader view of the topic and are able to provide solutions. The use of visual tools encourage the interaction and discussion between the students and improve their engagement and focus on the subject.

39536 10:00-10:30 | Coleridge Room (2F)

Was it a Good Question, or Off Curriculum, or a Misconception? Item Response Theory can help you find out

Ross David Hudson, Australian Council for Educational Research (ACER), Australia

Educators, having given an assessment to their students, may be puzzled by a multiple choice item that has a facility rate of only 25%. The question arises as to what explanation may account for the apparent difficulty of the item. Item Response Theory (IRT), using Rasch analysis, may help the educator answer this question. The response characteristics and data may identify whether the question was simply very hard and only successfully responded to by the more able students. IRT may identify that the question was outside the students' knowledge, or had some fundamental flaw, resulting in the students having to resort to guessing. IRT may identify that the content of the question addressed a misconception resulting in students being drawn to an apparently correct (but incorrect) option or options. Educators using IRT can inform themselves of such possible issues and thus be better informed to improving their assessments and ultimately their students learning.

41290 10:30-11:00 | Coleridge Room (2F)

The Role of a Google Group in Enabling Lesson Resource Sharing in a South African Geography Teachers' Professional Learning Community

Paul Goldschagg, University of the Witwatersrand, South Africa

Di Wilmot, Rhodes University, South Africa

This article presents the findings of the initial phase of an ongoing exploratory study which responds to a national imperative, to create teacher-initiated professional learning communities (PLCs), to improve the professionalism and capabilities of South African teachers. The overarching goal of the study is to understand how an emergent PLC in the form of an online Google Group for South African geography educators may enhance geography education and teacher professional development. The contributions made to the Southern African Geography Teachers Network Google Group over a six month period were analysed and categorized according to themes and topics in the Grade 10, 11 and 12 Curriculum and Assessment Policy Statement (CAPS) curriculum. The findings, shed light on the curriculum sections receiving the most and least contributions. Our main contention is that the emergent PLC enabled through the Google Group offers exciting possibilities for teacher professional learning. As a bottom-up, online, easily accessible initiative, unrestricted by time or place constraints and with a growing membership, it may play an important role in enhancing the quality of teaching and learning in South African and indeed international school geography.

09:00-11:00 | Wordsworth Room (2F)

Saturday Session I

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Kenneth Tan

39944 09:00-09:30 | Wordsworth Room (2F)

Making Developmental Education Work: An Accelerated Approach to Supporting Under-Prepared Students

Amy Lewis, Community College of Philadelphia, USA

The GI Bill and the Higher Education Act of 1965 brought non-traditional students to college (Batten, 2011; Relles & Tierney, 2013; Higher Education Act, 1965; U.S. Department of Veteran Affairs, 2013). In response, developmental education courses, non-credit courses remedial courses were made (Bailey, Jeong, & Cho, 2010; Boylan & Bonham, 2007; Brothen & Wambach, 2012; CCRC, 2010; Conforti, Sanchez, & McClarty, 2014; Parker, Bustillos, & Behringer, 2010; SUNY, 2014). Unfortunately, the courses earned their reputation as gatekeeper courses; many students give up on higher education altogether (Bailey, Jaggars, & Scott-Clayton, 2013; Brock, 2006; Conforti, Sanchez, & McClarty, 2014; Otte & Mlynarczyk, 2010; Rose, 2011; Rutschow & Schneider, 2011). Some lack ability, but many simply tire of not progressing toward their degrees and being stigmatized. Talk of ending remedial programs is increasing (Bahr, 2012; Duchini 2017). Accelerated Learning Programs (ALP), started at Baltimore County Community College, attempt to stop this attrition. Students take remedial courses and introductory-level college courses concurrently; remedial sections provide additional support for credit-bearing sections. Successful students progress through their degrees in a timelier manner with more positive self-concepts. The majority pass both courses in one semester, reducing attrition (ALP, 2017). Building upon the quantitative and qualitative data from Baltimore Community College and the pilot program at the Community College of Philadelphia (i.e. student pass rates, attrition rates, and responses to surveys and interviews) this interpretivist, social constructivist study seeks to uncover the relationship between stigma, students' perceptions, and achievement to prevent developmental education from reaching extinction.

40945 09:30-10:00 | Wordsworth Room (2F)

Providing Effective Feedback on Students' Performance: Impact on Students' and Teachers' Perceptions about Learning and Teaching

Luís Filipe Moreira, Colégio Casa Mãe, Portugal

This paper focuses on the implementation of a feedback-providing program within students testing instruments and in the analysis of its impact on students' and teachers' perceptions concerning the learning and teaching process, during a school-year length period. This study has five main goals: (i) to know high school student's perceptions concerning the importance of providing meaningful feedback information after test taking; (ii) to know high school teachers' perceptions concerning the importance of providing meaningful feedback information to students after test taking; (iii) to evaluate the impact of a feedback-providing program on daily-students learning and test-taking preparation routines; (iv) to evaluate the impact of a feedback-providing program on teachers' learning, tests' correction and analysis; and (v) to determine how teachers could, and what they really do, in reducing the gap between students' actual performance and desired goal attainment. This program involves a feedback-providing program, within students testing instruments, both formative and summative assessments. The feedback-providing program intervention consists in delivering students' tests with error and feedback analysis, made by the teacher. Students do not have instant access to quantitative grade. After receiving the test students work in pairs, exchanging and analysing their own tests and feedback, fulfilling a progression checklist. A sample of 275 students and 25 teachers was considered, from basic to secondary level, during a school-year length period. It was adopted a quasi-experimental design, with non-equivalent groups, to evaluate the effectiveness of the feedback intervention in a real school context.

40250 10:00-10:30 | Wordsworth Room (2F)

Mature Learners & School Leavers: Exploring Learning Approaches of First Year Pre-Service Teachers

Anne O' Dwyer, Mary Immaculate College, University of Limerick, Ireland

Miriam Hamilton, Mary Immaculate College, University of Limerick, Ireland

This paper compares the learning approaches of pre-service teachers on an undergraduate Bachelor of Education Primary Teaching programme. The study examined differences between mature learners and school leavers. Results were obtained from a quantitative survey of 260 pre-service teachers. In the first phase of the research, the participants completed a modified Learning Approach inventory. Following the quantitative phase, group interviews were conducted to gain additional insights into the factors which impacted learning approach. Differences were identified between both learning cohorts. A number of categories contributed to learning among both groups. These included; motivation to learn, seeking feedback, collaborative and competitive learning, the impact of prior educational experiences and the role of school placement. This paper highlights the potential mutual benefits of greater integration and peer-learning among both cohorts of learners. This opportunity offers scope for additional and deeper learning in the transition to becoming a teacher. This is especially important in the midst of significant curricular change in the Irish Educational landscape.

40986 10:30-11:00 | Wordsworth Room (2F)

Leadership Skills and Competencies Through the Co-Curriculum – The Singapore Management University Study

Kenneth Tan, Singapore Management University, Singapore

Student affairs professionals, and those who work with students directly, know in their hearts that students learn in the co-curricular arena. Unfortunately, they do not always have a way to show that to others. Once learning outcomes have been developed, the appropriate assessment measures have to be developed because stakeholders are interested in what students are able to do in college as well as what they will do when they enter the work world. Many of the skills that employers want are the very skills that student affairs professionals teach students. In the current environment, there are calls for student learning assessment and documentation, both in and out of the classroom. Professional associations (ACPA, 2006; ACPA/NASPA, 2010) recognize the importance of student affairs professionals' ability to assess student learning using multiple methods. This session features a case-study presentation describing the Singapore Management University's (SMU) approach to measuring graduate learning outcomes through the co-curriculum. The presentation will outline key learning outcomes and the assessment process, methods and tools used, specifically 1) The leadership roles students take up outside the classroom; 2) What facilitators and student affairs staff do to engage students in empirically proven educational practices; and 3) How assessment tools are used to measure and evaluate the learning. At the end of this presentation, participants will be able to better understand the leadership skills and competencies developed by student leaders, the climate of student leadership, the cultural context and educational context of Singapore Higher Education, especially within SMU.

09:00-11:00 | Noblesse Room (1F)

Saturday Session I

Educational Technologies

Session Chair: Makoto Shishido

41955 09:00-09:30 | Noblesse Room (1F)

Exploring Students' Perceptions of Using Student Response System in EAP Classrooms

Dorothy H. M. Chow, The Hong Kong Polytechnic University, Hong Kong

Previous research considered Student Response System (SRS), or known as Clickers, beneficial to student learning in terms of active learning and engagement in class. However, most studies related to this topic mainly investigated the effectiveness of this technology for large classes of business or science subjects but a few with a focus on small classes of language subjects. This study explores how undergraduate students perceive the use of an online student response system (SRS) in EAP classrooms in Hong Kong. It also presents a picture on how the use of SRS has influenced students' engagement and learning. Questionnaire survey was used for data collection in the study. The overall findings show that the majority of the participants has a positive attitude towards the use of SRS in language learning and the implementation of SRS brings positive impact on student engagement and learning. Implications on implementing SRS in ESP classrooms are also discussed in the study.

40471 09:30-10:00 | Noblesse Room (1F)

ProPic Promoting Professionalism, Innovation and Transnational Collaboration in Higher Education Among Future Teachers of English

Goetz Schwab, Karlsruhe University of Education, Germany

Mareike Oesterle, Karlsruhe University of Education, Germany

This paper introduces an ERASMUS+ project which will run from 2017 to 2020. The proPIC project (Promoting Professionalism, Innovation and Transnational Collaboration in Higher Education among future teachers of English) is determined by the interplay between research-orientation, transnational collaboration and the creative use of mobile-technologies. proPIC aligns with the overall European policy to improve the quality of teacher education, and to stimulate innovation and transnational partnerships. In the context of Continuing Professional Development (CPD) in foreign and second language learning and teaching prospective teachers will be given a variety of problem-oriented assignments that comprise different issues from the field of CPD and will be connected to a study abroad experience. Constantly, the participants will be supported by the project partners, the teacher educators. As a key component of the project, mobile devices shall serve to creatively develop and apply theory and research to practice. In course of the project the prospective teachers will develop and design open creative and media-based products (e.g. an interactive iBook) based on their assignments. Throughout the project, both – the teacher educators and the prospective teachers – will produce interactive ePortfolios in form of iBooks, to reflect upon their learning processes. The project will end with a final conference, at which the project partners and participants, and also external researchers and practitioners come together and present their results and ideas on supporting CPD in Higher Education.

42548 10:00-10:30 | Noblesse Room (1F)

The Effects of Mobile Assisted Language Learning on Pre-Service Teachers' Putonghua Listening Competency

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

Mastering a new language requires intensive learning through repeated practices. Given the time constraints in classroom teaching, instructors should think about ways to allow learners to practice the new language outside of the classroom. Recently, mobile phones and tablets are widely used by learners. Teacher educators have promoted the use of mobile assisted language learning app to help learners practice a language anytime and anywhere. In 2017, a new mobile assisted language learning app was developed at the Chinese University of Hong Kong. The app aimed to provide pre-service teachers with opportunities to learn Putonghua listening before classes and focused on the distinctive sounds of syllables and words and listening comprehension of sentences, paragraphs and conversations. In this paper, the impetus for developing the new app and its design features are described. An evaluation was conducted with 23 pre-service teachers who were enrolled in the BA (Chinese Language Studies) and BEd (Chinese Language Education) coterminous double degree programme. The treatment period lasted for six months. Results of a pretest and a posttest indicated that the pre-service teachers' competence in doing listening comprehension of paragraphs and conversations increased after using the app. Their accuracy of distinguishing the sounds of words was higher than that of syllables. Also, their accuracy of doing listening comprehension of paragraphs was higher than that of conversational listening comprehension. The implications of these findings for mobile language learning are discussed.

40456 10:30-11:00 | Noblesse Room (1F)

Practicing Speaking Through an App with Artificial Intelligence on Smartphone

Makoto Shishido, Tokyo Denki University, Japan

The advancement of information and communication technology has been remarkable and speech recognition and artificial intelligence (AI) have recently garnered attention. These technologies have been applied to development of mobile learning materials for improving proficiencies in the language education especially in speaking skills. I have been actively involved in the development of English conversation practice apps for smartphones. An overview of the development will be explained in order to introduce an app which aims at improving speaking ability using automated responses and utterance practice with AI. A sample lesson plan will be demonstrated and a summary of the survey about reactions and impressions from users and its effectiveness will be reported. The survey has found that the learners can practice English utterance on a one to one basis with Japanese instructors at cheap expense, and it is possible for them to practice a large amount of utterance. They can also practice conversations anytime and anywhere, even when they do not have a partner. Furthermore, the survey has clarified that the psychological anxiety of the learners can be alleviated, eliminating the resistance to speaking English, not feeling embarrassed, and being able to repeat many times even if they make mistakes. In addition, with further advancement of speech recognition and artificial intelligence, the recognition accuracy of English spoken by non-native speakers will be improved and the artificial intelligence will create much more meaningful and tactful responses, and in the end it will become possible for students to practice free conversation with AI.

11:15-12:45 | Tennyson Room (2F)

Saturday Session II

Applied Linguistics Research

Session Chair: Safaa Mahmoud Abdelhalim

42348 11:15-11:45 | Tennyson Room (2F)

Error Analysis of Spelling Among University Students of English in Jordan

Jibrel Al-Saudi, The World Islamic Sciences and Education University, Jordan

This paper aims at investigating the spelling errors made by students of English language at the World Islamic and Science Education University (WISE) in Jordan. Cook's classification of errors is adopted in this study. Errors and mistakes were categorized into four categories, which include substitution, omission, insertion, and transposition. The participants of the study were 50 students, who enrolled in "Error Analysis" course in two semesters of the academic year 2016/2017. The data for the study were derived from three exams: the first, the second, and the final exams, given to the students during the two semesters. Then they were analyzed after completing the course in the second semester of 2016-2017. The results of the study revealed that (40%) of the errors referred to substitution and (30%) to omission with. However, errors of transposition and insertion occurred less frequently than the first two of errors, with a percentage of (17%) and (13%), respectively. The study showed that using vowels and pronunciation incorrectly is one of the major causes of the learners' errors. Further, the interference of the first language plays its role in this regard. The study concludes that more efforts and concern should be given to spelling errors made by students since the learning of spelling is an important part of language learning. Some recommendations and pedagogical implications for future research are suggested.

41359 11:45-12:15 | Tennyson Room (2F)

Building an Ecological Validity Argument using Fidelity of Implementation Measures

Maria Nelly Gutierrez Arvizu, Universidad de Sonora, Mexico

Fidelity of implementation in research refers to the degree of adherence and integrity of the theoretical principles (or core components) of the treatment or intervention to be implemented (Gearing et al., 2011; O'Donnell et al., 2008). In intervention studies, fidelity of implementation is how the benefits or effectiveness of intervention are transferred to the actual school context. O'Donnell (2008) suggested that studies showing high fidelity and positive outcomes (high achievement) should be promoted to be adopted at a larger scale. Gearing et al. (2011) emphasized the importance of assessing fidelity of implementation to guarantee accurate interpretation of the results. In other words, fidelity of implementation may provide an ecological validity argument for a study. Going beyond this argument, fidelity of implementation helps researchers understand how well a program or intervention works and if it works as it was designed in order to make improvements or adaptations (Meyers & Brandt, 2015). Studies that incorporate fidelity of implementation measures provide stronger evidence in a decision making process. Even though this concept is well known in educational research, this is not the case for applied linguistics research, particularly in intervention studies. The presenter will analyze the fidelity of implementation measures and results of a study conducted to explore the feasibility of a language curriculum to develop the speaking skill in English as a Foreign Language learners.

40984 12:15-12:45 | Tennyson Room (2F)

Enhance EFL Students' Listening Comprehension and Self-Regulated Learning: An Integrative Strategy

Safaa Mahmoud Abdelhalim, Imam Mohammad Ibn Saud Islamic University, Saudi Arabia

According to Vandergrift (2007), listening activities can create stress for beginning and intermediate language learners, who are often unable to process information quickly enough to make sense of spoken language. Accordingly, having knowledge about effective strategies in listening comprehension and using them can help learners to understand most of language input to which they listen to. From a constructivist perspective and the fundamental importance of meta-cognition in FL listening, this presentation reports on results of a study that examines the effect of an integrative strategy based on incorporating flipped model of instruction and self-reflection practices on enhancing listening comprehension and some self-regulated learning skills of Saudi lower intermediate EFL majors. The presenter will describe and exemplify the principles and stages of the suggested strategy. She will also highlight the importance of teaching listening comprehension through certain stages from controlled to automatic processing via practice. The study results indicated that through integrating flipped model of instruction with reflective practices, Students were capable of observing their own cognitive processes in listening. In other words, students got involved in thinking, not just about the content of listening, but more importantly, about the process of listening. Though this strategy is time-consuming compared with the traditional methods used in listening classes, but given the basic role of self-regulation to accelerate learning makes it worth this extra time The presenter will allow time for participants to share their strategies for developing students' listening comprehension and self-regulation skills in EFL classroom.

11:15-12:45 | Shelley Room (2F)

Saturday Session II

Professional Development

Session Chair: Phiphawin Suphawatt Srikrai

42285 11:15-11:45 | Shelley Room (2F)

Using a Web-Based Video Annotation Tool in Pre-Service Language Teacher Education: Affordances and Constraints

Hande Serdar Tülüce, Istanbul Bilgi University, Turkey

Teacher educators and researchers agree that while video has long been used in teacher education, with the recent developments in web-based technologies, it has more to offer for extending learning to teach. This qualitative study explores the affordances and constraints of using a web-based video annotation tool to analyse micro-teaching practices from the perspective of pre-service teachers studying at the English Language Teaching Education Program of a university in Istanbul, Turkey. For the purposes of the study, a cohort of 32 pre-service English language teachers (F: 27, M: 5) carried out 25-minute micro-teaching practices which were video-recorded. Each pre-service teacher annotated micro-teaching video of his own and his peer using VideoANT which is a tool for creating text-based annotations integrated within the timeline of a video hosted online. The pre-service teachers' views and experiences were elicited through reflective writing. Thematic analysis (Braun & Clarke, 2006) was used to analyse the obtained data. The findings showed that although pre-service teachers reported several pedagogical affordances such as providing opportunities to recognize strengths and weaknesses, encouraging motivation and facilitating self-assessment, they reported a few constraints on the usability of the video annotation tool. These findings have practical implications for teacher education programs as the use of a web-based video annotation tool proved itself worthy of attention as a way of promoting pre-service teacher development.

42190 11:45-12:15 | Shelley Room (2F)

Teachers' Perceptions on Reflective Skills in the Context of Private Higher Education Institutions: AUC and MIU

Samar Wahba, American University in Cairo, Egypt

This study intends to examine the perceptions of teachers about their reflective thinking skills in private higher education institutions. The aim of the study is to establish how teachers' perceptions may impact their teaching. The research will be conducted in private institutions utilizing the qualitative research method. Interview guides will be used for the purpose of data collection. The research will investigate the views of teachers on their reflective thinking aptitudes and examine the teachers' approaches in applying such skills in teaching to establish whether teachers' reflective skills are important and to what extent they benefit the teacher. This paper will focus on the English departments within the context of private institutions: The American University in Cairo (AUC) and Misr International University (MIU).

41348 12:15-12:45 | Shelley Room (2F)

Online Project-Based Language Learning

Phiphawin Suphawatt Srikrai, Suranaree University of Technology, Thailand

Integrating Project-based Language Learning (PBL) to classroom is one beneficial teaching method for students. Most students take advantages of PBL in order to promote collaborative learning, to acquire learning skills, and ultimately to boost autonomous learning skills. In the 21st century teaching and learning, there is an unprecedented richness of information so that we live in more information-rich and communication-rich nowadays, and information and knowledge are not only from mainstream sources (Lian, 2011). Technology especially the advancement of the internet is accelerating drastically. This unavoidably shifts ways of teaching and learning. Therefore, in many contexts where teachers and students can conveniently access to the internet, teaching and learning embrace more of the use of the internet. Consequently, conducting PBL has also been launching online because it provides various usefulness; for example, more diverse learners, many-to-many communication, time-and-place-independence, and long-distance exchanges (Warschauer, 1977). This presentation, therefore, aims to share ideas on how to design an online language learning project for university students. Task components and purposes, key considerations, and examples are presented. Moreover, suggestions on where to look for potential international partnership to run online PBL for your students are given.

11:15-12:45 | Keats Room (2F)

Saturday Session II

Knowledge Creation, Preservation & Access

Session Chair: Jan Adversario

41522 11:15-11:45 | Keats Room (2F)

Object-Based Learning: A Case Study of Education Programmes in a Chinese History Museum

Qianyun Yu, University College London, UK

The object-based learning method is frequently noticed in museums, especially in the Western context of museum pedagogy. Given the opportunity of taking a close look at the object from different directions and knowing by getting hold of the object, learning motivation could be stimulated and augmented by the authentic experience through sensory modalities such as vision, hearing and touch. However, only a small number of workshops in Chinese historical museums take advantage of the OBL approach in the pedagogical design of educational programmes. And few research studies look at the implicit reasons, which is a gap this study aims at bridging. This study is based on an empirical research at one major provincial museum in China. A qualitative research method including 55 interviews and 30 observations has been conducted for data collection. By exploring the concept of objects in the curriculum and pedagogy design, it aims at understanding the roles of objects in the construction of knowledge. Preliminary findings show that the concept of objects limits museum educators' design as well as visitors' learning experiences, which is caused by both historical and ideological reasons. An ingrained understanding of objects in Chinese culture is reflected in the practice so the materiality of the object is not as significant as the value or moral which is implied in the object and interpreted by the descendants. The ideological reason lies in the trajectory of Chinese long-term promotion of the idea of 'materialism' under the framework of socialism and nationalism.

42275 11:45-12:15 | Keats Room (2F)

The Adult Immigrant Learner: Experiences of Occupational Downgrading in Light of Possible Selves Theory

Jan Adversario, Austin Community College, USA

This qualitative phenomenological study examined the occupational downgrading experiences of six adult immigrants. Occupational downgrading happens when an individual's occupation post immigration does not match his or her education credentials and previous professional experiences. The goal was to make sense of the participants' narratives through the lens of possible selves theory (Markus & Nurius, 1986). Therefore, the research questions guiding this study were: 1) What are the journeys of adult immigrants adapting to the demands of the United States' workplace? 2) How do occupational downgrading experiences of immigrants shape their integration to the United States' workforce? and (3) How can we make sense of the participants' narratives through the lens of possible selves theory? Phenomenological interviews served as the main source for data collection. In addition, artifacts allowed the participants to enrich their stories. Lastly, historical timelines from the participants' countries of origin provided context for their immigration narratives. Phenomenological analysis was helpful in making sense of the participants' stories. Themes that emerged from the participants' occupational downgrading experiences include underemployment as a result of devaluing foreign education credentials, shift in status, language barrier, feeling of discrimination, and lack of inspiration. Looking at past, present, and future selves, the participants' narratives were examined first through identity transition processes: separation, transition, and reincorporation and then through identity forming processes: reclaiming, rejecting, constructing, and expanding possible selves. Study findings inform who is participating in adult education; they centralize the immigrant as participant to adult learning and development and provide new narratives of adults in transition.

42010 12:15-12:45 | Keats Room (2F)

Text Mining-Based Scientometric Analysis in Educational Research

Gyula Nagy, University of Szeged, Hungary

This paper presents a complete scientometric analysis of a well-selected educational research journal, *Hungarian Pedagogy*, the most significant and the oldest Hungarian educational research journal, founded in 1892 and still being issued today. All journal articles (N=6574) have been digitised in order to build a well-structured database in our research project, which makes it possible to analyse them by means of various metadata. Besides analysing metadata, our aim is to investigate the full text corpus with text mining, which is an essential tool of Educational Data Mining. General scientometric indicators and tendencies such as the amount and length of the articles, the most significant authors' impacts and backgrounds and the number of citations by authors have also been discussed. Moreover, we have analysed the ratio of male and female authors; nationality and the institutional background of certain researchers in a full range of metadata analysis. Recent studies have verified that scientific cooperation is growing world-wide; therefore, the first research question focuses on this matter, revealing the co-authorship network of the journal. The hubs of this graph are the most central persons in the collaborative authorship in the field of Hungarian educational research as regards to the analysed journal. Finally, after creating a co-authorship graph, an enormous citation graph has also been created in order to reveal the scientific network within the field of educational research in Hungary based on the analysed journal. Using this graph, a multi-criteria citation analyses has been conducted which could indicate additional relevant results.

11:15-12:45 | Coleridge Room (2F)

Saturday Session II

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Lorraine Marshalsey

41643 11:15-11:45 | Coleridge Room (2F)

The Research and Development of 3D Interactive Gamification Astronomy Learning System

I-Fan Liu, Center of General Education, Taipei Medical University, Taiwan

Hui-Chun Hung, Graduate Institute of Data Science, Taipei Medical University, Taiwan

Chun-Wang Wei, Kaohsiung Medical University, Taiwan

In Taiwan, earth science is an important elementary school course that introduces students to astronomy. Currently, the earth science textbooks and teaching materials in elementary schools do not make it easy to reflect on the concept of spatial changes in the universe. Even though students have a keen interest in learning earth science, the abstract nature of astronomy makes it difficult to understand. In order to help elementary school students better understand the planets and constellations of the solar system, this study used Unity 3D interactive technology to develop a 3D interactive gamification astronomy learning system that assisted students in learning the shapes and positions of planets and constellations through interactive simulations; integration of Greek mythology stories and games relating to the constellations helped to make astronomy learning more interesting.

39911 11:45-12:15 | Coleridge Room (2F)

Adoption Strategies for E-Learning Tools in the Creative Arts

Ryan Wilkinson, The University of Huddersfield, UK

Jess Power, The University of Huddersfield, UK

Rupert Ward, The University of Huddersfield, UK

Graham Gibbs, The University of Huddersfield, UK

This research was conducted to offer a perspective into why Creative Arts (CA) subjects in Higher Education in England have historically been shown to use e-learning tools less effectively than other Higher Education departments. UCISA reports from 2014 and 2016 on the effective use of technology to enhance learning have found that CA departments make less extensive use of technology enhanced learning (TEL) tools in comparison with the institutional norms. Effective use of e-learning tools within creative arts face additional pedagogical hurdles in the use of e-learning tools as much of the work is practice-based and often conducted in studio environments. The core activity of this study was a qualitative, exploratory approach to investigate practitioners' adoption strategies for utilising e-learning tools in CA. This drew on ideas from the constructivist strand of grounded theory. To analyse and evaluate practitioner's perspectives on adopting e-learning tools, a series of semi-structured interviews were conducted with purposively sampled practitioners actively utilising e-learning tools in CA departments. The analysis of interviews is presented, identifying potential barriers and adoption strategies for using e-learning tools. The findings indicate that the adoption of e-learning tools must be aligned to fundamental principles of CA culture including co-operative approaches to learning; visual aesthetic; and a desire to push perceived boundaries. In addition, adoption of e-learning tools in Creative Arts departments are subject to institutional environments and organisational policy; staff attitudes and confidence; and a student focused approach.

41496 12:15-12:45 | Coleridge Room (2F)

Employing Intervention-Focused Research to Bridge the Gap between Student Engagement and the Changing Shape of Specialist Design Education

Lorraine Marshalsey, Griffith University, Australia

This paper attempts to bridge the gap between student engagement and the changing shape of specialist design education by employing intervention-focused research methods. As universities reimagine future classrooms, conventional design studio facilities are being reconfigured into blended, online and virtual studio-based classroom learning spaces (often generically termed as "studio"). This investigation has grown from an earlier doctoral study, which examined the challenges facing day-to-day design studio education and the impact upon student learning and engagement in higher education today. My study found that the Australian case study participants working within a technology-enhanced classroom environment faced significant obstacles to engagement and that their UK counterparts, who were situated within a conventional studio environment, much less so. Therefore, an adaptable Methods Process Model (MPM) was formed and developed as a transferable best practice methodological framework. The MPM uses a Participatory Action Research (PAR) approach and employs sensory affect as a lens through which learning within studio education can be investigated using Participatory Design (PD) practice-led methods. The MPM is currently being tested in a year-long funded postdoctoral research investigation. This will lead to the exploration, consideration, and application of, a series of learning interventions as a means to enhance student engagement in contemporary design studio education, within existing studio-based classroom spaces, conventional studio environments and potential spaces for learning. This paper aims to support and enable design students through reflective practice to explore, define and critique their complex experiences of the role of studio environments within the modern campus.

11:15-12:45 | Wordsworth Room (2F)

Saturday Session II

Higher Education

Session Chair: Jennifer Barnett

42220 11:15-11:45 | Wordsworth Room (2F)

Misconceptions: A Barrier or a Learning Opportunity?

Ilana Klima Ronen, Kibbutzim College of Education Technology and the Arts, Israel

How does giving an immediate, intuitive response impact its quality? What are the features of an intuitive response? How is this related to misconceptions? And how can pre-service teachers (PSTs) use these misconceptions to help learners understand? This is a comprehensive qualitative research based on interview. The participants – forty PSTs were in their third year of training, majoring in science and mathematics, and they had disciplinary knowledge and experience in school practice. Thirty PSTs were majoring in Elementary School instruction and ten were majoring in Middle School instruction. Each PSTs was interviewed for about thirty minutes. The study aims at examining the PSTs' incorrect responses to a non-conserved quantity in two simple and well-known conservation tasks, as well as at enlightening the feelings and thoughts of PSTs about learning and instruction by confronting them with their incorrect responses to conservation tasks. Such incorrect responses have intuitive characteristics, such as immediate use, self-evidence, great confidence and perseverance (Fischbein, 1987; Kahneman, 2011). The main findings follow the "Aha" moments that PSTs in the study experienced: when they understood the source of their own incorrect response; when a sense of spontaneous and authentic empathy was evoked among PSTs; and when they realize the importance of the empathic space: shifting pedagogy from content-centered teaching to learning-centered teaching.

41319 11:45-12:15 | Wordsworth Room (2F)

Courts and Cases: Preparing Teacher Candidates to be Adaptable Through Educational Law

Jennifer Barnett, Nipissing University, Canada

It has been said "students need to be critically literate in order to synthesize information, make informed decisions, communicate effectively, and thrive in an ever-changing global community" (Ontario Ministry of Education, 2015, p. 5). If the role of education within society has never been more important to this task, then the same must be said for the role of the teacher. It is the teachers who teach resilience to their students. For this reason, teacher-training needs to create teachers who can adapt to change. The perfect location for this to occur is in the Law class. Law is the enactment of society's values. By engaging with the law teacher candidates learn about the ever-changing nature of society. For this engagement to occur, Law needs to be taught through the examination of court cases. Teacher candidates need to see the societal history behind the law or the social need for the law. This knowledge empowers them to better understand society. Teaching candidates to see more than just the rule creates teachers who will look for more information when confronted with a new situation. It is not enough to just inform the candidate of specific laws that govern our profession. Educational Law needs to be taught through the study of court cases to create teachers who can think critically.

42343 12:15-12:45 | Wordsworth Room (2F)

Constructing the Conversational Roles of Studio Design Education Stakeholders in Times of Change

Naima Qaisar, Queensland University of Technology, Australia

Philip Crowther, Queensland University of Technology, Australia

The architecture design studio sits at the heart of architectural design education. The traditional architecture design studio pedagogy called the "signature pedagogy" has gradually shifted away from its conventional forms of engaging students. Since the turn of the millennium, the studio has transformed into a contemporary form of design learning and teaching based on several factors including reduced contact time between academics and students, change in studio spatial typology and the hierarchy of academics that are involved in student engagement. These shifts have had a major impact on the ways in which students perceive the role of their academics. Not only the roles for academics have altered but also the autonomy of students brought to the forefront. The nature of interaction in design studios is primarily conversational. The aim of this paper is to establish and construct the roles of the students(learners) and academics (tutors and unit coordinators) and to make a cross-comparison of how these roles have transformed from the past models' descriptions and what do these roles imply for the future of architectural design studio education. A case study research on an Australian University undergraduate school of design sheds light on these roles to bring the variations in roles of all the stakeholders to the forefront and enables academics to be aware of the contemporary challenges required of their roles in the changed scenarios and what does the future of design education require for them and demands from their students.

11:15-12:45 | Noblesse Room (1F)

Saturday Session II

International Education

Session Chair: Haruko Ishii

42027 11:15-11:45 | Noblesse Room (1F)

Pathways of Global Learners in Transnational Education Spaces

Heinz-Hermann Krüger, Institute of Educational Science; Martin-Luther-University Halle-Saale, Germany

Catharina Kessler, Institute of Educational Science; Georg-August-University Göttingen, Germany

Anne Schippling, Centre for Research and Studies in Sociology (CIES-IUL), ISCTE, Portugal

International schools play an increasingly important role in creating points of differentiation and ultimately stratification within education systems. In this context, global citizenship is a contested concept and can be defined and understood in various ways across different schools and by different school or education actors. Using a case study of a privately run (i.e. fee-paying) IB school in Germany, we examine its institutional codes in relation to being global and how students engage with these positionings. We understand the school as a transnational education space and are specifically interested in how different school actors' own biographies shape their explicit conceptualisations and tacit knowledge of being a global citizen.

41708 11:45-12:15 | Noblesse Room (1F)

Transformative Learning Process of Intercultural Sensitivity on-Board the Ship

Haruko Ishii, Hokkai-Gakuen University, Japan

This study examines the process of intercultural development of Japanese participants in a multicultural live-on-board programme, with a focus on transformative learning perspectives. The multicultural live-on-board programme, called "Ship for World Youth" (SWY hereafter), is operated by the Cabinet Office of Japan; it started 30 years ago as a "goodwill mission". It invites 230 young people (18 to 30 years of age), comprising 120 Japanese and ten each from 11 different countries, to live together on a big ship and sail for more than five weeks, while discussing global issues. The SWY programme includes the following characteristics: participants are a learning-ready national delegation selected by each country; and there is no single host culture that participants have to assimilate on board the ship. The study especially examines how the transformative process of learning (Mezirow, 1991) influences intercultural sensitivity development of Japanese participants, by referencing an intercultural model called the Developmental Model of Intercultural Sensitivity, developed by Milton Bennett (1986). It focuses on the following questions: How did the Japanese participants change their worldview; What transformative learning process did they experience; and what triggered their learning? How do they apply their experiences after the programme? Narrative enquiry with ten participants revealed that their development showed both progression and regression processes according to the DMIS model. Furthermore, some examples were found of strong positive experiences that triggered participants' transformative learning process; such experiences could be classified as Minimization in the DMIS model.

40437 12:15-12:45 | Noblesse Room (1F)

The Lasting Impact of an International Student Teaching Experience on Teacher Identity and Cultural Fluency

Phoebe Constantinou, Ithaca College, USA

This longitudinal study examined the lasting impact of an international teaching experience on a teacher's identity and cultural fluency. A convenient sample of 10 (N=10) in-service teachers was used for this cycle of the study. Building on the initial analysis of the study, cycle two data were gathered through open ended questions using Survey Monkey. Employing qualitative methods, the data analysis revealed a lasting impact on three of the Themes: 1) Teacher Identity, 2) Cultural Competencies, and 3) Personal Growth. Teaching in an unfamiliar cultural setting and overcoming language barriers helps teachers develop confidence, increasing their teaching flexibility and repertoire.

13:45-15:15 | Tennyson Room (2F)

Saturday Session III

Cross-Cultural Communication

Session Chair: Loreta Chodzkiene

41355 13:45-14:15 | Tennyson Room (2F)

Developing a Multistage English Programme for CBI Instruction in a Mexican Public University

Carla Michelle Gastelum Knight, Universidad de Sonora, Mexico

Maria Nelly Gutierrez Arvizu, Universidad de Sonora, Mexico

The internationalisation of education promotes the relationships between people and institutions through the integration of international and intercultural aspects into teaching and research, among others (Knight, 2014). One of the venues for higher education institutions in countries where English is a foreign language to be an internationalised university is offering courses in English allowing for international student mobility. This has led higher education institutions to look for alternatives to aide in the process of offering classes in English tailored to the needs of the institution, professors, and students. Universidad de Sonora in Mexico is in the process of developing a programme that adapts to these needs. The programme has the purpose of developing the participants' (professors and lecturers) skills to teach their graduate and undergraduate classes in English by offering courses depending on their proficiency level in English. The participants may be placed in an English for Academic Purposes course or a course to develop knowledge of content based instruction, and intercultural competence, among other topics. The participants in these courses should have the desire to teach their classes in English and demonstrate their English proficiency level. This session is organised as follows: 1) A brief description of the university's needs and context (4 min.); 2) Overview of the programme (4 min.); 3) Description of the process to determine the participants' stage in the programme (2 min.); 4) Description of the courses in the programme (5 min); 5) Moving forward (5 min.); and 6) Questions and Answers (5 min.).

41342 14:15-14:45 | Tennyson Room (2F)

Diary as a Means for a Student to Discover a Country

Loreta Chodzkiene, Vilnius University, Lithuania

Every year the course on "Intercultural Communication" taught at the Faculty of Philology, Vilnius University, welcomes a large number of incoming students from different parts of the world. Further to the subject syllabus, these students are given a special research task: to explore a few sociocultural aspects of the hosting country and reflect upon them in their diaries. The presentation provides an overview of the accumulated empirical evidence (sample = 53 students from 13 countries) which serves a double purpose: it contributes to the development of incoming students' intercultural competence and gives an opportunity for the local students to analyse the incoming students' points of view towards discovered sociocultural phenomena in their country. Thus, the involvement in the research and analysis of the data obtained in the diaries contribute to the shift in the students' intercultural competence: through elucidation of the interpretations of cultural phenomena towards finding the ways how to bridge the identified differences.

42030 14:45-15:15 | Tennyson Room (2F)

International Students' Perceptions of Personal Tutoring are We Hitting the Mark?

Ricky Lowes, University of Plymouth, UK

Su Chao, Hunan Agricultural University, China

UK HEIs increasingly see international students as an important source of economic and cultural capital at a time when home student numbers are in decline. There is increased awareness of the needs of this group of students for pastoral and academic support and evidence that the largest group of international students, Chinese students, do not achieve as highly as home students. Their well-being may also suffer as a result. At Plymouth University, research found that international students are less likely to make use of well-being and mental health services, despite the fact they suffer from poorer mental health than home students. This suggests a reticence to make use of university services or a lack of awareness of their entitlement. Personal tutors are at the forefront of pastoral/academic care and represent an important resource for international students. They act as an important conduit to central university services, such as Counselling. They provide a range of support and have considerable potential to enhance international students' experience of study abroad. However, it is unclear how international students perceive and make use of their Personal Tutor, given different cultural expectations. This paper presents research seeking to understand international students' perceptions of personal tutoring. The results of surveys and interviews with staff and Chinese students, to see where there is mis/alignment of perceptions of the role, will be presented along with recommendations for more effective communications around the role leading to increased uptake of the service and great student and staff satisfaction.

13:45-15:15 | Shelley Room (2F)

Saturday Session III

Learning Experiences in the Foreign Language Classroom

Session Chair: Hebe Wong

41260 13:45-14:15 | Shelley Room (2F)

Relationships Between Peer- and Self- Assessment and Teacher Assessment of Young EFL Learners' Oral Presentations

Yu-ju Hung, Republic of China Air Force Academy, Taiwan

As the traditional grammar translation approach is being gradually replaced by communicative approaches, paper-and-pencil tests do not meet the course goals. Thus, the purpose of this study is to investigate how two forms of alternative assessment, peer and self-assessment, can be implemented to evaluate young EFL learners' oral presentations and how the students perceive this experience. The study was conducted with 69 sixth graders (age 12) in Taiwan. The students formed groups of six to discuss and give grades after each individual student's oral report. Three types of data sources included evaluation rubrics, student survey, and a teacher interview. The results show that peer and teacher assessment had strong positive correlation, whereas self- and teacher assessment were moderately correlated. Though learners responded positively to the assessing experiences, they expressed concern that some grades assigned by peers were not fair and a few group members dominated the grading process. The findings shed light on benefits of combining peer and self-assessment and suggest training should emphasize self- assessment, evaluation criteria related to content of the presentation, and students' social skills to work in groups.

42335 14:15-14:45 | Shelley Room (2F)

Exploring the Link Between Possible Selves, Enjoyment and Anxiety in the Foreign Language Classroom

Sevdeger Cecen, Istanbul Bilgi University, Turkey

Hande Serdar Tuluçe, Istanbul Bilgi University, Turkey

Research on positive and negative emotions among foreign language learners enjoys a growing interest in the field of second language acquisition (MacIntyre et al., 2016; MacIntyre & Dewaele, 2014). However, there still remains the need to scrutinize more empirical evidence gathered from different instructional settings. To this end, the present study investigates Possible Selves, Foreign Language Enjoyment (FLE), and Foreign Language Anxiety (FLA) in a foreign language classroom where English is taught intensively for a year. Participants were 429 language learners studying at the English Preparatory School of a university in Istanbul, Turkey. They completed three Likert-type questionnaires measuring possible selves, FLE, and FLA. The results revealed that possible selves and enjoyment correlated positively as did possible selves and anxiety. However, there was no statistically significant relationship between enjoyment and anxiety. Findings revealed no significant difference neither among proficiency levels of the participants nor between female and male participants. However, the number of languages known and abroad experience had a significant effect on their scores. The results suggest some congruences and incongruences with the existing literature, which deserves levelling more attention to setting characteristics in such studies.

41347 14:45-15:15 | Shelley Room (2F)

Perceived Importance of Self-Access Centre Resources: A Comparative Study of Would-Be and Current University Student Perceptions in Hong Kong

Hebe Wong, City University of Hong Kong, Hong Kong

Self-access learning has gained much attention in ELT over the past few decades (Benson, 2001). It allows learners to set their own goals and identify the services and resources they believe will cater to their learning needs (Broady & Kenning, 1996). Responding to the challenges of new learning technologies, and a new generation of technology-oriented clients, self-access centres in a number of universities in Hong Kong provide a range of online resources for students to choose from, but continue to provide face-to-face services such as language advising, writing and speaking workshops as well as resource-equipped study areas. When facing the challenges brought by the new generation of learners, self-access learning needs to continue to thrive. It is therefore essential to determine the extent to which the resources and facilities provided by centres can align with learners' preferred learning modes and perceptions of their needs. The present study examines the perceptions of a group of senior-form secondary school students (n=324) and a group of first-year university students (n=381) on the value of a range of resources and services provided in a university self-access centre in Hong Kong. Differences were found in the perceptions of the importance of online resources, face-to-face provision and on-site facilities between the two groups. In addition, significant differences were found in the perceptions of the importance of the self-access facilities among the university students whose language courses attempted to integrate self-access learning. Insights gained from analysing these different learner perceptions will be discussed.

13:45-15:15 | Keats Room (2F)

Saturday Session III

Higher Education

Session Chair: Cynthia Northington Purdie

42069 13:45-14:15 | Keats Room (2F)

The Gap Between Policy and Practice in Japanese Education: The (Im)Possibility of Adopting Active Learning in Japanese Classrooms

Chris Burgess, Tsuda University, Japan

Japanese education has long been described as conformist, dominated by principles of equality and uniformity (issei kyōdōtai shugi) that place value on co-operative group work which in turn helps to sustain an image of homogeneity. In other words, the education system in Japan, like elsewhere, both reflects and replicates core social and cultural norms. While this has produced great success in subjects like math and science in global rankings, subjects such as English have ranked much lower, with communication skills of Japanese students being ranked particularly poorly. This is despite the Ministry of Education (MEXT) for many years ostensibly promoting "individualism" and "creativity" in one reform proposal after another; the current buzzword in ongoing discussions on revising the national curricula is active learning, a "new" teaching style that MEXT hopes will encourage students to discuss their opinions, engage in problem solving, and take the initiative in coursework. This presentation will look at the prospects for introducing "active learning" in Japanese classrooms in a country where reform slogans are numerous but actual adoption of progressive teaching practices that instigate real change are rare.

42028 14:15-14:45 | Keats Room (2F)

Turning Beliefs Into Practices: Pre-Service Teachers' Epistemologies of Models and Their Model Formation

Feral Ogan-Bekiroglu, Marmara University, Turkey

Arzu Arslan-Buyruk, Sabahattin Zaim University, Turkey

The purposes of this study were to evaluate pre-service teachers' epistemologies of scientific models and their model formation in a model-based inquiry environment and to look for a relationship between their epistemologies and model formation. Theoretical underpinnings of this paper were the following: Pre-service teachers' epistemologies of models are structured as their beliefs, can be reshaped by instructional experiences, and may have relationship with their model construction. Case study design using quantitative and qualitative research methods was carried out for this study. Participants were senior pre-service physics teachers. The participants were requested to generate initial models, develop inquiry questions, propose hypotheses, do investigations and conduct experiments to test their models in model-based inquiry. The results showed that the participants' epistemologies of nature and function of models were between transitional and sophisticated levels. That is, they tended to think that models were representations and tentative. The pre-service physics teachers also gradually constructed more quality models while experiencing model-based inquiry. Their models started to represent scientific ideas and include logical limits, directed them to inquiry, and changed based on the empirical results during the study. Results of Spearman's rank correlation coefficient test revealed significant positive high relationship between the participants' models they constructed and their epistemologies of models. In other words, the preservice physics teachers reflected their epistemologies to their models. Model-based inquiry might facilitate this relationship. The conclusion drawn from the results is that pre-service physics teachers can put their beliefs into their practices in model-based inquiry environment.

41807 14:45-15:15 | Keats Room (2F)

The Evolving Role of the Student Teacher Supervisor: Mentor, Model, Mediator

Cynthia Northington Purdie, William Paterson University, USA

In the United States, the experience of student teaching tends to define whether or not a candidate is prepared for the career. The 8 – 10 months of student teaching experiences can take many forms, depending upon the needs of the cooperating teacher (or teaching mentor) whose class the teaching candidate will join. Transcribed interviews and survey data will reveal: the amount, quality, and extent of the cooperating teacher's involvement. It is proposed that there are four basic characteristics of mentoring (cooperating teacher to student teacher) that most student teaching experiences appear to have in common. These characteristics partially resonate to those of Diana Baumrind's parenting style research (in which authoritarian, authoritative, permissive, uninvolved styles are reflected) more than that of mentoring research. Results of this ongoing study will reflect the extent to which the student teaching experience adequately prepares candidates for the career of teaching.

13:45-15:15 | Coleridge Room (2F)

Saturday Session III

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Christopher Devers

40781 13:45-14:15 | Coleridge Room (2F)

Exploring Complexities in ICT Government Policy and Initial Teacher Education

Amber McLeod, Monash University, Australia

Kelly Carabott, Monash University, Australia

Both internationally and within Australia, the continued push for the educational curriculum to reflect the changing demands of a technological 21st-century society presents challenges for both governments and initial teacher education courses. Historically in Australia, teachers with an interest in ICT were given the opportunity to run specialist clubs or subjects but no systematic curriculum approach was implemented. The more recent iterations of curriculum policy, as seen through the Australian Curriculum and the Australian Teacher Standards, embodies the expectation that all teachers will have high levels of digital competence in order to enact the curriculum. In this study, government policies are compared with initial teacher education (ITE) programs at an Australian University and the complexities of the relationship are explored. The course structure, the digital competence of students and the delivery of unit content were analysed in terms of increased policy expectations for graduate teachers. Findings indicate that complicated relationships exist between government policy and expectations and the reality of ITE programs. Tensions surrounding the assumptions about the level of support pre-service teachers require, the level of teacher educator competence, the depth of ICT integration in units, and the complexity of course structure were found.

40028 14:15-14:45 | Coleridge Room (2F)

Learning Analytics for Student Success: Future of Education in the Digital Era

Myint Swe Khine, Emirates College for Advanced Education, UAE

In the increasingly competitive and changing world, efficient education system that drives the human development in the country is the key to a nation's progress. The education providers – schools and higher learning institutions must focus on student success and design instruction that considers the individual differences of the learners. In recent years, learning analytics has emerged as a promising area of research that extracts useful information from educational databases to understand students' progress and performance. The term Learning Analytics is defined as the measurement, collection, analysis and reporting of information about learners and their contexts for the purposes of understanding and optimizing learning. As the amount of data collected from the teaching-learning process increases, potential benefits of learning analytics can be far reaching to all stakeholders in education including students, teachers, leaders and policy makers. Educators firmly believe that if properly leveraged, learning analytics can be an indispensable tool to narrow the achievement gap, increase student success and improve the quality of education in the digital era. A number of investigations have been conducted and reported the strategies, techniques, and approaches of learning analytics in the literature. This paper examines the recent attempts to conduct systematic and multidisciplinary research in learning analytics and present their findings. The paper also identifies privacy concerns and ethical issues and recommends further research and development in this area.

40749 14:45-15:15 | Coleridge Room (2F)

Massive Open Online Courses (MOOCs): Completion Rates and Net Promoter Scores (NPS) to Evaluate Success

Kristin Palmer, University of Virginia, USA

Christopher Devers, Indiana Wesleyan University, USA

Massive Open Online Courses (MOOCs) have been taken by over 78 million learners with over 9,400 online courses available from over 800 institutions globally. A criticism of this learning technology is the low completion rates. It is typical for less than 10% of learners to complete a MOOC. This study looked at evaluating success of MOOCs through a metric common in the business world, Net Promoter Score (NPS). The NPS gathered in this study indicate high learner satisfaction with MOOCs despite low completion rates. Data from this study demonstrated that learners were employed, well-educated, and self-identifying as medium socioeconomic status with the majority at 67% being female. Although this study is still in progress, initial results demonstrate a high NPS for the MOOCs hosted on Coursera with 62% stating they are "extremely likely" and 30% stating they are "likely" to recommend taking MOOCs on Coursera. The proposal based on this study is to look at the effectiveness of MOOCs and learner satisfaction with MOOCs through a range of measures including NPS.

13:45-15:15 | Wordsworth Room (2F)

Saturday Session III

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Annie Ó Breacháin

42157 13:45-14:15 | Wordsworth Room (2F)

Effective Integration of the Curriculum Through Event Based Pedagogy: The Case of Kinbidhoo School Model in the Republic of Maldives

Ibrahim Latheef, Monash University, Australia

This paper presents Event based Pedagogy (EBP) KS model, a whole-school approach to curriculum integration in one of the schools in the Maldives. The research associated with this model is funded by Faculty of Education, Monash University, Australia. Maldives implemented their new curriculum in 2014 in collaboration with Cambridge University Press (National Institute of Education, 2014). However, according to a study by The Maldives National University (MNU) indicated very serious concerns regarding implementing the curriculum appropriately. Some of these concerns include; lack of adequate resources, low confidence of the school staff, lack of parental involvement, inconsistent practices, failure of incorporate all the key competencies and inability to exercise the flexibility within the curriculum (MNU, 2016). Therefore, based on current research findings a whole-school integration model called Event Based Pedagogy (EBP) Kinbidhoo School (KS) Model was conceptualised. This model is based on the idea that "learning is adoption of meanings learned through mediation and practices individuals face in their environment while learning to participate in joint activities" (Vygotsky, 1930, 1978). The implications suggest that learning outcomes from different learning areas should be integrated to create events where learning outcomes are achieved through a series of activities. The evidence from the pilot project suggests; teachers are more confident with curriculum expectations and are able to utilise available resources, parents are more willing to involve, all the key learning areas are incorporated, there is more flexibility in learning and the practices around implementing the curriculum are more consistent and coherent.

41752 14:15-14:45 | Wordsworth Room (2F)

Investigating Strategies for Teaching Critical Thinking in Physics Classrooms

Mona Nabhani, Lebanese American University, Lebanon

Moussa Bachir, Lebanese American University, Lebanon

Recent studies highlighted educators' concern about students' lack of critical thinking skills and the need to address this issue. Critical thinking (CT) is a learned ability that can be incorporated in the curriculum (Maloney, 2015) but physics textbooks and teaching haven't been successful at preparing learners in CT (Loper, 2010). This case study examines current practice and best strategies in teaching CT in physics classrooms such as reasoning, evaluation of multiple solutions to a problem, deducing, inferring, and problem solving. In a convenience and purposive sample of 10 schools in Lebanon, 30 physics teachers responded to a questionnaire, ten teachers were observed, 5 were interviewed. The Reformed Teaching Observation Protocol (RTOP) (Piburn & Sawada, 2000) was adapted to investigate CT skills and strategies: analysis, interpretation, reflection, evaluation, inference, explanation, problem solving, decision making, hands on applications, lab, simulations, lecture and discussion, and problem-based learning. Steffen's (2011) published questionnaire was adapted and administered, and semi-structured interviews were conducted to gain insight into teachers' practices. Results from qualitative data analysis were triangulated to validate findings and synthesized to address the research questions. Participation in this study was voluntary; confidentiality was ensured. Findings show that teachers do not share common understanding of CT and are undecided if students are learning these. Most teachers don't plan lessons to include teaching CT; their classes are teacher centered. They expect CT to develop naturally and admit lack of training in preparing such lessons. Findings indicate a need for teachers' professional development in CT teaching strategies.

42354 14:45-15:15 | Wordsworth Room (2F)

On the Nature of the Child-Teacher Relationship in Upper Primary School Contexts: Findings From a Phenomenological Inquiry

Annie Ó Breacháin, Dublin City University, Ireland

While quite a lot is known about the impact of student-teacher relationships on social and academic outcomes, the nature of those relationships has been under explored. This paper reports on a qualitative, phenomenological inquiry into teachers' and children's "lived experiences" of the student-teacher relationship in an Irish upper primary school context. The study was conducted in a large, suburban, primary school with designated disadvantaged status. A Children's Research Advisory Group was established in the school following Lundy, McEvoy & Byrne (2011). Research participants included three teachers and five children from each of those teachers' classes. Data generation featured the use of protocol writing and conversational interviews following van Manen (1990, 2014); embodied drama methods unique to this study but inspired by Norris (2000) and guided by O'Sullivan (2011) and visual methods drawing on the work of Mitchell (2011), Tinkler (2015) and Chappell and Craft (2011). Three overarching thematic findings which find resonance within the fields of relational pedagogy and embodied teaching and learning are discussed. These include how teachers and children relate to one another as "whole, embodied feeling beings"; the idea that there is a tension between "closeness" and "distance" in the child teacher relationship and that there is a need for both "structure" and "freedom" to feature in that relationship. Further, this study found that the child-teacher relationship is experienced as 'knotted' with social and contextual relationships. The findings endorse placing the relational dimension of education at the centre both of policy developments and practice.

13:45-15:15 | Noblesse Room (1F)

Saturday Session III

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

Session Chair: Kai Zhuang

41287 13:45-14:15 | Noblesse Room (1F)

Qualitative Research Methods in Social Sciences

Najah Ibrahim Al Ramahi, Ajman University, UAE

Numerous written material and a wide range of social science texts analyze qualitative research methods in social sciences. Qualitative research refers to research about people's lives, through insight of their stories and behavioral patterns. It is usually employed in human field studies and social science disciplines, including education, sociology, social work, and communications with additional examination of organizations, relationships, and social movements. Qualitative research involves an interpretive and natural approach to the world. This means that qualitative researchers study their natural settings and attempt to make sense of, or interpret concepts in terms of the meanings people bring to them. The main aim of this paper is to study how people and groups construct meanings and explore real life issues. As an applied research methodology, there is often a greater emphasis on the design and process of data collection and data analysis. However, the main aim of this paper is explore more deeply qualitative research via a broader spectrum of critical discussions, specifically by delving into what is unique about qualitative methods and highlighting the features of the qualitative research methods. Qualitative research identifies with "lived experiences" of research participants, as the researcher is considered an instrument of data collection and data analysis. Henceforth, the quality of qualitative data depends, to a great extent, on a much deeper and complex layer of methodological skill, sensitivity, and integrity of the researcher as opposed to the mere technicalities of data collection and data analysis.

41275 14:15-14:45 | Noblesse Room (1F)

The Development and Effect of an Interdisciplinary Module in Improving the Teaching Competency of Trainee Teachers

Sunhee Kim, Kangwon National University, South Korea

Heekyong Kim, Kangwon National University, South Korea

Heesook Yoon, Kangwon National University, South Korea

Sookyong Nam, Kangwon National University, South Korea

Youngran Kim, Kangwon National University, South Korea

This study explores the development of a module that seeks to improve the competency of undergraduate student/trainees teacher in interdisciplinary teaching. We jointly developed this module and team taught it in the autumn term last year. In order to measure the effectiveness of this training/module, we conducted a survey before and after its implementation and also conducted focus group interviews at the end. The statistical results of the survey showed that the student teachers improved both in their confidence in planning interdisciplinary lessons and their cooperation with peers from different academic backgrounds (physics, chemistry, mathematics, and language & literacy). Also improved was their understanding of the meaning and need for interdisciplinary teaching. That said, there wasn't a statistically significant change in the respondents' perception of improvements in their lessons as a result of cooperating with their peers. The results of the interviews, in terms of planning interdisciplinary teaching, showed that student teachers could appreciate some of the contents of different subject matters and that their lessons could indeed be interdisciplinary. It also showed that they could share their lesson topics with their team members despite the latter different disciplines/academic backgrounds to themselves. They could also explore how those topics can be taught in an integrated way. The interview results, in terms of the implementation of interdisciplinary teaching, showed that the trainee teachers found it difficult to plan interdisciplinary lessons. Student teachers also realized the kinds of difficulties faced when teaching interdisciplinary lessons.

42251 14:45-15:15 | Noblesse Room (1F)

Five Journeys: A Theory of Change-Making and a Blueprint for Educating Post-Conventional Change-Makers

Kai Zhuang, York University, Canada

Franz Newland, York University, Canada

The inconvenient truth of our time is that we have largely failed to address the "messy" challenges we face collectively as a society. Without a clear, cohesive path forward on divisive issues like sustainability, safety, and social change, we are stumbling together towards a precarious future. We need changemakers capable of grappling with complexity and uncertainty, changemakers passionate about creating a better future for all humanity... change-makers our conventional education has failed to produce or encourage. Based on our experiences as educators and change catalysts, we are developing new model of change-making involving five intertwined journeys – the journeys of purpose, collective, self, action, and knowledge – and propose that these five journeys form the blueprint of a post-conventional education. We observe that when the five journeys proceed in balance, a generative cycle is created where the outcome of one journey catalyzes the next journey. For example, environmentalism (as a purpose) is made more concrete when supported by knowledge about the environment; A clear articulation of this purpose is then able to call to a more diverse group to work on problems of environmental sustainability. However, when we over-emphasize one journey, an inhibitory cycle is created. For example, when we over-emphasize the knowledge journey in academia, we create silos of "absolute truths", even inside interdisciplinary settings, and this prevents the diverse perspectives from surfacing in the journey of collective. In this conference, we will present the five journeys model as well as the preliminary design for an educational program based on this model.

15:30-17:00 | Tennyson Room (2F)

Saturday Session IV

Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)

Session Chair: Rima Bahous

41998 15:30-16:00 | Tennyson Room (2F)

Learners' Engagement with Written Corrective Feedback (WCF) and L2 Writing Skills Improvement: A Study From a Saudi Arabian University

Nadia Alshahrani, University of Leicester, UK & Princess Noura bint Abdulrahman University, Saudi Arabia

This research explored learners' engagement with the written corrective feedback (WCF) they receive from their instructors and how this engagement is reflected in their L2 learning outcomes. In this paper, the term "engagement" specifically refers to Svalberg's (2009) construct of engagement with language (EWL) and the language awareness (LA) cycle. A framework that uses Svalberg's construct was developed to look at cognitive, affective and social domains of learners' engagement with WCF. Looking at WCF through the holistic EWL construct might open a door to improving English language teaching and learning. Only by understanding how learners engage with the WCF they receive can researchers suggest the type and amount of WCF that should be offered to learners. I understand that Engagement with WCF is not the ultimate, nor is it the only, answer to L2 learning challenges, but it seems an appropriate place to start. WCF has not been investigated through the current study's lens of engagement as well as the use of technology to provide WCF, as a novel, richer and holistic approach to understanding engagement with WCF. While reviewing the literature, I did not come across any published study that looked at these phenomena, making the current study an original contribution to the field.

42104 16:00-16:30 | Tennyson Room (2F)

Lecturers' Thriving and Surviving in Times of Change: An in-Depth Analysis of Codemixing in ESL Classrooms in Malaysia

Sheikha Majid, University of Reading, UK

In multilingual countries such as Malaysia, codemixing is a common phenomenon practised in multiple settings including the classroom. The situation in Malaysia is particularly interesting as language policies in Malaysia changed many times during the past ten years, which makes surviving and thriving in the classroom very challenging for lecturers and students. The current study offers a new perspective on the ways in which lecturers alternate between English and Malay in the ESL classroom in that it is based on Muysken's (2013) code mixing typology (insertion, alternation, congruent lexicalization and backflagging). This approach makes it possible to make a link between the linguistic characteristics of codemixing and the sociolinguistic circumstances under which mixing takes place. Two English language lecturers at a university in Malaysia were observed for 7 weeks. The observations were video recorded to capture the context of the lecturers' language use. The recordings were then transcribed and the codemixing types were calculated using the Computerized Language Analysis (CLAN) programme (MacWhinney, 2000). The results show that insertion is the most common pattern that occurred in the classroom for lecturers A and B respectively. In contrast, alternation is the least common pattern that emerged in the classroom for lecturer A and backflagging is the least common strategy that transpired in the classroom for lecturer B. These types of codemixing were part of the lecturers' explanation of a concept or a topic to the students. The connection between the functions of codemixing and the typology of codemixing will be further discussed in the paper.

41630 16:30-17:00 | Tennyson Room (2F)

Are You Fluent in L3? Speaking Challenges and Classroom Practice in Lebanon

Rima Bahous, Lebanese American University, Lebanon

Layla Dagher, Lebanese American University, Lebanon

This study reports on teaching and practicing spoken English in French-medium schools in Lebanon. Specifically, it investigates the challenges encountered by students in French-medium schools when speaking English that is taught as a second foreign language. A qualitative exploratory design was adopted; data were collected by administering questionnaires to 6 teachers and 328 students and conducting classroom observations at a purposive sample of five private schools in the Mount Lebanon area. Qualitative data analysis and descriptive statistics were conducted; and results showed that students in French-medium schools lack skills in expressing themselves in the English language, in general, due to teachers' given little attention to speaking skills and neglecting the fluency component of spoken English. Students mainly code-switched, using French and/or Arabic, to make up for their poor language proficiency in terms of formulaic expressions, vocabulary and structures. These challenges are amplified by the Lebanese curriculum's structure and requirements, the teaching of each language skill separately, teacher-centered classrooms and the lack of relevant and authentic material to engage students in the learning process. Further recommendations are suggested for developing speaking skills inside and outside the classroom.

15:30-17:00 | Shelley Room (2F)

Saturday Session IV

Autonomy & Self-regulation

Session Chair: Kyung Min Nam

42347 15:30-16:00 | Shelley Room (2F)

Exploring Independent Learning Approach to Learning English in a Rapid Changing World: Issues and Challenges

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

The possession of good communication skills and lifelong learning ability is important for young university graduates in the constant and rapid changing world. How to foster the development of English proficiency of our students and to nurture their self-learning skills become important goals of English language teaching at tertiary level. Using or adopting an independent learning approach has been a common strategy in the English class. In this presentation, findings from a project on exploring the use of independent learning approach to develop learner's autonomy in learning English at a local university would be reported. Data were collected from a questionnaire survey followed by focus-group interviews of selected students. In general our data showed that the students preferred class activities led by teachers more than working on their own. Further exploration of the issues and challenges in adopting an independent learning approach in teaching English as a second language will be presented and discussed.

40300 16:00-16:30 | Shelley Room (2F)

Empowering Students to be Autonomous Learners Through Peer Teaching: Using Students as Language Teachers

Kyung Min Nam, The University of Nottingham Ningbo China, China

In line with student-centred teaching and learning paradigm, this research aimed to provide a peer teaching setting by putting students at the centre of teaching and learning process. In this peer teaching project, undergraduate students learning the Korean language as part of their degree course in the University of Nottingham Ningbo China took part in different types and formats of peer teaching sessions (same-year reciprocal peer tutoring, cross-year small group tutoring, and cross-year class tutoring). "Tutor" students taught Korean to their "tutee" students in their own ways by using their own teaching materials, and all aspects of linguistic factors as well as social, attitudinal and emotional factors during the peer teaching were explored through observation, interviews and surveys. The findings have shown that within the student-centred peer teaching project where active participation, interaction, negotiation and assistance could be created, all students were independent, autonomous, active and creative "experts". Tutor students led their own teaching sessions as active and independent leaders taking considerable power and responsibilities, and such peer interactions had a positive impact on teaching and learning for both tutor and tutee students, showing increased confidence, motivation, knowledge and skills shared and developed together. This peer teaching project conducted in the student-centred environment will not only shed light on empowering students to be autonomous language learners but also provide theoretical and practical guidelines for effective peer teaching in higher education.

42312 16:30-17:00 | Shelley Room (2F)

Cultural Values and Their Effect on Learner Autonomy in an Omani EFL Context

Zubaida Shebani, United Arab Emirates University, UAE

There is general agreement that language learning and culture are closely linked and cannot be easily separated. Much research has been carried out on the effects of cultural attitudes on language learning in general. Learner autonomy has also been one of the dominant research topics in recent years. However, the interaction between these two variables, cultural factors and levels of learner autonomy, remains an underdeveloped area of research. Using the four-dimensional model of cultural differences in societies developed by Hofstede (1980), this study examines the relationship between cultural values and learner autonomy in Omani EFL classrooms with native English speaking instructors. In particular, it looked at how cultural variations in attitudes towards learning may affect levels of learner autonomy in an Omani EFL context. An adaptation of Hofstede's cultural value survey to suit a language learning context was used to measure the cultural values of the students and their instructors. A comparison of the outcome of the students and instructors' responses reveals significant differences in all four of Hofstede's value dimensions (Power Distance, Individualist/Collectivist, Uncertainty Avoidance, and Masculinity/Femininity). The students' responses show a tendency to favour a larger power distance than their instructors, are more collectivist and masculine and have a stronger tendency to avoid uncertainty, all of which may contribute to the students' attitude towards learner autonomy. These results suggest that cultural differences between the instructors and the students may be the reason for the difficulty in increasing levels of learner autonomy in Omani EFL classrooms.

15:30-17:00 | Keats Room (2F)

Saturday Session IV

Higher Education

Session Chair: Beth Barnett

39645 15:30-16:00 | Keats Room (2F)

Using Principles of Authentic Assessment In Times of Change

Jane Kirkby, Monash University, Australia

Kelly Carabott, Monash University, Australia

Debbie Corrigan, Monash University, Australia

Pennie White, Monash University, Australia

In Australia, a major change in expectations of teacher education was signalled by the 2015 Education Ministerial Advisory Group report "Action Now: classroom ready teachers". The report raises some concerns regarding the degree of disconnect between teacher education programs and the "reality" of the classroom. This concern is also evident in the Australian Institute Teachers and School Leadership Professional Standards for teachers that requires graduate teachers to present evidence of their practice in line with seven standards for professional practice. This swell of attention to work ready skills has resulted in university practitioners needing to demonstrate how they are providing opportunities for pre-service teachers to engage in this type of work. However, becoming a professional teacher is also complex identity work. We will report on an initiative that strengthens pre-service teachers' identity as literacy educators using the principles of authentic assessment. Qualitative data were collected using open-ended surveys, interviews, workshop feedback forms and professional narratives. The project provides insights into how flexible approaches to assessment in university coursework and harnessing existing industry partnerships can provide opportunities to rethink authentic assessment. We demonstrate how teacher educators can support beginning teachers not only to survive in an increased accountability climate as they enter the profession but also to thrive as they gain confidence in their knowledge-in-practice.

42325 16:00-16:30 | Keats Room (2F)

The Impact of the Western Liberal Arts Education in the Mena Region: A Case Study

Heba AbdelRahman Hamza Ibrahim Mansour, The American University in Cairo, Egypt

This study focuses on the development of the millennial generation within the liberal arts education setting. It has been proven that the principles of different generations are subjected to change from time to time. It is the university's duty to articulate the distinctive sociological, ideological, and psychological variation of each generation to help it provide a sufficient educational system. Follow-up research in different educational systems should be conducted regularly in order to maintain the rapid changes of the millennial generation. This research focuses on understanding student development models that adequately demonstrate the effectiveness of a liberal arts education within the MENA region. The emphasis of this paper is on Arab students within transnational settings, focusing on the American University in Cairo and the American University of Kuwait. While hearing the responses of the interviewee I was able to link emerging themes that was stated by the students from the two different institutions. I was able to compile data that worked hand in hand with the themes and supports the objective of the research through analysis, valuable data, theories and interviews. It was very challenging to compare two institutions that were established in completely different era in focus of their liberal arts education. One of the main goals of a liberal arts education is to teach undergraduate students to go beyond limit and look into various disciplines. They should have the urge to argue, debate and disagree (Chopp, Frost, & Weiss, 2013).

41073 16:30-17:00 | Keats Room (2F)

Two Plus Two: A New Model of Collaboration

Beth Barnett, Ramapo College, USA

Ellen Whitford, Georgia Southern University, USA

Research indicates that individuals who have earned a bachelor's degree fare better in employment, earnings, and even health and longevity. However, access to higher education is not equally distributed and rests on a variety of factors including income level, race/ethnicity, parental education levels, and location. This presentation will describe the formation of a partnership between two institutions of higher education, the first a county funded, two-year, associate degree-granting institution located in a primarily rural area where 40.8% of adults have completed a bachelor's degree or higher. The second partner is a four-year institution granting bachelor's degrees and located in a suburban area with 51.2% of adults possessing a bachelor's degree or greater. The primary goal of the partnership was to provide access to a four-year degree (bachelor's degree) to individuals living in a primarily rural and lower income area with limited to no access to bachelor's level education. Obstacles to the partnership included distance between campuses and faculty resistance to traveling, different funding and governance structures (state vs county institutions), fear of student poaching, initial lack of curriculum alignment, and providing students with appropriate student engagement activities. A joint business case was developed showing positive net revenue in year two and positive cumulative net revenue in year three. Discussion will include lessons learned and potential future expansion of the partnership.

15:30-17:00 | Coleridge Room (2F)

Saturday Session IV

Mind, Brain & Psychology: Human Emotional & Cognitive Development & Outcomes within Educational Contexts

Session Chair: Richard Churches

40335 15:30-16:00 | Coleridge Room (2F)

Existential Perspective on the Phenomenon of Conflict in Human Life and Its Educational Implications

Agnieszka Rumianowska, State University of Applied Sciences in Plock, Poland

The presentation names the problem of internal and interpersonal conflicts analysed from the educational perspective. In opposition to the experimental-mechanistic approach focusing on analysing complex psychological mechanisms underlying conflicts and describing skills and practical strategies for their resolving, the author uses the term of conflict in a broad, existential meaning, indicating that it is one of the most fundamental ways to experience oneself, others and the world. This way of thinking emphasizes the specific, endless "antinomiality" of human existence and the problem of choosing an "authentic" or "inauthentic" being which is closely linked to such phenomena as anxiety, freedom, responsibility and search for meaning. One of the main problems associated with the phenomenon of experiencing broadly conceived conflicts in human life is the role of education in enabling students to become aware of themselves, find their own voice, discover their own possibilities, overcoming schematic, superficial thinking and ultimately to have courage to be human. The assumption is that it seems extremely difficult to help young people to solve their existential conflicts and in this way to constitute themselves in more complex societies, limiting oneself merely to development measurable competences and practical techniques, without referring to deep ontological and existential aspects of a human being. Theoretical considerations have been supplemented with the author's own research which is the attempt to give the answer to the question of the scale and dimensions of an internal and interpersonal conflict experienced in life of young adults, its consequences and educational implications.

41416 16:00-16:30 | Coleridge Room (2F)

Applying Cognitive Psychology to Education

Stephen Wee Hun Lim, National University of Singapore, Singapore

Today, there is an ever rising need to improve education. People in congress and business try to advocate expensive technological applications to improve education in spite of the lack of empirical support for their efficacy, whereas one inexpensive avenue for improving education has, unfortunately, been largely ignored. Cognitive educational psychologists have identified strategies that greatly improve learning, and yet these techniques are not publicized in education nor applied in schools. In fact, teachers often use instructional practices which are known to be wrong (i.e., massing rather than interleaving examples to explain a topic). In this talk, I will illuminate, based on recent data arising from my lab, how applying such cognitive psychological principles as interleaving (Wong, Low, Kang, & Lim, under review), global-local processing (Tan, Lim, & Manalo, QJEP, 2016), and retrieval practice (Wong, Ng, Tempel, & Lim, J. Exp. Edu., available online; Koh, Lee, & Lim, under review) to classroom instruction is a helpful and inexpensive strategy in achieving a variety of educational goals. Implications for the real world will, in particular, be discussed.

41273 16:30-17:00 | Coleridge Room (2F)

Neuroscience-Informed Teacher-Led Randomised Controlled Trials: How Teachers are Applying and Researching the Impact of Brain Science in the Classroom

Richard Churches, Education Development Trust, UK

Eleanor Dommett, King's College London, UK

Ian Devonshire, University of Nottingham, UK

A key challenge facing neuroscience and education is how to translate evidence from the laboratory into the classroom. From the mid-nineteenth century, similar challenges faced the medical profession as it aspired to become a "natural science" grounded in biology. Firstly, laboratories are not classrooms, just as the biological experiment is not clinical practice. Secondly, wide replication to control for pupil individual differences as well as school context will be necessary. Finally, and most importantly, writers have pointed to the "democratic deficit" that exists in education research and its potential impact on attempts to establish "what works". In medicine and healthcare, it is serving clinicians who most frequently publish studies about clinical practice. In education, few practitioner studies reach journals or get disseminated. Further, those researchers who do study or design pedagogy often no longer practice as teachers. In a Wellcome Trust funded project, teachers who previously designed and implemented randomised controlled trials (RCTs), together with teachers with a psychology or neuroscience degree have come together to design and deliver a series of replicated trial protocols. In this session, Richard will discuss the issues outlined above, the neuroscience and cognitive psychology evidence chosen by the teachers for translation into classroom practice and the wider potential of teacher-led RCTs in supporting the translation of evidence from the science of learning.

15:30-17:00 | Wordsworth Room (2F)

Saturday Session IV

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Kati Keski-Mäenpää

40896 15:30-16:00 | Wordsworth Room (2F)

Sacred Education: Teaching and Learning as if People Matter

Peter Richard le Breton, Murdoch University, Australia

Is education worsening the social order from almost every humanitarian and ecological perspective? Or is it the major source of progress and liberation and our best hope for transformative change? Is it true that the more something changes, the more it remains the same? This French proverb expresses a profound paradoxical relationship that may lie at the heart of our education crisis. I contend that the more we are educated within the prevailing worldview of "scientific materialism", the more we risk becoming ignorant. Not ignorance as lack of knowledge, for knowledge is growing exponentially, but ignorance as lack of wisdom. What we know, or think we know, blinds us to deeper truths. Gregory Bateson believed the education system was both broken and dangerous to individuals and civilization. The root problem, as he saw it, was epistemological – we don't think the way nature works. Bateson referred to his epistemology as "sacred", because it embraces the beauty of art, science and nature, as well as the ecology of living systems (such as families and universities). Living systems are better understood as complex, interdependent relationships rather than as parts and wholes. It is the ever-changing relations between parts that matter – not the parts themselves. These relationships are "the patterns that connect" (education and health, students and teachers, for example) and give life meaning. In this presentation, drawing from what Nora Bateson calls "warm data", I talk about my experience with "sacred education" in a university classroom in Perth, Western Australia.

42140 16:00-16:30 | Wordsworth Room (2F)

Action Research: From Lecturing Towards Participatory Teaching Methods in Ethiopian Rural School

Kati Keski-Mäenpää, University of Jyväskylä, Finland

This participatory action research was planned and implemented with 23 Ethiopian Village School teachers. The action of the four year project concentrated on developing student-centred teaching methods instead of traditional lecturing and rote learning in one remote school. The overall aim of the study was to follow this process and the teachers' professional development, and to explore how the practical arrangements, such as material or cultural surroundings, constrain or enable usage of student-centred methods at the school. The theoretical framework of the study consists of theories about professional development, action research, and the theory of practice architectures. The data have been collected by group discussions, interviews, videotapes and field notes. Data have been analysed thematically and through the theory of practice architectures. The findings of the study show that participatory action research helped teachers to develop new culturally suitable teaching methods based on student-centred pedagogy. It increased teachers' collaboration, raised their motivation and supported their professional development. The analysis revealed that existing practical arrangements at the school do not support the use of a student-centred teaching method. For example, a detailed curriculum, annual tests, a high student-teacher ratio and a lack of teaching and learning materials support teacher-led teaching and make it difficult to implement student-centred teaching methods. If the wish is for student-centred learning methods to be used in every school of Ethiopia, changes in curricula, student-teacher ratios and the examination system are needed.

42715 16:30-17:00 | Wordsworth Room (2F)

Collaborative Bilingual Teaching in Turkish EFL Context

Melda Yılmaz, İstanbul Kültür University, Turkey

Kenan Dikilitaş, Bahçeşehir University, Turkey

The aim of this case study is to investigate the way of implication of collaborative bilingual teaching based on co-teaching model between English language teacher and content /class teacher in a private primary level school in Istanbul in the fall term of 2017-2018 academic year and to explore the perceptions and attitudes of the administrators and teachers related to this programme maintained in Turkish EFL context. During the bilingual collaborative teaching, each 1st grade class is staffed by two Turkish native teachers, a monolingual Turkish class teacher and a bilingual English language (L2) teacher, and the medium of instruction is both in the native language, Turkish, and the international language, English. In this study, qualitative research method was used and the data was collected by means of semi structured interviews with 4 administrators and 12 teachers and observations conducted in two classes where co-teaching bilingual education was operated. The data was analysed by means of inductive analysis, a bottom up approach. The analysis of the data revealed out information about the implementation of the programme and the teachers' practises based on different co-teaching roles, administrators and teachers' perceptions including the benefits of the collaborative bilingual education and the challenges faced in this programme and the future actions need to be taken for a successful bilingual education based on collaboration. Thus, the findings were categorized under three main themes: 1) Implementing Collaborative Bilingual Programme and Classroom Practices, 2) Administrators and Teachers' Perceptions, and 3) Future Actions (Actions Need to be Taken).

15:30-17:00 | Noblesse Room (1F)

Saturday Session IV

Curriculum Design & Development

Session Chair: Jackie Greateorex

42068 15:30-16:00 | Noblesse Room (1F)

Students and Teachers Training Program Effects in an Underprivileged School in Rural Areas in Lebanon

Wessam Al Chibani, Notre Dame University Louaize, Lebanon

Pascale Hajal, Lebanese University, Lebanon

This study is based on the findings of a teaching training project the authors conducted in a semi-subsidized school in the Beqaa plane. The purpose behind this research is to train the students and teachers in underprivileged school in rural areas in Lebanon in order to spread awareness of the importance of reading in Cycle 1 and in order to enhance the reading methodologies of the teachers for better students' learning in English Language. 6 teachers met on weekly basis and were observed while teaching 90 grade 1 students. The findings show that the teachers gained new and different theories about learning approaches. The teachers' awareness and comprehension about effective teaching and learning skills in relation with the constructivist teaching approaches were promoted. The teachers became able to integrate different teaching approaches in the English daily lesson plan which encourage critical thinking skill development, and applied different constructivist teaching approaches in the English classroom. It was concluded that the training workshop series achieved its objectives and the teachers were introduced to new reading methodologies especially the reading workshop and mini lessons which they started to use in their classrooms and this reflects in return on the students' achievements and motivation which is the end line objective of any learning process. Moreover, the program influenced all of the participants' teaching skills in terms of introducing them to different theories which help while developing their lesson plans while taking into consideration students with special needs.

41189 16:00-16:30 | Noblesse Room (1F)

Narrative Methods and the Study of Curriculum Policies

Ivor F. Goodson, University of Brighton, UK

Maria Inês Petrucci-Rosa, University of Campinas, Brazil

This paper explores the use of narrative research and professional collective memories in understanding professional refractions, responses and resistance to government educational reforms. The period analyzed ranges from 1995 to 2016, in which curricular plans turned to certain organizations of school knowledge. The primary research focus is on issues relating to the organization of school knowledge that education segment in the face of neoliberal policies triggered in the last decade of the last century. By understanding these questions, an analytical approach is proposed based on Ivor Goodson's theoretical assumptions: the Journey of Knowledge School. We consider that the school knowledge goes through different stations on its journey, from its origin into the curriculum, then education and finally arriving in professional teachers' life stories. At each station, curriculum documents, textbooks and 14 high school teachers' narratives were analyzed having as an axis, refractive processes gone on during the journey. The concept of refraction is operated by the curriculum policies for the Brazilian high school in the period of the last two decades. As a result of research, it highlights the unexpected ways of appropriation that out of control emerge along the way. Considering reinterpretations of curriculum policies, it is necessary to hold up on the sensibilities and intentions involved in every state. Through a narrative knowledge, it is possible to perceive that public policy needs to consider the life missions of social actors involved in the education process.

42357 16:30-17:00 | Noblesse Room (1F)

Towards a Method of Comparing Curricula

Jackie Greateorex, Cambridge Assessment, UK

Nicky Rushton, Cambridge Assessment, UK

Tori Coleman, Cambridge Assessment, UK

Ellie Darlington, Cambridge Assessment, UK

Gill Elliott, Cambridge Assessment, UK

Organisations, academics and governments often compare two or more curricula using documentary evidence. These studies usually focus on the intended curricula. Such studies are undertaken for a variety of reasons including policy borrowing and curriculum development. Several commentators note a lack of literature detailing methods for such studies. Therefore, in this paper we draw together our experience of undertaking such studies and use the literature to work towards a method of comparing curricula. The method includes determining the parameters of the comparison, identifying relevant curriculum documents, listing the key features of the curricula from curriculum documents, research literature and expertise, capturing the necessary data for each curriculum (such as whether a skill is taught in a subject), offering visualisations and reporting a synthesis. There are legitimate variations within the method. For example, sometimes only the presence or absence of a skill may be noted. However, if more detail is required, further information may be captured such as the level of proficiency in the skill. The paper explains each stage in detail, and offers examples. The merits and limitations of the method are discussed.

17:15-18:15 | Shelley Room (2F)

Saturday Workshop Session

Professional Training, Development & Concerns in Education

41288 | Shelley Room (2F)

Enhancing Profession-Related Language Competences of Foreign Languages Teachers

Daniela Kappler, University of Applied Sciences and Arts of Southern Switzerland, Switzerland

Rosanna Margonis-Pasinetti, The State of Vaud University of Teacher Education (HEP Vaud), Switzerland

Along with personal attitudes towards the world of education, pedagogical knowledge and skills, teachers' profession-related language competences play an essential role to assure or enhance their teaching quality. Since 2008, a Swiss team of researchers from several universities of teacher education (UTES) has conducted a needs analysis and developed tools and guidelines for teachers in compulsory education, teacher trainers, curriculum planners and other stakeholders. These multilingual tools have been implemented in initial or further training at a number of UTES by recommendation of the Swiss Conference of Cantonal Ministers of Education and are currently being developed further by the Swiss Centre for Teachers' Profession-Related Language Competences and in the project "Towards a European Framework for Language Teachers" (ECML program 2016-2019). During our workshop, we intend to exploit some of the tools, like 1) the Swiss profession-related language competence profiles for foreign language teachers (Swiss profiles); 2) a selection of (self)assessment items available at an online platform; and 3) training modules at universities (pedagogical scenarios). The tools mean to enhance professional development, as to engage appropriately with actual teaching approaches and with textbook or CLIL related classroom language or authentic material. The Swiss profiles describe transversal action-oriented professional language and intercultural skills to accomplish preparatory, teaching, and evaluation tasks, independently of the target language. Participants of the workshop are encouraged to discuss the relevance of such tools in their specific working contexts, exploring points of common interest that could be valuable for all of us.

17:15-18:15 | Keats Room (2F)

Saturday Workshop Session

Professional Development

41368 | Keats Room (2F)

How Am I Doing?: Teacher Development and Self-Assessment

H. Jerome Freiberg, University of Houston, USA

Teaching is at once a highly public and a uniquely isolated profession. Teachers may instruct 25 to 150 students daily but rarely meet other adults during the workday. From the student teacher to the 40-year veteran, the most common questions are: How am I doing? And where do I need improvement? This presentation will describe self-assessment measures across content areas and grade levels, providing real-time data tools to assess their teaching without waiting for others for feedback. The self-assessment model, entitled: Person Centered Learning Assessment (PCLA) incorporates affective and cognitive classroom instruction. The teachers use real-time data, combined with the opportunity to construct their PCLA self-assessment measure. It takes several years to establish the learning to become highly effective teachers. Hattie's (2009) meta-analyses reviews and others found the most significant impact derives from student feedback. When teachers engage in self-reflection and self-assessment it is often based on perceptions of teaching performances. Questionnaires, checklists, or goal reflections also provide participant perceptions, potentially limiting levels of accuracy (Madni et al., 2015). Being in the middle of a swirl of classroom interactions makes it difficult to reflect back and determine the level of questions or the balance between teacher and student academic talk. After a six-hour day of teaching, trying to make accurate assessments of what happened in the morning during reading activities or in first-period mathematics is rather futile. This paper provides an alternative approach to self-assessment with multiple outcome examples.

17:15-18:15 | Coleridge Room (2F)

Saturday Workshop Session

Mind, Brain & Psychology: Human Emotional & Cognitive Development & Outcomes within Educational Contexts

40817 | Coleridge Room (2F)

Understanding Visible Learning Through a Brain Targeted Teaching Framework

Mirela Ramacciotti, Neuroeducamente, Brazil

Content Standard(s): The content standards or success criteria for this session encompass the following objectives:

1. Understand what Visible Learning is
2. Know the main implications of Visible Learning
3. Understand the attitude of expert teachers
4. Prepare lessons for Visible Learning
5. Analyze learning and feedback
6. Investigate your Mind frame

Learning Workshop Overview: Teachers taking this session will know and understand the main concepts behind Visible Learning proposed by Prof. John Hattie (2009, 2012) and be able to apply that knowledge into their own teaching contexts. By stating clearly what Visible Learning is, what it intends to deliver, and how sound that body of research is, teachers in primary and secondary education settings can: get in touch with the most current research in terms of effectiveness in classroom teaching; know what the major influences in teaching and learning are as well as their size effects; and how to incorporate those influences into their practice. This will be presented according to the framework provided by Prof. Hardiman (2012) which takes into consideration: emotional climate, physical environment, concept mapping, teaching for mastery and extension and evaluation. The overall approach to this presentation is based on the work developed by Prof. Tokuhamu-Espinosa (2010, 2014) on the principles guiding the science of Mind, Brain and Education.

17:15-18:15 | Wordsworth Room (2F)

Saturday Workshop Session

Educational Policy, Leadership, Management & Administration

40699 | Wordsworth Room (2F)

Ethical Leadership: Why Should we Care About Ethical Behavior?

Marilyn Thompson, University of Waterloo, Canada

"Ethics" and "leadership" can be both abstract and ambiguous – so imagine what happens when we discuss ethical leadership! Ethical leadership is not about how one reaches specific goals, but the route leaders take to get there. Today's leaders cope with many workplace ambiguities, competing priorities, professional standards, and government regulation. Education professionals exhibit values and ethics in their style and actions every day, in every decision. They rely on their values, not simply to manage processes and transactions, but also to cope with uncertainties. Because leaders model behaviour by words and actions, values play a key role in their success. In recent years, leaders across industries have become the focus of high profile ethical questioning. This highlights the extent to which it can be difficult at times for leaders to determine what is right and wrong when making choices. While standards seem to keep tumbling for some, others "raise the bar" and inspire their teams to do the same. How is it that some leaders cut corners and blur the lines of ethical behaviors while others do the right thing, at the right time, for the right reasons? Discussions about ethics serve as a means of guidance to find answers, make decisions, and know how to justify them. This interactive workshop will view those actions through an ethical lens and offer ideas, insights and suggestions of how any education leader, in any position and function, can create a decision-making framework against which decisions can be formulated.

17:15-18:15 | Noblesse Room (1F)

Saturday Workshop Session

Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability

42366 | Noblesse Room (1F)

Effective Inclusive Education: The Policy and Theory is Easier Than the Realities of Practice

James Arkwright, Bethlehem Tertiary Institute, New Zealand

"Inclusion" within education is not a new word. Typically, as educators, we want education to work for all our students and we are required to provide equality within education. However, what exactly does it mean to be an inclusive education provider, on whose terms do we define inclusion and how do we measure outcomes relative to the goal of being an inclusive school or university? In this workshop, I reflect on a number of different case studies that depict teaching practices and institutional policies that have distanced students and staff with illness and/or disability within several New Zealand education contexts from feeling included, as well as those practices and policies which invite students (and staff) to engage with and enjoy their learning environment. The meta-narrative that emerges from these local stories is that the idea of inclusion is easier to voice and write than actually achieve in practice. An analysis of the competing discursive realities that vie for ascendancy within the case-studies, illustrates why inclusion within education is challenging to action well. In seeking to make sense of the discursive complexity of providing inclusive education, drawing on several Foucauldian and Freirean concepts, some key ideas have emerged in regard to what kinds of dialogic and systemic actions can produce education to be an inclusive and equitable experience. Participants will be invited to relate these concepts to their own institutions and professional practice relative to generating experiences of inclusion for all students.

Sunday July 1

08:45-09:15

Coffee, Tea and Pastries | Library Terrace (2F)

09:30-11:00

Parallel Session I

11:00-11:15

Coffee Break | Library Terrace (2F)

11:15-12:45

Parallel Session II

12:45-14:00

Lunch Break | Atrium Restaurant (1F)

14:00-16:00

Parallel Session III

16:00-16:15

Closing Remarks | Tennyson Room (2F)

09:00-10:30 | Tennyson Room (2F)

Sunday Session I

Culture & Language

Session Chair: Neliza Casela

42146 09:00-09:30 | Tennyson Room (2F)

Gaining Insight into Culture Through a Chinese Classical Novel: The Story of the Stone

An-Chi Lin, National Academy for Educational Research, Taiwan

This paper is to discuss if Chinese classical novels could help people who learn Chinese to build up knowledge of Chinese culture more comprehensively. The study aims at introducing Chinese culture to the intermediate language learners from Korea who endeavoured to read *The Story of Stone* as it plays a critical part in contemporary Chinese society, yet they were not proficient enough to understand classical Chinese. To be commensurate with their levels, the materials were rewritten by highly coherence readers to three articles. The course devised by ADDIE is an instructional design process to maintain the quality of teaching. This teaching purpose aimed at the 5Cs, including enhancing learners' ability of communication and comprehension of culture in the target language. I used DRTA (Directing Reading Thinking Activities) in the course as it could aid learners to understand the text and take in the readings of the target language. Nevertheless, it could encourage students to help each other in courses and reinforce their motivations. The thinking in the target language is also boosted as Whorf (1956) pointed out that thinking is entirely linguistic; therefore, the language we use affects our thinking and our view of world (Daniel, 1995). This design of courses included three topics: family, gender and religion; learners firstly understood the Chinese culture in this novel and drew a comparison with theirs. This study adopted both quality and quantity approaches, whilst the results showed that learners were satisfied and agreed with our perspective that literature helped them to gain insight into culture.

40120 09:30-10:00 | Tennyson Room (2F)

Indigenous Literature and Cultural Heritage in Times of Change: Survived, Thrived, Lived On

Neliza Casela, Adamson University, The Philippines

Belinda Conde, Adamson University, The Philippines

This qualitative study used content analysis of an anthology on indigenous literature, but translated in English. It applied the formalist, cultural, and dramatistic approaches to provide the researcher-critic's analysis and interpretation. It hopes to guide teachers, researchers, and literary critics that this anthology is a culturally specific literature depicting values, aspirations and struggles of the indigenous group, and Filipinism defining cultural heritage. Integrating this translated indigenous literature to the teaching of Philippine or Asian literature will promote indigenous culture. Description and narration are dominant in story-telling. A linear plot, locale setting, themes depicting indigenous values and virtues are its tenets that qualify to the basic elements of literature taught across grade levels. The English translation dramatizing socio-historical events and depicting the cultural values qualifies to the teaching of Philippine or Asian Literature in the K12 curriculum to develop literary competence and appreciation, and cultural literacy. Guided by the principles of culturally responsive teaching, this study encourages students to compose poems to capture and communicate their appreciation for the picturesque natural beauty of the locale and their indigenous traditions. In this manner, the students become the voice of the ancestors who dedicated their lives to preserve and protect their culture for the new generation to experience, understand, appreciate, and live it out. The social network and the spoken word poetry serve as media to share and educate the world about this cultural heritage. In times of change, their indigenous literature and cultural heritage have survived, thrived, and lived on.

42341 10:00-10:30 | Tennyson Room (2F)

The Effects of Urbanisation on the Indigenous Language of New Zealand: Stories From Our Elders

Jonine Nager, Open Polytechnic of New Zealand, New Zealand

The English language has dominated New Zealand for the last 180 years. Despite years of colonial legislation that has sought to sever the connection between the Indigenous Māori people of New Zealand and their language, Māori people have worked hard to retain their traditional language and culture with Indigenous elders maintaining the connection to their language, culture and land. The effects of urbanization on a group of four Indigenous Māori elders living away from their Tribal homelands is the focus of this research. Qualitative case studies, with a focus on Indigenous research methodologies were used to collect and analyze the research. Themes emerging through ongoing data analysis highlight the importance of maintaining an Indigenous language in an urban environment where the English language is dominant.

09:00-10:30 | Shelley Room (2F)

Sunday Session I

Literature & Language Learning

Session Chair: Wan-lun Lee

41425 09:00-09:30 | Shelley Room (2F)

Socio-Cultural and Language Construct for Social Knowledge in Literary Genres-Social Knowledge in Achebe's Arrow of God

Ibrahim Yabagi Mohammed, Jubail Industrial College, Saudi Arabia

The success of human society is supposedly directly connected to the socio-cultural and linguistic interplay between and among the people that coexist in that society. Through daily human interactions, relationships are developed, maintained and passed on from generation to generation. The social interaction entered by the members of society builds up a collective sense of functional knowledge which has to do with the formulation of social reality through what turns out to become recurrent and delicate social process. Arguably, this precarious human relationship is presented in literary genres-storytelling, drama, and so on. So, to what extent does society's influence on human beings extends into the structure of human experience as ideas, concepts, and systematic body of thoughts? This paper seeks to examine the nature of human conscious life and reflective capacities as quintessence of social knowledge. It looks into the work of Nigerian writer – Chinua Achebe's *Arrow of God* with the view to answering questions such as: a) Are literary genres true representation of real human socio-cultural and linguistic society? b) Can knowledge be conceived as culture? And c) Can knowledge constitute meanings individuals attach to life, and create new objects and social practices? d) Can cultural knowledge form a society's language(s), beliefs, norms and world view in the intrinsic "sociality" of the mind of humans whose daily interactions represent what is called a society? The paper concludes by suggesting ways by which literary genres can be effectively utilized by teachers and language learners to enhance language acquisition and competency.

40302 09:30-10:00 | Shelley Room (2F)

Learning Grammar Via Writing at the Tertiary Level

Orit Zeevy-Solovey, Tel-Aviv University, Israel

Grammar has traditionally been taught for its own sake, emphasizing rules and drills. However, in recent years, more emphasis is given to communicative competence. Current research suggests that form-focused instruction is notably efficient when incorporated in a meaningful communicative context. Many EFL students have a negative opinion about grammar and believe they will never be able to speak or write English grammatically. In fact, there is a considerable discrepancy between students' comprehension of the English language and their ability to construct grammatical sentences even at high proficiency levels. University teachers face the challenge of remolding the students' attitude to help them master the English grammar despite their previous unfavorable experiences. The purpose of this presentation is to exemplify ways to teach grammar through writing. It is maintained that writing tasks related to the students' academic fields will encourage them to express themselves openly in topics that are close to their hearts, without feeling too uneasy about grammatical forms. In these tasks students focus on the content of what they write. They are told in advance that they will be given credit for merely doing the task and that their grammar errors will not affect their grades. These original essays are later used by the teacher to identify grammatical points the students need to learn. The author will present practical classroom tips to teach grammar in a way that reduces anxiety and promotes a favorable approach to grammar acquisition.

42342 10:00-10:30 | Shelley Room (2F)

The Practice and Effects of Using Blended Literature Circles with EFL University Students of Non-English Major

Wan-lun Lee, Fu Jen Catholic University, Taiwan

Though many Literature Circles (LCs) studies have been carried out in the L1 setting and some in the ESL context, there are only few studies examining the use of LCs with EFL learners. This study incorporated Blended Literature Circles (BLCs), in which a small group of students talk together about the same reading material, first face to face and then online, in an University English curriculum for non-English majors, and investigated the effectiveness of this approach in yielding the learning benefits often reported in L1 and ESL studies on LCs, such as enhancing reading comprehension, developing positive reading attitude, and increasing interest in reading and responding to literature. A mix-method approach using data collected via questionnaire surveys and interviews was conducted to assess the efficiency of the use of this new hybrid form of LCs from the EFL participants' perspectives. Major findings have shown that the participants became more interested in and benefited a lot from this experience of reading and discussing English literary texts, and that the majority of them thought positively of BLCs, which enabled them to get familiar with their group members and the role-based discussion format in face-to-face LCs, and thus gave them strong motivation to discuss what they had read in online LCs, even without the teacher's presence and guidance. It is hoped that the empirical data and research findings generated in this study will contribute to better understandings of the effects of the blended form of LCs and its future application in the EFL context.

09:00-10:30 | Keats Room (2F)

Sunday Session I

Professional Training, Development & Concerns in Education

Session Chair: Monica Woei Ling Ong

41897 09:00-09:30 | Keats Room (2F)

Research and Pedagogy: Aspiring English Teachers' Perspectives on the Role of Educational Research. A Philippine University Context

Jonalyn Nucum, University of Sussex, UK

Inspired by the notion of promoting research-engaged teachers, this research follows the footsteps of Simon Borg (2009) in his works in relation to encouraging teachers to engage in and with research, with teacher-trainees in mind, rather than with experienced in-service teachers. This research sees the advantage of the Educational Research module in the curriculum of teacher education in the Philippines, and examines whether this can be a possible medium in promoting research-engaged teachers by analyzing the perspectives on educational research of 63 aspiring English teachers from a state university in the Philippines. A variety of roles in doing research emerged from the answers of the teacher trainees including: learning problem-solving, improving educational system and methods, enhancing researching skills, and in preparatory for postgraduate degree. Although some teacher trainees were able to recognize the relevance of research in teaching, including data from their interviewed Research Professors stating the link of research and pedagogy as one aim of the module, the majority of these teacher trainees are still not able to directly reflect on the link between researching and its benefits to teaching. Thus, the findings on the gap between the module's syllabus objective – "to identify the important role that research plays in education," and the limited awareness of student trainees towards it have led this research to echo Ellis' (2009) proposals: to give emphasis on the role of teacher educator as awareness-raisers, and the addition of "provisional pedagogical implications" section in the thesis projects of the teacher trainees.

42020 09:30-10:00 | Keats Room (2F)

Towards Teachers' Empowerment Through Teacher Professional Development: An Exploratory Study

Sara Kamel Abo El-Kheir, American University in Cairo, Egypt

Education is a vital tool for nation development, and teachers are considered the pillars of any educational institution (Schaefer & Terhart, 2006). Hence, schools are in demand for teachers who are able to deal effectively with different languages and background, and teachers who are capable of preparing good citizens and self-directed learners (OECD, 2010). As a result of the educational needs, teachers have to be empowered in a way that equip them with skills to address these needs (Hughes, 2006). According to the report of the World Bank (2010), the Professional Development (PD) in Egypt is characterized by fragmentation of theory and practice and irrelevance to the teachers' needs. Nevertheless, according to some case studies presented through the media, there are some innovative models of development projects such as Misr El-Kheir which succeeded in empowering teachers, who work in community schools in Upper Egypt. Thus, the primary aim of this study is to examine the practices and activities followed by Misr El-Kheir's development project to empower teachers. The secondary aim is to investigate the direct impact of the training and workshops on teachers' performance. The approach used for this study is the qualitative approach. The qualitative data was collected through a triangulation of instruments: semi-structured interviews, document analysis, and observations. The sample size was 35 participants: 2 males and 33 females. The findings reveal that community schools' facilitators are fully empowered in some dimensions, while having limited empowerment in other dimensions. The study concludes some future recommendations, practical implications, and limitations.

41074 10:00-10:30 | Keats Room (2F)

Rethinking Collaborative Inquiry Among Practitioner Researchers: A Study on the Professional Learning Communities in Singapore Schools

Monica Woei Ling Ong, National Institute of Education, Nanyang Technological University, Singapore

This paper proposes a framework of inquiry for assessing level of reflective practice in collaborative learning communities. In Singapore, the Ministry of Education introduced professional learning communities (PLC) to schools in 2009, in the belief that situated professional development (PD) where teachers collaborate and learn as communities is effective in improving teaching and learning (AST, 2017). Today, more than 300 schools in Singapore are PLCs. The literature suggests that collaborative inquiry and learning among teachers is an effective PD design that brings changes in the teaching practice (DuFour, Eaker & DuFour, 2005; McLaughlin & Talbert, 2006). Despite recognizing the benefits of practitioner inquiry and collaborative learning, there is a lack of in-depth understanding of practitioners' inquiry processes, and a framework for assessing the level of reflective practice among practitioners. This paper presents findings from a 2017 study of the state of PLCs in Singapore to understand the current practice and leverages in building effective and sustainable PLCs. The study involves a total of 20 schools, comprising 8 elementary and 12 high schools. In all, 1,790 school staff responded to the online survey and 98 participated in 14 focused-group discussions. This paper will share findings from six case studies which were categorized into three bands, based on their quantitative and qualitative data, and the distinctive features of their inquiry process. Leveraging on the findings, this paper will also present a model of inquiry for assessing level of reflective practice in collaborative learning communities among practitioners.

09:00-10:30 | Coleridge Room (2F)

Sunday Session I

Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability

Session Chair: Maria Efstratopoulou

40162 09:00-09:30 | Coleridge Room (2F)

Teachers' Perceptions of Successful Transitioning for Children with and Without Down Syndrome: A Cross-Cultural Study

Rachel Allison Takriti, United Arab Emirates University, UAE

Susan Atkinson, Leeds Beckett University, UK

Hala Elhoweris, Leeds Beckett University, UK

Transition into school, for the first time, as a young child has been shown to correlate with later school outcomes, both academic and social. Research suggests that transitions in the early years are especially influential in determining the course of the school experience. Children with SEN face a challenging transition to school. Pianta and Kraft-Sayre (1999) stressed the importance of taking the perspectives of teachers, parents and the community into account when trying to understand what would make a successful transition. Teachers' perspectives are one of the most important when planning transition for children with and without special needs and this can differ cross-culturally. Teachers working in the UAE and in the UK in Early Years' education completed a questionnaire, asking them to rate the importance of 20 statements in answer to the question "How important are the following for deciding whether a child has had a successful first two terms of school?". The items were scored on a 4 point Likert scale (Not Important, Somewhat Important, Very Important, Extremely Important). This questionnaire was taken from Dockett and Perry (2010). The participants were asked to complete the questionnaire twice, once thinking about their expectations of a child without any special needs and once thinking about a child with Downs Syndrome. Findings are discussed in relation to differences in expectations according to whether children have Downs Syndrome or not, and in relation to cross-cultural differences and educational policy.

42191 09:30-10:00 | Coleridge Room (2F)

Teachers' Attitudes Toward Including Children with Special Educational Needs in Mainstream Schools in Egypt

Asar Ismail, The American University in Cairo, Egypt

The purpose of this study is to explore the attitudes of general education teachers towards educating special needs students in inclusive classrooms in the Egyptian private schools. In addition, it seeks to investigate the factors that might affect their views and attitudes towards inclusive education. The study was conducted at different private schools in Cairo. The selected participants were ten general education teachers and the criteria of choosing them was based on their involvement in inclusive practices or teaching special needs students in their classrooms. The methodology utilized was the qualitative approach through conducting one to one semi structured interviews with the teachers. The findings of this study showed that most of the teachers demonstrated positive attitudes toward including special needs students in their classrooms. While two teachers out of ten held negative attitudes toward inclusion. Furthermore, teachers were found to hold more positive attitudes when the number of students with special needs is small in each class and their cases are not severe. In addition, the results indicated that (i) school administration support, (ii) professional development and knowledge, (iii) severity of the disabilities, and teacher parent collaboration were common themes developed among the teachers to indicate the factors that affected their attitudes toward inclusion.

41252 10:00-10:30 | Coleridge Room (2F)

Emotional and Behavioural Problems in Students: The Importance of Assessment and Early Support in Education

Maria Efstratopoulou, Bishop Grosseteste University, UK

Ricard D' Amelio, Bishop Grosseteste University, UK

Sarah Gorman, Bishop Grosseteste University, UK

The study was designed to investigate externalizing and internalizing behaviours in a typical school-aged sample of children (N=250) using the Motor Behaviour Checklist for Children (MBC; Efstratopoulou, Janssen, Simons, 2012). Participants were teachers and TA from 5 different typical primary schools in Lincolnshire who observed and recorded the motor behaviour of their students in school settings during class and free play situations. Findings demonstrated a psychometrically robust application of the MBC in the sample as well as gender differences in total externalizing scores. Age was found to be significant correlated with internalizing scores and especially with the social interaction factor. Teachers reported boys as more inattentive and more hyperactive/impulsive than girls and more likely to display externalising symptoms connected with ADHD particularly in school settings. Agreement between raters was also explored. Findings underscore the importance of early assessment. Practical implications of the results when designing behavioural management programs and educational approaches to support students with emotional, behavioural and social problems in school settings, will be discussed.

09:00-10:00 | Wordsworth Room (2F)

Sunday Session I

Educational Policy, Leadership, Management & Administration

Session Chair: Rachael Fitzpatrick

41142 09:00-09:30 | Wordsworth Room (2F)

Analysing Singapore's Professional Learning Communities Using Activity Theory

Jing Yi Tan, National Institute of Education, Singapore

Liang See Tan, National Institute of Education, Singapore

Terence Titus Chia, National Institute of Education, Singapore

Since its inception in 2009, Professional Learning Community (PLC) has steadily developed in Singapore schools. In an attempt to capture a snapshot of the existing state of PLC in Singapore, a study on 20 local schools was conducted using a mixed methods approach involving both qualitative and quantitative methodology. Hipp and Huffman's five dimensions of PLC was used as an analytical framework to examine the data and initial findings show that for certain dimensions, there was a greater variance in the way schools carried out PLC. Focusing on the qualitative findings, this paper uses Engeström's activity theory (2001) to explain further, the differences in how schools in Singapore carry out PLC. Specifically, this paper delves into the dimension of Supportive conditions: Structures, that includes the use of time, expertise and communication, to help understand the combination of factors that has helped some Singapore schools use PLC as an effective platform for their teaching and learning. Using the school as the main unit of analysis, this paper will look at the activity systems of two higher-functioning schools in contrast to two lower-functioning schools, in an attempt to answer the following questions: 1) What are some of the key factors that have allowed higher-functioning schools to leverage on PLC as a platform to meet teachers' professional learning needs? And 2) What are some of the similarities and differences among higher-functioning schools and among lower-functioning schools?

41295 09:30-10:00 | Wordsworth Room (2F)

National Approaches to Help Schools use Evidence

Rachael Fitzpatrick, Education Development Trust, UK

Alex Hall, Education Development Trust, UK

This paper examines how national systems can be designed to increase schools' engagement with education research. The education sector has, in recent years, seen increased interest in how frontline teaching professionals can be encouraged and supported to use and participate in education research, with a growing recognition that the production of good research alone is insufficient to engender engagement; targeted structures and policies are needed to actively bridge the gap between researchers and teachers. Most of this discussion has centred on how in-school processes can be altered and optimised to facilitate such engagement, rather than on how national systems can be designed to increase engagement on a country-wide level. However, some governments have implemented strategies to promote system-wide engagement with evidence in schools, and we seek to learn from these examples. We identify a range of such examples of best practice at national level and, through analysis of their recurring features, extract general principles for the delivery of a national strategy. The case studies exemplify the importance of the provision of accessible and robust data, transparency of process in commissioning research, active efforts to disseminate research, and of the presence of a structure separate to researchers and practitioners to assist in operationalising these principles. We also identify the weaknesses of the approaches, with a view to building a comprehensive picture of how policies can be optimally developed and thus to informing the development of future national policies to promote schools' use of evidence.

09:00-10:30 | Noblesse Room (1F)

Sunday Session I

Higher Education

Session Chair: Chen-Wei Chang

42288 09:00-09:30 | Noblesse Room (1F)

The Nuts and Bolts of Going Abroad: Motivational and Impeding Factors for Study-Related Stays Abroad

Nina Schiffeler, IMA - RWTH Aachen University, Germany

Johanna Werz, IMA - RWTH Aachen University, Germany

Valerie Stehling, IMA - RWTH Aachen University, Germany

Max Haberstroh, IMA - RWTH Aachen University, Germany

Ingrid Isenhardt, IMA - RWTH Aachen University, Germany

Going abroad during their studies has become more and more popular among university students in the past decades even if stays abroad are not obligatory within the curriculum. In encouraging students in their planning, decision-makers need awareness of factors that motivate or prevent students from going abroad. Also, motivational supporting structures need to be implemented. To gain knowledge on motivational and impeding factors for stays abroad, an empirical, online-based questionnaire survey among the students of the RWTH Aachen University (n = 2.441) was conducted. Besides these factors, the study also gathered the general foreign mobility information of students at RWTH. The results of this study were compared to the first run of the survey in 2013. While the number of stays abroad conducted has increased, a decrease in the numbers of people planning a stay abroad during university study is apparent. A possible cause might be impediments conceived by students while planning a study-related stay abroad. In order to gain insights in this context, the online survey serves to investigate impeding factors. In addition, motivational factors such as getting to know other cultures, improving one's foreign language skills and increasing job chances after graduating from university were identified. The comparison of motivational and impeding factors based on the empirical data gathered identifies measures for supporting students when deciding on, planning, and conducting a study-related stay abroad. The measures presented in the paper aim at facilitating the conduct of stays abroad in order to increase internationalisation at RWTH and identify transferable measures.

41339 09:30-10:00 | Noblesse Room (1F)

A Case Study: The Nature of International Joint-Degree Graduate Programs at METU

Özlem Atalay, Middle East Technical University, Turkey

While the internationalization of higher education institutions occurs predominantly through traditional exchange programs and study abroad programs, a growing number of institutions have begun to establish joint degree programs. This development has become a trend not only in developed countries but also in developing countries such as Turkey. This case study investigates the international joint degree programs at the graduate level at an English medium university located in the Turkish capital, Ankara. This study focuses on the criteria used to identify and evaluate potential institutional partners, the perceived advantages of and impediments to the initiation of international joint degree programs at Middle East Technical University (METU). An embedded case study with multiple units of analysis was used to answer the research question. Open-ended questionnaires and document analysis were used to collect data. The findings indicate that the predominant concerns when selecting a partner institution at METU were program focus, the availability of financial support, the potential for collaborative research and increasing visibility and reputation in the higher education arena

41616 10:00-10:30 | Noblesse Room (1F)

The Worsening Brain Drain Scenario for Taiwanese Doctoral Manpower Crisis

Chen-Wei Chang, National Academy for Educational Research, Taiwan

Ying-Jie Jheng, National Taiwan Sport University, Taiwan

There is an ongoing battle that every country tries to attract talented people in the world. However, Taiwan is facing the worst brain drain scenario, here brain drain refers to those PhD holders left home and work in other countries. Although there is a trend that more Taiwanese choose to stay at local higher education institutions (HEIs) to pursue doctoral degrees since the expanded local doctoral programs, the United States is the preferred destination where Taiwanese consider for advanced degrees abroad. Among all of the major host countries in the world, the United States is considered as the most successful country regarding attract talented people from the rest of the world. In 2015, there were 615 Taiwanese PhDs received their degrees from the United States HEIs, which positioned as no.5 in all foreign granted doctoral degrees in the United States. This research is to unveil the reality of brain drain at the doctoral level in Taiwan. The research contacted with Taiwanese with the United States granted PhDs working at HEIs or Research Institutes (RIs) in the United States through online questionnaire survey and online interviews to mainly inquire the intentions and motivations for those doctoral talented people chose not to come back to Taiwan for working at HEIs or RIs. Moreover, the research collected and analysed the data from contacting with participant PhD holders for further provide suggestions to improve current Taiwanese doctoral education and to encourage PhD holders coming back to work in Taiwan in the future.

10:45-12:15 | Tennyson Room (2F)

Sunday Session II

Content & Language Integrated Learning (CLIL)

Session Chair: Ruth Fielding

42372 10:45-11:15 | Tennyson Room (2F)

Stirring the Melting Pot: The Perceptions of Medical Students Learning Career-Orientated Afrikaans as an Additional Language at the University of Cape Town

Joel Claassen, University of Cape Town, South Africa

Zahra Mohamed, University of Cape Town, South Africa

Stephanie Roche, University of Cape Town, South Africa

Zukile Jama, University of Cape Town, South Africa

Language is a barrier in health care that exists between doctors and patients, against the background of an increasingly more heterogeneous world and a need for greater patient care. In South Africa, as in other multilingual countries, addressing this issue for future generations of doctors, has become a pressing issue in Higher Education. Instead of relying on medical interpreters, which is common globally (Ribera, Hausmann-Muela et al (2008), Kilian, Swartz and Joska (2010) Naidoo (2014)), the University of Cape Town has opted to incorporate career-orientated language learning courses within degrees in the Faculty of Health Sciences (Hartman, Kathrad, Perez et al (2012)). Afrikaans, as an additional language, is a potentially politically divisive language, which potentially affects the perceptions of medical students. This study will reflect on the student perceptions of factors that affect achieving communicative competence in the awarded-winning Afrikaans communication skills. The student views on the practical building blocks of language learning are explored within the study, which will provide unique insight into how students approach learning the career-orientated Afrikaans. This paper aims at presenting an explorative discussion of how these factors impact on the medical students' learning of Afrikaans as an additional language within the context of transformation in Higher Education institutions, in a post-apartheid South Africa.

40172 11:15-11:45 | Tennyson Room (2F)

Integrating Language and Culture in the Modern Languages Classroom in England: The Potential of CLIL, The Imperative of Global Competency

Ruth Koro, University of Nottingham, UK

The imperative to equip learners with the knowledge, skills and attitudes required to meet the challenges and opportunities of a globalised world is gaining momentum. With the OECD developing a framework for the assessment of Global Competency within its Programme for International Student Assessment (PISA), and in changing global and national landscapes, policy makers and educators alike will perhaps now be more attuned to the need to consider the importance of developing these competencies within their curricular and assessment frameworks. While it is not their sole remit, teachers of Modern Languages have long recognised the role of their subject in developing learners' intercultural understanding. However, several studies have found that, too often, such beliefs are not translated into everyday classroom practice – and that language and culture are seldom integrated. Furthermore, there is still, to date, little practice-based evidence on integrated approaches such as CLIL in the context of Modern Languages secondary education in England. Nonetheless, small scale projects are emerging, and contributing to the wider body of knowledge on the issue. This paper seeks to present the main findings of one such small-scale empirical research project: namely, that despite both real and perceived constraints, secondary learners of Modern Languages, when exposed to a CLIL-based approach, demonstrate a clear appetite for intercultural learning; and that, regardless of their linguistic competency, they have much to gain in terms of the development of the key skills, knowledge and attributes required of them as future globally competent citizens.

39357 11:45-12:15 | Tennyson Room (2F)

Assessing CLIL How Have Teachers Designed Their Own Assessment Plans to Integrate Content and Language Assessment?

Ruth Fielding, University of Technology Sydney, Australia

Lesley Harbon, University of Technology Sydney, Australia

In this paper we present findings from a two-year study exploring teacher-developed assessment of content and language within four CLIL programs in Australia. These four schools were part of a pilot program implementing CLIL within primary schools in NSW, Australia (Fielding & Harbon, 2014) teaching content through Indonesian, Chinese (Mandarin), Korean and Japanese. Teachers implemented the CLIL programs from 2011 to 2017 with minimal guidance on the technicalities of how to develop their programs, what "bilingual" or "CLIL" education should look like and without any guidance on how or whether to assess both content and language within their CLIL classes. Our research explored how teachers in each of the four schools developed their assessment of learning in terms of content, language and English. Assessment models developed by the teachers varied. We will share examples of the challenges that teachers experienced in developing their assessment and the types of strategies they used to try to develop authentic, valid and meaningful assessments. We will also discuss the hindrances some teachers faced in attempting to implement their plans for assessment. Our findings indicate that for assessment to become an integrated part of the learning cycle the approach must be negotiated between the CLIL teachers and the classroom teachers. A united whole school plan is required to see the full implementation of assessment within the CLIL programs and for the programs to survive and thrive beyond their initial 6-year plan.

10:45-12:45 | Shelley Room (2F)

Sunday Session II

Design for Learning

Session Chair: Carolina Correa-Smith

41305 10:45-11:15 | Shelley Room (2F)

Adapting Teaching to Changing Englishes

Anne Campbell, University of London, UK

In a world of increasing change and complexity no language can stand still, particularly a world language like English used by a hugely diverse range of language communities. Notions such as "Standard English" and "Received Pronunciation" have been challenged and the native speakers of English now share "ownership" of the language with all its myriad users across the globe. Research and practice in English as Lingua Franca (ELF) continues to enrich the field of TEFL and change the dynamics of the EFL classrooms. This presentation explores what EFL can learn from ELF theories and practice and how teaching methods and techniques must be adapted to take account of the way varieties of English are used in specific contexts for different purposes. Traditional linguistic theories of usage and use are critiqued and alternative models of English explored. The challenges for teachers of adapting to changing Englishes are discussed and some practical techniques are shown for helping learners to communicate effectively in the English that is right for them.

41511 11:15-11:45 | Shelley Room (2F)

Instrumental and Integrative Motivation in Taiwanese Pre-Sessional Students

Yvette Hsieh, National Chung Hsing University, Taiwan

This study aimed to identify the primary type of motivation, integral or instrumental, shown by EAP Taiwanese learners at the outset of a Pre-session course at a British University. In addition it aimed to analyse the correlations between the type of motivation and receptive vocabulary proficiency at five levels. A self-completion questionnaire was distributed to 44 Taiwanese students in the first week of their Pre-session course at a British University. The questionnaire measured the vocabulary level of the Taiwanese learners, using The Vocabulary Levels Test (Nation, 1990). In addition the survey used an adaptation of the AMTB (Attitude Motivation Test Battery) to identify motivation type. Results were triangulated via interviews with students and teachers. The majority of Taiwanese learners had instrumental motivation and lower receptive vocabulary proficiency at the 5,000, 10,000 and on the Academic Word List. The minority of Taiwanese learners demonstrating integrative motivation scored higher in all fields of the Vocabulary Levels Test. The findings of this study consolidated previous research studies, suggesting that integrative motivation is an essential ingredient to successful language learning (Crookes & Schmidt, 1991; Benson, 1991; Finegan, 1999; Gardner & Tremblay, 1994a). However, it also highlighted the need to investigate further complicating factors such as cultural factors and showed the need to consider the transitory and dynamic nature of motivation. The findings could be strengthened further by following the group over a longer period of time and observing the changes in motivation and the vocabulary gains during the Masters course.

40967 11:45-12:15 | Shelley Room (2F)

EFL Learners' Vocabulary Retention Revisited: A Delayed Vocabulary Learning Technique and Photograph Narratives Writing Approach

Wan Jou Lin, National Taiwan Normal University, Taiwan

Vocabulary retention has been one of the major English learning issues for Taiwanese senior high school EFL learners. However, there is little research on the effectiveness of various methods within the context of vocabulary learning and retention. Thus, the aim of this case study is to explore whether integrating new words into writing with photograph and a delayed vocabulary teaching are likely to have a positive impact on the vocabulary retention of a EFL learner. 16 target words are embedded in 7 news reports as reading texts. Two experiments were conducted. One examines vocabulary retention through writing with or without the aid of a photograph. The other examines whether giving a delayed vocabulary teaching is more effective than pre-teaching vocabulary. The learner is required to use 4 target words to write a short article for both control group and experimental group of vocabulary in each experiment. Three posttests using a modified version of the vocabulary knowledge scale tested the written form, meaning (L1 translation or L2 synonym) and usage of the word in a student-written sentence. Results show higher recall for words practiced under writing with a photograph and a delayed vocabulary teaching than those without such instruction. The findings of the study suggest pedagogical implications for the incorporation of effective ways of giving vocabulary instructions. Results also stress the need for higher number of encounters and a larger sample of vocabulary items in order to achieve significant recall.

41827 12:15-12:45 | Shelley Room (2F)

Dimensions of Authenticity and Language Learning Agency in the Intensive English Programme Setting

Carolina Correa-Smith, University of Delaware, USA

Mark Philip Smith, University of Delaware, USA

We focus upon efforts in an Intensive English Programme to design and implement curriculum fostering learning agency for international conditionally admitted university students. We analyse our seven-year effort to apply Nunan's "levels of learner centredness" to the IEP setting. In applying Nunan's (1995) step-wise model for designing an "experiential" and "learner-centred" curriculum, we first uncover for the students the purposes for which targeted language is being used (such "awareness" is central to the learning process). After learners are made aware that certain language objectives may fulfil their own self-assigned purposes, we prepare a set of readings, multimedia resources, and supporting materials organized around a set of open-ended provocative questions in general fields of interest. Students are thus "involved" in selecting a context for investigation of an "essential question" (McTighe & Wiggins, 1999), the answer to which is important for them and/or for stakeholders interested in a particular social issue. Nunan further articulates the importance of learners modifying curricular goals and content. In time, learners self-assign their own goals and objectives, ultimately extending the learning experiences beyond the classroom. We analyse our practice of "learner centredness", providing examples of each step in this model. We discuss Nunan's notions of learner autonomy and "the gap between learning and instruction" and how it complements and differs from models of learner agency based on constructivist and dialogic approaches to curriculum and instruction (Matusov, Smith, et al., 2016). We suggest language learning educators problematize the notion of pre-set, ready-made curricular endpoints of instruction.

10:45-12:45 | Keats Room (2F)

Sunday Session II

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Mark Gilbert Dashper

42356 10:45-11:15 | Keats Room (2F)

Examining Resistance as an Enriching Factor in Technology-Inspired Innovation Within a Language Teaching Organisation in Higher Education: A Case Study

Mohammed Haji, University of Westminster, UK

Of the various reasons why technology innovation projects fail in education, and other contexts, the issue of resistance is one of the most repeatedly cited (Oreg, 2006). This presentation reports on a project that examined the issue of teacher resistance in the context of implementing new technologies within Language Teaching Organisations (LTO) in higher education. Using the semi-structure interview technique, qualitative data from a case study at an LTO within a UK university was collected to explore the sources of resistance, its management and cultural factors that influence resistance in relation to a technological change that was introduced within the participating LTO. Drawing on resituation (Eraut, 2008), as the theoretical framework, the paper analyses the findings from the study to explore opportunities that resistance presents to enrich technology innovation projects, rather than causing them to fail, during the various transitional stages that such projects go through. Resituation suggests that teachers instructional beliefs, factors that shape them and the mechanisms that LTOs use to support teachers integrate new technology into their teaching practice are the critical success factors in negotiating resistance. Implications for the design and implementation of innovative technologies in education as well as suggestions for future research are discussed.

41435 11:15-11:45 | Keats Room (2F)

Educational Diversity: Information and Communication Technology Perspective

Adeola Moromoke Olupona, The Polytechnic, Ibadan, Nigeria

Globalization has changed the perspective of various issues around the world. The educational sector is also inclusive and affected in the course of this change. For instance, the issue of "computer in education" gained momentum in educational policy-making in the early 1980s due to the availability of relatively cheap microcomputers in the consumer market (Pelgrum and Law, 2003). This apparently triggered lots of questions about how the sector sustained and managed the change, be it positively or negatively? In fact, competitive educational environment, globalization and rapid technological change has made knowledge a critical determinant (Shareeni, 2013). Also, there is need to explore the opportunities in information and communications technologies (ICTs) to contribute to education advancement. In order to look into aforementioned critically, the interrelationship between change in ICT and Education must be critically looked into. That is, is there any relationship between advancement in ICT and change in education? This study intends to examine change in education from the ICT perspective. Specifically, the study will review the effect of ICT on education and investigate if ICT play any significant role on the quest to achieve the sustainable development goals (SDGs). This study will focus on students and lecturers in tertiary institutions. The relevant information and data required was gathered through the source of well-structured questionnaire. Methods such as descriptive analysis and cross-tab is employed in the study. Finally, the paper will be concluded by drawing policy recommendations for the relevant stakeholders.

41354 11:45-12:15 | Keats Room (2F)

Simulation Game with a Virtual Robot-Animal. Can it Foster the Empathy and Immersion?

Alexandra Sierra Rativa, Tilburg University, Netherlands

Marie Postma, Tilburg University, Netherlands

There is an interest on the use educational robotics and games to foster 21st century skills such as social skills, empathy and learning skills in the future classroom. This study shows a game called RIE (Robotics in education), it is a simulation game created for this research. This simulation game has a virtual simulation environment in 3D graphics, where the virtual character (animal or robot-animal) explores a natural habitat. The players maintains their virtual character's level of energy, fun, and break time through buttons on the screen. The results of this study is concerned with the effect of the robotic game character appearance on empathy and immersion. In video games, the virtual character's appearance has an important place in game design because it can be a factor for generating empathy with users. Likewise, the player's facial expressive state points to the importance of also understanding the effects of situational empathy of a virtual robot in a distress situation with the players' affective experience.

40130 12:15-12:45 | Keats Room (2F)

Exploring the Educational Potential of Social Networking Environments for Indigenous K-12 Students in New Zealand

Mark Gilbert Dashper, University of Auckland, New Zealand

This presentation will detail PhD research on the factors that promoted e-learning engagement in online social networking sites (SNS) for a small sample of indigenous Māori students (Y9-11) in the rural Northland area of New Zealand. The study helps address a lack of data on how indigenous students, in particular, engaged with e-learning through a series of secure educational social networks (ESN), and how they functioned as a community of online learners operating both inside and outside of their classrooms, demonstrating increased bonding and bridging social capital, and incorporating peer group learning relationships. The methodology and process followed a problem-based methodology investigating challenges to practice with a view to changing it within a participatory research framework, to enable teachers to work with a researcher. The use of indigenous pedagogies was an underlying theme in this study to recognise the importance of decolonising discourse in the use of terminology, the process of organising research, and utilising a code of conduct to benefit indigenous people for all research. We will see how students were able to manipulate their online identity by forming their own student led, self-directed learning program that was represented as a "crossover learning framework". We will also see how students sometimes chose self-instruction in e-learning, over face to face teacher instruction, as observed in classroom "dual learning pathways" adaptations. The presentation will also identify some of the challenges between SNS and ESN, when developing an understanding of public versus private boundaries.

10:45-12:45 | Coleridge Room (2F)

Sunday Session II

Education, Sustainability & Society: Social Justice, Development & Political Movements

Session Chair: Katy Campbell

42296 10:45-11:15 | Coleridge Room (2F)

Technology and Vocational Education (TVE): A Tool for Sustainable Development in Nigeria

Jacinta Ifeoma Obidile, Nnamdi Azikiwe University, Nigeria

Technology and Vocational Education (TVE) is geared towards the development of specific skills for economic and social challenges. Considering the high rate of unemployment of TVE Nigerian graduates especially the secondary school leavers and the university graduates, it becomes pertinent to critically examine the role of TVE towards ameliorating the situation. This study would therefore ascertain the state of TVE in Nigeria, emerging challenges in TVE and its proposed adaptation towards enhancing employment for sustainable development.

41353 11:15-11:45 | Coleridge Room (2F)

Addressing Intercultural Education and the Inclusion Rights of Traveller Children in Teacher Education

Rowan Oberman, Dublin City University, Ireland

Benjamin Mallon, Dublin City University, Ireland

Despite a lengthy shared history and cultural tradition (Gmelch, 1996; Ni Shuinear, 1994) including a common language (Van Hout & Staniewicz, 2012; Gilbert et al., 2017), it was not until March 2017 that the Irish Government announced recognition of the Irish Traveller Community as a distinct ethnic group (Collins, 2017). Whilst this represents an important change in how the identity of the Traveller Community is conceptualised in policy, significant challenges remain. Almost 60% of the Traveller Community is aged under 25 (Census, 2016) and the educational outcomes of these young people paints a picture of significant inequality. Only 13% of Traveller children complete secondary education in comparison with 92% of the general population (ESRI, 2012). 62% of Travellers experienced discrimination at school (Kelleher et al., 2010) and the 2014 State of the Nation's Children Report found that when compared to other children, Traveller children were more likely to report that they were bullied at school. Traveller parents and students express concerns about teachers' attitudes, behaviour and responses to Traveller children and culture in education settings. In 2006 the UNCRC recommended that the state "undertake training activities for teachers in order to sensitize them to Traveller issues and inter-cultural approaches". This paper draws on the emergent findings derived from a mixed methods research project which explores the role of initial teacher education in supporting the realisation of children's rights in Irish primary classrooms and schools, for all children, including and in particular, those children who are members of the Traveller Community.

40313 11:45-12:15 | Coleridge Room (2F)

Equity Versus Equality: Considering Differentiated Instruction in the Literacy Classroom

Pearl Subban, Monash University, Australia

Modern literacy education embraces multiple learner profiles. In order to effectively and efficiently cater for students from varying backgrounds, literacy educators are now required to differentiate instruction on multiple levels. Students from different language backgrounds, with strong literacy awareness, may need a different pedagogical approaches to meet their unique needs. Acknowledging their strengths as language learners should be foundational in any teaching and learning program. Assessment, teaching techniques and lesson preparation all involve the need to incorporate elements of differentiation. Utilising a population of pre-service teachers, who had been recently exposed to differentiated instruction in the literacy classroom, this study investigated different methods utilised to accommodate diverse student backgrounds in the literacy classroom. The qualitative study drew on the transcripts of focus group interviews, to gain insight into techniques used in literacy classrooms to cater for varying learner profiles. These included innovative use of the teaching and learning cycle, questioning methods and presenting information using different mediums. The outcomes of the study are pertinent to teachers of multilingual students, teacher preparation programs which include programs on accommodating diversity in literacy classrooms, and school administrators.

42236 12:15-12:45 | Coleridge Room (2F)

EPE and Engaged Scholarship: The Continuing Contribution of CUP to Edmonton's Efforts to End Poverty

Martin Garber-Conrad, Edmonton Community Foundation, Canada

Maria Mayan, University of Alberta, Canada

Karen Edwards, University of Alberta, Canada

Katy Campbell, University of Alberta, Canada

In 2007 the Faculty of Extension, University of Alberta, began developing the relatively new academic domain of engagement scholarship. A key component of that strategy was an affiliation with an existing community-university coalition, the Community University Partnership for the Study of Children, Youth and Families (CUP), unique model for university-community engagement. This decision gave CUP an academic and administrative home base from which to engage in significant multisectoral research. CUP is a focal point for engaged scholarship at the University of Alberta. The involvement of researchers, administrators, staff, volunteers and students in EndPovertyEdmonton (EPE) since its earliest times has been instrumental in moving the initiative forward. It also demonstrates a multi-dimensional methodology for educational institutions to address priority community challenges. In this presentation key members of this initiative will discuss CUP's model of engagement scholarship as it has evolved in partnership with the Faculty of Extension, and its social impact in the Edmonton community. Based on the EndPovertyEdmonton initiative we will also invite discussion about the institutionalization of community-university engagement.

10:45-12:15 | Wordsworth Room (2F)

Sunday Session II

Educational Policy, Leadership, Management & Administration

Session Chair: Joseph Kretoivics

40747 10:45-11:15 | Wordsworth Room (2F)

Online Education and Accessibility: Standing at the Intersection

Kristin Palmer, University of Virginia, USA

Lori Kressin, University of Virginia, USA

Online education continues to be a hot topic at each of our institutions. How do we assure that our online education offerings include all learners? This session will look at the intersection of accessibility and online education and what all that entails. What are the issues? What are best practices that can be employed to create a more inclusive environment at the start of class? How can faculty become more engaged in this endeavor? The session will not answer all the questions, but provide topics for discussion and maybe a few solutions to bring back to your own campuses.

40294 11:15-11:45 | Wordsworth Room (2F)

Teacher Participation in School Decision-Making in Ghanaian Basic Schools: Views and Expectations From Stakeholders

Dandy George Dampson, University of Education, Winneba, Ghana

Anthony Afful-Broni, University of Education, Winneba, Ghana

The study explored the current levels, views, and expectations of stakeholders with regards to teacher participation in school decision-making in the Cape Coast Metropolitan area and Mfantseman Municipality in the Central Region of Ghana. The study employed the explanatory sequential mixed method design involving semi-structured interviews with 11 teachers, 4 head-teachers and 4 circuit supervisors. Furthermore, questionnaires were administered to 209 teachers, 26 head teachers and 11 circuit supervisors. In a micro-ethnographic study, teachers and head teachers from 2 schools that recorded the highest and lowest teacher participation in school decision-making were subsequently observed during staff and Parent Teacher Association (PTA) meetings. In addition, their documents such as staff and PTA minutes books were also scrutinized. Classroom, committee/group and school levels emerged as the levels of teacher participation in school decision-making. However, few teachers were found participating at the school level, while the majority participated at the classroom level, with some at the committee/group level. Nevertheless, almost all the teachers, head teachers and circuit supervisors agreed (stakeholders) that there should be regular training for head teachers with regard to the tenets of school decision-making and leadership to enable them fully involve teachers in all issues concerning the school.

41686 11:45-12:15 | Wordsworth Room (2F)

Educational Restructuring Through Complex Adaptive Design

Joseph Kretoivics, Western Michigan University, USA

This article integrates complex adaptive systems theory (Uhl-Bien, Palmberg, Heifetz) and design thinking (Brown, Linsky) into a framework that explains how sustainable educational change emerges and how leadership can facilitate that change process. Current educational reform efforts apply simple, linear and mechanistic "quick fixes," reducing the complexity of problems to technical issues managed by algorithms of efficiency, prediction and control. The results of these reforms have not improved standardized measures of achievement, but have widened achievement gaps, stifled innovation and creativity, and homogenized learning outcomes, teaching practices, and educator preparation. Complex adaptive systems theory acknowledges complex problems are messy, ambiguous, uncertain and nonlinear. It suggests, a shift in understanding organizations "from the industrial age," dominated by an ethos efficiency, prediction and control, "to the knowledge era," characterized by nonlinearity, interdependency, self-organization, co-evolution, emergence, adaptation, and innovation. Design thinking is an iterative process that takes a human centered approach to problem solving, operating within the spaces between inspiration/empathy, definition, ideation, prototyping and implementation. Complex adaptive design integrates these ideas to provide a non-linear process of radical collaboration. It begins by assembling a diverse team of stakeholders at the problem source. The team develops a shared vision/goals and defines problems or impediments to success. A process for assessing and developing the talents of the team (knowledge, skills and research) is initiated. The team brainstorms creative ideas and solutions that address the problem. Models and prototypes are created, assessed and modified, A select prototype(s) is implemented, monitored, evaluated and revised.

10:45-12:15 | Noblesse Room (1F)

Sunday Session II

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

Session Chair: Naveed Yazdani

40697 10:45-11:15 | Noblesse Room (1F)

Unmasking the Traditional Management Education Discourse Through Critical Discourse Analysis

Naveed Yazdani, University of Management & Technology Lahore, Pakistan

Hasan Sohaib Murad, University of Management & Technology Lahore, Pakistan

Rebecca K. Fox, George Mason University College of Education and Human Development, USA

This paper is a critical exploration of traditional management education discourse. The most critiqued of aspect is the inability of traditional business school education to prepare students to face real world complexities. This paper combines Mezirow's cognitive perspective of transformation with later developments including extra-rational thinking, multiple ways of knowing and the ability to critically evaluate social and organizational dynamics to presents the concept of "Wholistic/Holistic Management Education" (WME) which captures the micro level discursive interplay between business school texts and actions and also connects it with the macro discourse's proximal and distal structures like organizations, society and environment. From WME discourse construction the paper turns to critical analysis of traditional management education discourse by mainly incorporating extra-linguistic factors such as power relations, dominance, history, ideology and hegemony inherent in it. The paper creates nuance in transformative learning and management education research by positing them as discourses and also through the application of critical discourse analysis on business education. The micro-micro and micro-macro intertextuality-based discourse relations emerging through applying the proposed WME model are shown to counter the inherent suppression of management education discourse and to encourage developing whole person learning in business students enabling them to face the ambiguities and complexities of their respective real worlds. The paper pioneers the application of extra-linguistic critical discourse analysis techniques on management education. The major scholarly value of this paper is production of a contextualized "counter-discourse" to the universal traditional management education discourse.

41534 11:15-11:45 | Noblesse Room (1F)

Researching the Cultural Content of English Language Textbooks: Algerian Teachers' and Pupils' Views

Soumia Selougui, The West of Scotland University, UK

The textbook is considered as a pedagogical tool which has to be analyzed and evaluated in order to meet the needs of Algerian English language learners. This study aims to investigate the cultural content of the state-sponsored English textbooks in Algeria. In particular, it explores the perceived Western dominance embedded in these textbooks, in the topics, images, tasks, and dialogues portrayed. It also aims at investigating the views of Algerian pupils and teachers as locals and how they conceive the Western cultural dominance. Both of their views about which variety of culture they prefer to be taught according to Algerian local environment are also included in this study. The current study also seeks to consider Algerian EFL teachers' beliefs and practices with regards to intercultural issues emerged from the cultural content of English textbooks. This research is based on a socio-constructivist epistemology. Therefore, a concurrent mixed-methods design has been employed. Participants in this research comprise of Algerian teachers of English teaching in two public schools (intermediate and secondary) and third-year pupils at secondary schools. In addition, analysis has been conducted on a collection of English textbooks. The data have been collected through quantitative (questionnaires) and qualitative (document analysis and semi-structured interviews). For questionnaires, 50 teachers and 50 pupils took part in this study. However, 10 female and male teachers were interviewed. Therefore, I employed statistical tests to analyze the quantitative data, content analysis and thematic analysis used in order to analyze the qualitative data. Early findings indicated a monolithic culture representation in the Algerian English textbooks. They also suggested EFL teachers' considerable dissatisfaction with the cultural content of textbooks and a desire for a broader range of varieties. Moreover, EFL learners showed their openness to other cultures, but more emphasis is preferable to be on the localization of English materials. Algerian EFL teachers expressed their agency in making decisions with regards to intercultural issues found in English textbooks.

41315 11:45-12:15 | Noblesse Room (1F)

Helping all our Students to Thrive: Challenging Western Educators' Stereotyping of "Asian Students"

Susan Lubbers, Western Sydney University, Australia

Governments, bodies such as UNESCO and the Council of Europe, and businesses, in the global context of rapidly increasing intercultural interaction through business, travel, education and online communications, have emphasised for the past two or so decades the vital importance of the development of intercultural awareness and other intercultural competences as essential skills of effective and responsible global citizenship (Guilherme, 2014). Only a minority of university websites across the globe, however, includes explicit reference to the development in graduates of intercultural competence. Moreover, the persistent stereotyping as passive, shy, silent and uncritical, of "Asian students" by Western educators, suggests a lack of critical intercultural self and other awareness in the educator. This paper outlines the author's strategies to embed intercultural competence development in a tertiary media and popular culture program. It firstly applies critical discourse analysis to culturally stereotyping statements by Western academics. It then applies positive discourse analysis to dialogical discussion of theoretical perspectives on the complex and contested (Gallie, 1955) concepts of culture and interculturality of students of divergent cultural backgrounds. Critical discourse analysis demonstrates a lack of critical intercultural self and other awareness in the educators, while positive discourse analysis uncovers the equal intelligence (Ranci re/Jacotot 1991/1823) of the students from both non-Western/Asian and Western backgrounds.

14:00-16:00 | Tennyson Room (2F)

Sunday Session III

Language Development & Literacy

Session Chair: Timothy Goodier

42349 14:00-14:30 | Tennyson Room (2F)

Parent-Child Shared-Book Reading at Home – Factors Influencing Children's Knowledge Gain

Michele Pui Ling Ho, The Polytechnic University of Hong Kong, Hong Kong

Parents having high expectation towards their children's academic achievements are keen to conduct parent-child shared-book reading at home, which is empirically shown to a meaningful family activity which contributes to children's literacy and knowledge gain by many earlier scholars and researchers. Hong Kong Chinese parents, under the influence of the traditional Chinese culture emphasizing family education and children's outstanding performance, endeavour to get actively involved in their children's early literacy learning in an attempt to nurture them to become emergent and life-long readers while facilitating their vocabulary growth and print efficacy. While parental beliefs guide parental practices, and parental practices influence child outcomes, this study aims to identify the factors which contribute significantly to knowledge and literacy gain in children through parent-child shared-book reading at home. A total of 144 Hong Kong parents of a local kindergarten responded voluntarily to a questionnaire. The study findings indicated that Hong Kong parents' own role construct and their positive effects are major predictive factors determining both children's knowledge and literacy gains from storybook reading at home.

41703 14:30-15:00 | Tennyson Room (2F)

How are Indonesian Families in England Involved in Their Children's L2 Acquisition?

Aris Bahari Rizki, University of Birmingham, Indonesia

This study explored the way how families of Indonesian scholars who live in England supported their children to be bilingual, particularly when the children start studying at an English school. The data on parental involvement was obtained through semi-structured interview and observation. The result suggests that parental involvement remains important although children received a massive exposure from the L1 community. The findings indicated that parents supported their children to acquire English in some ways. In the beginning, parents put great emphasis on vocabulary enrichment in order to help the children to read the literature and communicate with their friends. Parents also support their children to interact with L1 speakers through allowing them to play with L1 children and to join after-school clubs. In addition, parents attempted to build communication with the teachers to gain the information about their children's language development.

42376 15:00-15:30 | Tennyson Room (2F)

The Principles of a Successful Language Program in the Primary Context and Exploring Collaborative Opportunities Between Primary and Secondary Languages

Penelope Johnstone, Oatley Public School, Australia

The purpose of this presentation is to discuss challenges facing language teachers in the primary context in New South Wales, Australia. The current situation in the area of language study in the Australian context is alarming. Language study in the primary years is not mandatory. The long history of haphazard approaches to languages education nationally has exacerbated the situation. Policymakers avoid discussions regarding policy changes in favour of mandatory language study nationally. It is unsurprising, therefore, that the number of students undertaking language study throughout the secondary and tertiary years is in decline. How can teachers ensure languages are retained at all levels of education? Implementation of Australia's initial National Curriculum for Languages is the first step in enhancing student engagement in language study nationally? New South Wales has finally released the New South Wales Language Syllabus in a variety of languages which is to be implemented in 2019. Accommodating the diversity of the 21st Century language learner is central to student engagement in foreign language study. Offering students choice is paramount. Making the learning relevant to the learner is integral to student engagement and motivation. Student engagement in language study is critical if there is to be success in foreign language learning in New South Wales and across Australia. This paper examines the principles of what constitutes a successful language program in the primary context and explores ways in which continuity between primary and secondary schools may be optimised through a collaborative approach.

42333 15:30-16:00 | Tennyson Room (2F)

The CEFR Companion Volume with New Descriptors, and Its Relevance to 21st Century Communication Skills

Timothy Goodier, Eurocentres Foundation, UK

The "CEFR Companion Volume with New Descriptors", officially launched this year, enriches and extends the Common European Framework of Reference (CEFR) with the addition of new illustrative level descriptors for areas such as mediation, online interaction, plurilingual and pluricultural competences. The CEFR and its scheme of reference levels from A1 – C2 is arguably the most widely used international language-agnostic framework for benchmarking teaching, learning and assessment of communicative language activities and competences. Consequently the illustrative "can do" descriptors underpinning the common reference levels can be a powerful instrument of curriculum enrichment and reform. The new descriptors in the CEFR Companion Volume are the result of a 3-year project coordinated by the Eurocentres Foundation for the Council of Europe, which replicated the research methodology of the original CEFR illustrative scales, and included the participation of 189 educational institutions worldwide in the validation process. I will provide an overview of the new volume and highlight the direct relevance of the new illustrative scales to 21st century communication skills that can facilitate international collaboration and promote intercultural understanding. I will also discuss the pedagogic exploitation of the CEFR illustrative descriptors, with reference to the Council of Europe's vision for plurilingual and pluricultural education.

14:00-15:30 | Shelley Room (2F)

Sunday Session III

Task-Based Learning

Session Chair: Binbin Amy Dai

41350 14:00-14:30 | Shelley Room (2F)

The Effects of Task-Based Language Teaching (TBLT) on English as Second Language (ESL) Students' Speaking Complexity

Muhammad Yasir Yahya, University of Reading, UK

This study enlightens our understanding of the effects of task-based language teaching (TBLT) on second language (L2) vocabulary in speaking. The study implemented a TBLT speaking intervention and examined its impact on learners' complexity in speaking. Within a quasi-experimental, pre and post-test design, a total of 59 Malaysian ESL students in the first year of their degree were allocated either to an experimental group who received the intervention or to a control group who experienced the conventional method, both for 10 weeks. At pre and post-test, learners took part in a speaking test about their personal experiences, which were recorded and transcribed. Transcripts were then lemmatized. The results show that TBLT had a statistically significant effect on the experimental group in producing more diverse and productive language. However, the study also found that even though lexical diversity and productivity increased from pre to post-test, there was no significant improvement on syntactic complexity.

40477 14:30-15:00 | Shelley Room (2F)

Bridging Between Different L2 learning Styles: Interaction Between Two Korean College Students during Collaborative Tasks

Semi J. Yeom, University of Maryland, College Park, USA

This paper illuminates how L2 learning styles as individual differences and collaborative learning of English influence each other. Learning style is one of essential variables in learning profiles that could support learner-centered language instruction. However, the significance of identifying learning styles has not been thoroughly analysed in collaborative learning contexts where peer interaction emerges. This case study addresses the role of pair work that could interweave different learning styles and respond to the individual needs of English language learners. I draw on triangulated data from observation, interviews and artefacts in a project where two undergraduate students with contrastive learning styles engaged in customised tasks based on Ehrman and Leaver style construct (2002). During a six-week period in Korea, as a participant observer, I examined peer interaction during collaborative task participation through sociocultural lenses. Findings of thematic analysis demonstrate that the partners led tasks using style preferences and shifted to different learning styles. Also, the contrast between the learning styles facilitated scaffolding and negotiation during peer interaction. This paper serves as a stepping stone to creating learning environments that could value dynamic interplays among individual and social factors of English language learners. It also calls for future inquiries to enrich "style repertoires" of students and apply them to real-world tasks in diverse language teaching contexts.

41293 15:00-15:30 | Shelley Room (2F)

Individual Differences in Learners' Working Memory, Noticing of L2 Forms in Recasts and Their L2 Development in Task-Based Interactions

Binbin Amy Dai, The Chinese University of Hong Kong, Hong Kong

A few empirical studies have investigated the relationship between learners' working memory (WM) and their noticing of L2 forms in recasts in task-based interactions (Mackey, Philp, Egi, Fujii & Tatsumi, 2002; Trofimovich, Ammar & Gatbonton, 2007) and inconsistent research results have been found. The researchers explained that the discrepancy of the research findings may result from the different methods adopted to measure noticing of recasts. Therefore, the current research made a further attempt to explore the relationship between learners' WM and their noticing of L2 forms with a refined method to measure learners' WM capacity and noticing of recasts. The present study followed the traditional pretest-treatment-posttest-delayed posttest design. Twenty-four non-English-major undergraduates participated in the study who were assigned to High-WM and Low-WM group based on two WM tests, that is, English non-word recall test and English listening span test. Participants were required to complete three interactive tasks which were the spot-the-difference, the picture-drawing and the story-telling task. All participants received frequent recasts on two linguistic targets: English question formation and past tense. Participants' noticing of L2 forms in recasts was detected through stimulated recall with the video clips of participants' task performance as stimuli. The coding scheme of noticing was adapted from Mackey, Philp, Egi, Fujii and Tatsumi (2002). Research results showed a significant relationship between WM and L2 learners' noticing of recasts of English past tense instead of English question formation, which indicated that the relationship between WM and noticing of recasts may be target-specific.

14:00-16:00 | Keats Room (2F)

Sunday Session III

Professional Training, Development & Concerns in Education

Session Chair: Jeanne Ho

41346 14:00-14:30 | Keats Room (2F)

Dermatoglyphics and Its Effects on Learning Styles and Achievements

Michele Pui Ling Ho, The Hong Kong Polytechnic University, Hong Kong

Developed since the natal stage, dermatoglyphics has a genetic connection with one's personalities which guide their behaviours. It subsequently impacts one's learning styles and accordingly their achievements. The purpose of this study is to present the relationship between dermatoglyphics and individuals' learning preferences which would determine their success either in studies or career. A total of 43 subjects who are working adults aged between 23 and 54 years old are studied. Their fingerprints were collected anonymously with a specially designed device and images were photographed for detailed analysis. A high percentage of the subjects has the whorl and loop fingerprint patterns.

42087 14:30-15:00 | Keats Room (2F)

How Do Mentor Teachers Grow As Teacher Leaders? A Case Study in Hong Kong

Jocelyn L. N. Wong, The Chinese University of Hong Kong, Hong Kong

School mentors are perceived as teacher leaders based on their capability of vision building among fellow colleagues, experience and knowledge in teaching and student development. They are also viewed as the key to the success of school-based mentoring schemes. Research on mentoring practice, however, has put its key focus on ways to help novice teachers effectively function in their schools and contribute fully to school goals and objectives. Little attention has been paid to the professional development of their mentors and how do they transit as teacher leaders when they work with their mentees. This study intends to fill this research gap by examining mentors' perceptions on their roles and their growth as teacher leaders when they undertake their mentoring responsibilities. Using school-based mentoring practice in Hong Kong as an example, the key research question of this study has put forwards as "How do mentor teachers grow as teacher leaders when they participate in mentoring practice?" This study applied a mixed method approach to address how mentor teachers capitalize their role as teacher leaders, if any, when they perform their duties. Findings of this study are threefold. Firstly, mentor teachers' perceptions on their roles are presented. Secondly, knowledge and skills that mentor teachers gained when they encountered challenges during the mentoring practice will be discussed. Thirdly, influential factors, if any, contribute to the role transition from mentor teachers towards teacher leaders will also be identified.

42344 15:00-15:30 | Keats Room (2F)

Professional Resilience; Time for a Paradigm Shift in Teacher Education?

d'Reen Struthers, UCL Institute of Education (IoE), UK

Teacher resilience and wellbeing are current buzzwords. This chapter explores the landscape in which this focus has arisen, looking at the tensions and challenges for teachers and teacher educators. Considering current teacher shortage and recruitment issues in the UK, the author argues that we should be aspiring to a situation where teachers are encouraged to take ownership of their professional position and wellbeing to "thrive in" rather than simply "survive" the profession. Drawing on research from initial teacher education providers across UK, a picture emerges to suggest that teacher educators and mentors are seeking ways to support and sustain early career teachers who are trapped between a state of resistance – opposing mandated practices that bring no benefit to themselves or their students – and one of resilience – acquiescing to those same practices to focus their efforts on managing their effects on workload and students. From an online survey and telephone interviews, the voices of those preparing teachers for the profession illuminate a range of possible approaches to support teachers. This presentation will ask if a paradigm shift is called for in the way resilience is framed for the profession.

40760 15:30-16:00 | Keats Room (2F)

How Professional Learning Communities can Thrive in a Hierarchical, High Power Distance Culture to Enable Teacher Growth and Learning

Jeanne Ho, National Institute of Education, Nanyang Technological University, Singapore

In 2009, the Ministry of Education, Singapore, introduced professional learning communities (PLC) to schools in the belief that "teachers must lead their own professional development" to drive curricula and pedagogical change. Today, over 300 government schools in Singapore implement PLC, a rare case in which PLC have been implemented on a national scale for nearly a decade. This paper presents findings from a study of the current practice of PLC in 20 Singapore schools, explicating the social cultural factors that enable or hinder its practice. Hipp and Huffman's PLC model with five dimensions and three change phases was adapted to identify the current state of PLC in Singapore schools and to analyse the enactment of the five dimensions, in a context which is more hierarchical in nature and with a higher power-distance compared to the Western societies that the PLC literature has focused on. The study adopted a mixed method approach, including a survey adapted from Olivier and Hipp (2010), staff's selection of the phase that they perceive their school to be at for each dimension, and 20 case studies involving a purposeful sampling of participants. This paper will share the findings from 6 case studies, which were categorised, based on the quantitative data, into three bands of implementation. This paper will share the distinguishing characteristics of schools in the 3 bands, the social and cultural factors that influence PLC practice in Singapore schools, and how these bands compare to Hipp and Huffman's PLC model and phases.

14:00-16:00 | Coleridge Room (2F)

Sunday Session III

Education, Sustainability & Society: Social Justice, Development & Political Movements

Session Chair: Martin Garber-Conrad

41284 14:00-14:30 | Coleridge Room (2F)

"Education is Our Weapon": The Meaning of Paid Employment Among Studying and Working Palestinian Adolescent Girls Living in Israel

Sinyal Athamneh, Bar Ilan University, Israel

Orly Benjamin, Bar Ilan University, Israel

In past research, paid work while still at school was proposed to bear one of two meanings for adolescent girls: Firstly, it was described as an aspect of parentification theory where the youth shoulder responsibility for their families' economic survival. Secondly, earning money was suggested as important for the symbolic economy of style that was found to characterize the ground on which class and race relations are played out by working class adolescent girls. The currently proposed meanings of work neglect a third possible meaning related to student's plans concerning their educational future, calling for additional exploration of the meaning of work among working adolescent girls, one that would remain sensitive to class and ethno-national issues. Responding to this call, we undertake to investigate the meaning of work among adolescent girls in diverse social locals, proposing a conceptualization of adolescent girls' employment while still at school as a both an exclusionary and inclusionary mechanism created in the context of families' harsh poverty. Based on 20 interviews with Palestinian Adolescent girls living in Israel whose families live in poverty and who are employed while still at school, we show that even though education is perceived as a "weapon" against the uncertain future, meanings attributed to work constraint girls to prioritize paid jobs regardless of academic deterioration. Our findings suggest that by focusing on the meaning of work among adolescent girls, research can shed light on the process through which market citizenship enters schools and homes excluding minority girls of their right to education.

41437 14:30-15:00 | Coleridge Room (2F)

The "Positive Side" of the Privatization of Education: Not-Profit Schools. Successful Stories and Lessons Learned

Serena Rossignoli, Education Development Trust, UK

Over the last decade, the expansion of the privatization of education has allowed to a broad spectrum of non-state schools (NSSs) to deliver education in developing countries (DCs). It was estimated that, in 2008, more than 113 million children were enrolled in NSSs in DCs. While the reinforcement of public education remains the medium/long-term objective of educational policies in DCs, governments can use strategically NSSs to cope with public education gaps and education needs. The human-rights supporters look at those NSSs with a social interest as an alternative to the pure for-profit education so to promote education as social good and improve education. The research analyses (i) how not-for profit schools (NFPSS) reach vulnerable students, (ii) the "ingredients" for ensuring good learning outcomes, (iii) the institutional arrangements set by governments to monitor and contribute to the success of NFPSSs. The research provides: 1) a comparative analysis by examining successful case studies across three different regions (Latin America, Asia, Sub-Saharan Africa), namely: Fe y Alegria (Latin America), BRAC and Gyan Shala (Asia), Zambia Open Community-Based schools (Sub-Saharan Africa) ; and 2) a contribution for (i) current debates on the role of NSSs, and (ii) future policies aiming at regulating the rise of NSSs.

41767 15:00-15:30 | Coleridge Room (2F)

Transversal Resettlement Transitions: Young Refugees Navigating Resettlement in Greater Western Sydney

Mohamed Moustakim, Western Sydney University, Australia

This paper takes a transversal approach (Guattari, 2015) to mapping aspirational change in the stories of a group of young refugees who were at different stages in their 5 years of resettlement transitions after fleeing war-torn countries in North Africa, South Asia, and the Middle East, to seek refuge in Greater Western Sydney, Australia. Refugee resettlement entails a complex and multi-layered set of transitions that newly arrived refugees are required to make simultaneously and within a very short period of time. These transitions are often compounded by the hidden injuries of war, cultural dislocations and linguistic displacements, which present young refugees with formidable challenges of varying intensities that at the same time usher in endless new possibilities. Through transversality in an informal youth and community setting, young people, youth workers and researchers were able to circumvent vertical institutional hierarchies and go beyond horizontal arrangements of local services to carve out spaces where authentic dialogue "at different levels" and "in different meanings" could lead to meaningful change in group dynamics (Guattari, 2015, p. 113). In these intersecting spaces, representations of the past, present and future through painting, alongside mentoring and website design, helped young refugees map out their educational aspirations and make informed decisions about achieving the goals they had reasons to value, rather than succumb to institutional definitions of success.

42235 15:30-16:00 | Coleridge Room (2F)

Engagement Scholarship and Social Enterprise

Martin Garber-Conrad, Edmonton Community Foundation, Canada

Maria Mayan, University of Alberta, Canada

Mary Beckie, University of Alberta, Canada

Leanne Hedberg Carlson, University of Alberta, Canada

Karen Edwards, University of Alberta, Canada

Katy Campbell, University of Alberta, Canada

Business schools have been teaching entrepreneurship for years. The more complex task of learning about social enterprise and contributing to the conversation around social innovation has come to the university more recently. Although leadership in these methodologies has been primarily from practitioners and other non-university sources, the scholarship of engagement can now make a useful contribution to advancing social enterprise and social innovation. In this presentation we will offer a model of engagement scholarship that has been emerging in an interdisciplinary Faculty, within a public research-intensive university, historically mandated to "take the university to the people...for the public good". We will share a new graduate degree in community engagement for which the development, implementation and support for graduate students was/is guided by a multisectoral curriculum advisory committee. Ongoing initiatives in research, learning, and knowledge mobilization related to social enterprise and social innovation will also be explored.

14:00-16:00 | Wordsworth Room (2F)

Sunday Session III

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Hepi Wachter

40969 14:00-14:30 | Wordsworth Room (2F)

Participatory Peer Education: An Empowering Process for the Individual, Organisation, and Community

Emma Sian Dobson, University of Durham, UK

Studies of peer-led adolescent health education establish effectiveness or acceptability, exploring the phenomenon largely through an experimental lens. Central to this perspective is a focus on outcomes and with this, the premise that to be successful an initiative must significantly change the knowledge, attitudes or behaviour of the target population. This does not guarantee successful adoption or implementation by practitioners however. Peer education projects have highly variable success, with little understanding as to why some projects fail whilst others are sustained. Coupled with uncertainty regarding funding for community-based education projects, there is a need to explore how peer education works in practice. A case study of a peer education initiative in the Shetland Islands was conducted to investigate how peer education as a construct is operationalised at the micro-level of the practising organisation, and how features at the macro-level of the community may support project sustainability. A number of organisational practices were identified as facilitating participatory practice and supporting community-based peer education efforts, such as the creation of equal relationships between staff and volunteers, prioritisation of youth voice, networks of group support and the creation of safe spaces to discuss community issues. Combining perspectives from Education and Health and drawing on theories of participatory education and empowerment, study findings assist in the production of a framework conceptualising the process by which peer education projects are empowered and in turn, empower their participants and the communities in which they are based.

41185 14:30-15:00 | Wordsworth Room (2F)

Stayers, Movers and Leavers in Vocational Education

Kitt Margaret Lyngsnes, Nord University, Norway

Marit Rismark, Norwegian University of Technology and Science, Norway

Vocational Education in Norway follows a split model where the participants start out as students enrolled in a two-year school programme. Thereafter they do a two-year apprenticeship at a workplace. Statistics show however, that one third of the students do not complete their vocational education. This dropout rate is a considerable problem in the Norwegian society. In a longitudinal study, we have followed 32 students over six years from the time they started their vocational education. The method was an annual interview. The aim of the study was to develop insights into students' course choices, occupational aspirations, and dispositions to learning as well as approaches to studentship throughout this significant period of their life. The intention has been to bring out the students' own descriptions, understandings and experiences related to the main research question: What choices do the students make in terms of education and occupation, and what have influenced these choices? To analyse the data, we draw upon the concept "learning career" as introduced by Hodkinson and Bloomer (2000). Learning career refers to the development of a student's dispositions to learning over time. In the presentation, we describe findings from the study by using the three categories "stayers, movers and leavers" to describe the students' different learning careers. The category stayers describes those who have completed their planned education at the appointed time. Movers describes those who have changed courses along the way, and the category leavers describes those who do not complete upper secondary education.

40110 15:00-15:30 | Wordsworth Room (2F)

Literacy and Inclusion in Times of Change

Marion Milton, University of Notre Dame, Australia

Many students have complex learning needs, including learning disabilities or special educational needs. This paper presents findings from international research published in a recent academic book which brought together two fields, Literacy Education and Inclusive Education. Issues faced by teachers in a changing environment, and strategies to assist students develop literacy are discussed. Change factors of a civil rights agenda, social justice and special education queries, lead to changes in education laws, such that there is an expectation that the majority of children will be taught in regular classes alongside same age peers. However, well-intentioned or aspirational policies are difficult to enact on the ground in classrooms due to a range of reasons, including lack of resources, support, teacher transience, training or quality. As literacy is arguably the most important skill students learn at school, teaching literacy inclusively is paramount. Literacy itself has changed to be multimodal, integrating reading, writing, viewing and analysing. Current literacy teaching uses digital technologies and requires a learning environment that is collaborative and participatory. For literacy teaching to be inclusive, however, it must be targeted to address the differentiated needs of each student, not only by creating interest and motivation, and using language that is inclusive, but also providing specific, structured and sequential instruction in the sub-skills that underpin literacy development for those students who have not already mastered them. A discussion of all of research into these factors will be presented.

42164 15:30-16:00 | Wordsworth Room (2F)

Visioning Classroom Environments

Hepi Wachter, University of North Texas, USA

This paper will describe the process of collaboratively working in a multidisciplinary group envisioning the "future of classroom spaces" considering constraints of physical space, pedagogy or technology. A initial ideation session was set to conduct an ad hoc literature review, and the group identified through idea mapping and design thinking methodologies three domains to investigate; 1) the learning environment, 2) diverse pedagogy supported by the environment, and 3) teaching/instructional technology. Additionally, each of the domains had categories identified and evaluated and features which would support each of the identified categories. Categories and features in each domain were organized in a matrix and scored by each group member. The three top scored categories and features in the learning environment domain and the teaching technology domain were then validated through support material gathered in a literature review. The presentation will discuss the individual domains and the highest scored categories and features, explain how each category and support feature with high scores can assist in the decision making of the design of learning environments, the selection of suitable pedagogy supported by the environment and the learning technology needed in such learning spaces. Furthermore, the presentation will discuss the results in each domain validated through literature review.

14:00-16:00 | Noblesse Room (1F)

Sunday Workshop Session

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Pablo Gutiérrez

41253 14:00-15:00 | Noblesse Room (1F)

Critical Play: Subversive Use of Lego Serious Play Methodology for the Mobility of Beliefs About Poverty in Pre-Service Teachers

Pablo Gutiérrez, Pontificia Universidad Católica de Chile, Chile

Viviana Gómez, Pontificia Universidad Católica de Chile, Chile

Chile has one of the highest percentages of inequality and segregation of the OECD country members and its educational results reflect the differences in the learning achieved by students according to their socioeconomic level. Although governmental and private initiatives have been developed to address this type of problem, their results do not account for qualitatively different changes in the way of dealing with the education of children in disadvantaged contexts. As in other countries, Chilean teacher training programs lack instances to know and change the beliefs of teachers. In the last three years, the Villarrica Campus has perfected transformative experiences to change the beliefs of its students about educating in contexts of socio-economic vulnerability focusing the efforts on critical play and serious games. The aim of this workshop is to present a strategy developed in the Campus Villarrica that uses the Lego Serious Play® methodology as a "medium" to generate tension in the beliefs of the students. Through the safe space that generates a play situation and the use of three-dimensional metaphors that are constructed and reconstructed from the individual representations towards a shared systemic vision (laws, public policies, effects of economic models, market-oriented educational systems, sociological aspects, cultural representations, etc.) that addresses the complexity of the School-scenarios, workshop participants experience each step of the process and exchange views with the speakers who will also present results of research in development to show the change in the beliefs of their students.

39661 15:00-16:00 | Noblesse Room (1F)

The Importance of Visual Design Enablers for Online Learning

Jorge Reyna, University of Technology Sydney, Australia

Creating effective online learning courseware requires instructional and pedagogical approaches, but also working knowledge in visual design and aesthetics. Research has demonstrated that aesthetics plays a significant role in shaping user responses to products and websites. Users also draw on aesthetic factors to judge usability and credibility. From the usability and accessibility perspective, visual design can be considered an essential component of the online learning experience. For example, students with colour impairment will not be able to distinguish between red and green colours. Therefore, it is important for educational institutions and faculty to consider the educational function of visual content and the aesthetic judgments that are being made by students. The rules that govern aesthetics are supported by different disciplines such as visual design, neuroscience, psychology, and multimedia learning principles. Including visual content and applying aesthetic standards during online course development can ultimately improve not only the visual appearance of course content but can also improve how students react to and interact with those courses. The aim of this workshop is to present and discuss examples of visual design enablers for online learning such as layout design, colour theory, typography, and use of images.

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Virtual Presentations

39870

Lightening Students Transitions to the University: The Role of Professional Identity

Alba Barbaà-i.Molinero, OBS Business School, Spain

Rosalía Cascón Pereira, Universitat Rovira i Virgili, Spain

Ana Beatriz Hernández Lara, Universitat Rovira i Virgili, Spain

Our general motivation in undertaking this study is to propose alternative measures to lighten students experienced tensions during the transitions from high school to higher education basing on the concept of professional identity strength. In order to do so, we measured the influence that three different factors EMC, EEC and PMC exerted over students' professional identity strength and proposed the measures considering the obtained results. By using hierarchical regression analysis we addressed this issue, across disciplines and bachelor degrees, allowing us to gain also deeper insight into first year university students PID. From our study theoretical contribution and practical implications arise.

39933

Students of the Future/Faculty of the Future Adapting Teaching and Learning to a New Generation of Scholars

Donna Roberts, Embry-Riddle Aeronautical University, USA

The landscape of higher education is rapidly changing. As the amount of technical information doubles every two years, technology is taking us to places we only dreamed of before, but in doing so, is also making demands on us that we have never faced before. Students today are challenged with preparing for careers that don't yet exist, and instructors are tasked with facilitating such preparation. Certainly, the accelerated pace of change results in a broader and more expansive role and mission of higher education. The student body itself is vastly different than that of the past. The Millennials/Gen Y challenge many of the traditional practices of higher education. They have transformed education into an entity akin to a consumer product and demanded that the system respond to their expectations about choosing what, where and how they learn. The Centennials/Gen Z, the first full generation of true digital natives, think about and process information differently, and thus require a comparable learning environment. As the most diverse and globally sophisticated generation ever, they demand collaborative classrooms, meaningful activities, and differentiated instruction. Collectively, these new generations of scholars, are transforming the very essence of college classrooms and challenging faculty to examine traditional pedagogy and learning environments. Faculty must find ways to adequately prepare them for the future – a future with challenges and opportunities we, and they, cannot yet even imagine.

39934

The Learning Styles Controversy a "Neuromyth" or the Future of Individualized Education?

Donna Roberts, Embry-Riddle Aeronautical University, USA

The term "learning style" began to appear in the educational literature in the 1970s. Since that time, researchers and educators have attempted to determine both a standardized defining construct and a functional assessment instrument. The result has been an inundation of differing models and commercial measurements yielding questionable and inconclusive empirical results. Despite the general intuitive appeal and widespread application of various learning style theories in venues such as schools and organizations, the scientific and academic communities generally regard most instruments with skepticism, criticizing their basic psychometric properties and lack of independent validation. Today, the overarching concepts are the subject of continued controversy. Proponents argue that the effective application of style preferences can enhance learning, engagement, and motivation. Conversely, critics claim these constructions are at best unsupported and ineffective, and at worst a potentially dangerous practice far from being an irrelevant concept, the differences among learning styles remains an important consideration. As the amount of information and the skills necessary to process and apply that information expand at rates never before imagined, effective learning strategies are of paramount importance. Additionally, as learning environments have become more diverse and inclusive, especially with respect to the varying modes of delivery facilitated by technology, the impact of different learning styles may be considered even more relevant and critical to success. Now, more than ever, we have the means to individually tailor learning to produce the most effective results, if, in fact, tailoring the style of delivery is meaningful.

40224

Engaging Graduate Learners Through High Impact Practices in Online Learning

Tony Pellegrini, Southern Utah University, USA

Since 2008, the Association of American Colleges and Universities has encouraged engagement of learners with High Impact Educational Practices. These teaching and learning practices have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts. On many campuses, assessment of student involvement in active learning practices such as these has made it possible to assess the practices' contribution to students' cumulative learning. However, on almost all campuses, utilization of active learning practices is unsystematic, to the detriment of student learning. We invite participants in this conference to collaborate with us, through these dissemination efforts, to systematize the implementation of these practices. This presentation will outline and describe how the efforts that the Graduate Studies in Education program at Southern Utah University, engages in and incorporates these high-impact practices. We are encouraged that educational research suggests that these practices increase rates of student retention and student engagement. The rest of this presentation will explore in more detail why these types of practices are effective, which students have access to them, and, finally, what effect they might have on different cohorts of students. Focus and attention will be paid to demonstrate the alignment of these practices across graduate and undergraduate programs. Comparisons and experiences will be addressed as well regarding how these practices are addressed in both face-to-face and online learning environments.

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Virtual Presentations

40436

EFL Students in Adaptive Learning Environments

Carol Ochoa, Universidad Santo Tomás, Colombia

This research study was carried out in order to contrast a 3D virtual world called Moviestorm with real life videos, in terms of development of presentation skills. The research involved 60 students of the faculties of Electronic Engineering and Law of different semesters of the University of Santo Tomás, focusing on English for Specific Purposes (ESP). The implementation of a virtual world sought to promote the improvement of oral communication skills, specifically, oral presentations in a foreign language, as well as promoting collaborative work. This research is based on the concepts of Machinima, real life videos, presentation skills and ESP. The project was developed in 3 phases: first, the students created their videos in real life; in the second stage, they used Moviestorm software to develop their videos and in the third, they developed another real-life video to show their presentation skills. The instruments used were a questionnaire, an interview and an observation form, supported by the student's work. The results showed how students from different faculties worked collaboratively to achieve one goal: improving their presentation skills. This study is intended as a methodological basis in the field of English for Specific Purposes carried out through the use of technological resources. During the presentation, I will talk about the theoretical and methodological basis of research. I will also be demonstrating the instructional design with different activities to promote the use of tools of real life and 3D in ESP courses.

41128

Estimating Sample Sizes in a Google Classroom: A Case of Global Collaborative STEM Education

Richard Velasco, Texas Tech University, USA

Education is a perpetually evolving field, especially with the rapid advancement of technology and the uprising of the globalization phenomenon, and thus, it can be argued that global education is absolutely necessary. Global collaborative STEM Education (GCSE) is a subset of global education that is rarely discussed in the literature. Specifically, this paper focuses on the teacher mentorship of the GCSE aspect by showcasing a practical example occurring in the backdrop of a mini-project between two classrooms in different parts of the world regarding estimation of sample sizes. Chromebooks-laptops associated with Google that utilizes Google Chrome as its main web browser-were used as a technology tool to access the online application, Google Classroom. This virtual classroom application served as the digital medium for students to post up assignments and engage in communication. Perceptions in participating in this global collaborative STEM project were positive, as participating teachers expressed that it was a pleasant departure from what they normally did in their classroom.

41303

Active Learning in the 'Informative Speech' Class: Overcoming Stage Fright

Terese Mendiguren, University of the Basque Country, Spain

Antxoka Agirre, University of the Basque Country, Spain

Leire Iturregi, University of the Basque Country, Spain

This work shows the teaching strategy developed by the Basque Country University to overcome the stage fright in the "Informative Speech" class. This is also part of an educational innovation project that encourages the students' initiative, learning, creativity and motivation with the subject. Theoretical fundamentals and practical application of this strategy is detailed in this research, in addition to positive evolution overcoming this fright by students. Information has been collected through a focus group and three polls made at the beginning and the end of an academic year. The main idea is that it is very common to suffer this fear to camera and microphone greater or lesser extent, but that good goals can be achieved working with suitable techniques.

41362

Thriving Beyond Surviving: Potential Solutions to School Reform Problems

Mindy Crain-Dorough, Southeastern Louisiana University, USA

In the past two decades, schools and school districts have faced multiple educational reforms mandated by national and local policy. In the United States, some of these reforms include: the implementation of Common Core Standards, the administration of new assessments, the reporting of value-added results, the implementation of educator evaluation systems, and the increasing number of charter schools. In the face of these new reforms, schools and districts are required to make major changes in the way they educate students. Such drastic changes are not easy to carry out in a short time frame. Successful implementation of reforms and the education of children hinges on a crucial decision to be made by schools and districts. They can choose to merely survive by reluctantly following the rules in hopes that the reform waves will subside. On the other hand, a better choice would be to thrive by moving with the waves of reform instead of against them, thereby charting a unique course to navigate toward success. This choice is a difficult one to make because of the many concerns brought about by reform efforts. This paper presents various concerns schools and districts encounter, as well as other stakeholders, regarding reforms. Potential solutions for dealing with these concerns are also presented. The purpose of this paper is to encapsulate the impact of massive school reform and to present approaches for moving forward to achieve success for all involved.

41741

Enabling Undergraduate Female Students in Hands on Learning Through Programming Contests

Nova Ahmed, North South University, Bangladesh

Tamanna Motahar, North South University, Bangladesh

The importance of hands on learning is important for subjects such as Computer Science and Engineering [1]. There is an ongoing digital divide in the case of active learning of female students. Less than 1% female graduates enter job sector in the context of Bangladesh. Arrangement of a female only programming contest has enabled great learning opportunity for female students who have showed improved participation and confidence as a future leader. The female only programming contest was conducted at national level where urban, suburban and rural undergraduate female students joined in a team of three students, worked on complex algorithmic solution approaches within a given time limit. The team work has encouraged the students to learn better from each other as has been shown in previous research effort [2, 3,4,5]. The participants shared their barriers from social perception and cultural factors where the computer belongs to the male household member in a patriarchal society [6]. The research would be able to provide improved and gender sensitive policies in coming days along with generating awareness of future female leaders.

42159

Cognitive and Informative Level of Knowledge About Puberty Among Primary School Pupils in the Czech Republic and in China

Miluše Rašková, Palacký University Olomouc, Czech Republic

Dominika Provázková Stolinská, Palacký University Olomouc, Czech Republic

Knowledge is gained in the process of learning and represents the level of awareness. The cognitive and informative level of knowledge about puberty includes the amount and quality of relevant information. During puberty, reproduction abilities are achieved. Puberty represents an essential hormone process accompanied by physical changes and rapidly transforming psyche, during which individuals become aware of their own personalities. Puberty is a significant element of sex education in the European as well as global dimension. Children need to be prepared for puberty in time and in an appropriate manner; this should include all related associations and contexts. Timely readiness for puberty means that children have the required knowledge before its onset – during pre-puberty when they are in primary school. The objective of the present research study is to identify the level of knowledge about puberty among primary school pupils in the Czech Republic and in China. The research method to determine the knowledge about puberty among primary school pupils was the achievement test. The level of knowledge about puberty was tested by means of 9 items with open-ended answers. The content of the test items focused on the following: concept of puberty; definition of puberty; puberty age range; knowledge about physical changes in boys and girls; knowledge about other changes that puberty induces; significance of puberty in human life. The data were described by means of statistical procedures and descriptive statistics.

42262

Inclusive Education in the Degrees of Communication and Journalism: The Case of the University of the Basque Country

Jesús Ángel Pérez Dasilva, University of the Basque Country, Spain

Koldobika Meso Ayerdi, University of the Basque Country, Spain

Terese Mendiguren Galdospín, University of the Basque Country, Spain

The number of university students with disabilities has increased in recent years (Hadjikakou and Hartas, 2008, Leyser et al., 2011) as a result of the approval of different laws and regulations that try to guarantee that people with disabilities can access, without discrimination and equal opportunities, to the university. As a result of this, the degree of commitment of these institutions of higher education to the processes of inclusion of students with disabilities is increasing, creating services to serve this type of students and their own regulations that regulate their rights. For these students, reaching the university classrooms is an opportunity to improve their quality of life and their access to the labor market (Misischia, 2014). This time at university is still often a difficult stage where they encounter obstacles that have already suffered in previous stages of education as unachievable evaluation systems, negative attitudes of teachers or physical barriers. This explains why different research projects have emerged in the academic community over the last few years that study the need for universities to adopt inclusive strategies that reduce the obstacles that these students have to face in their learning processes and evaluation methods. This communication is part of a research project that, in collaboration with the Disabled People's Service of the University of the Basque Country, studies the inclusion of students with disabilities in the Faculty of Social Sciences and Communication.

42337

"Mad Dog": A Case Study of Auditory Processing Disorder, Impeded Psychosocial Functioning, and Suicide Attempt Survival via Restorative Christianity

Frank Bailey, Liberty University, USA

Russell Yocum, Liberty University, USA

This case study is informed by Robbins's non-classical psychology theory (2010). The study explores the participant's ("Mad Dog's") experiences with auditory processing disorder, learning disability triggered "psychache" (Shneidman, 1995, p. 145), resultant suicidal ideation vis-à-vis impeded psychosocial functioning, and improved mental/emotional health through restorative Christianity. The design is a chronological narrative case study with a single participant using methodology similar to a previously published study by the authors (2015). The case study seeks to answer the following research questions via an examination of the participant's lived experiences: a) how do multiple learning disabilities affect the participant's emotional health? b) how do the constructs of spirituality and religiosity transform the participant's outlook following near-fatal suicide attempts? and c) how does faith inform the participant's view of self and life? Data were gathered via interviews with the participant, participatory and non-participatory observations, and document analysis. Participant responses and other data were arranged chronologically, converted to text, and bracketed for open-coding and identification of psychosocial, problem solving, and spiritual themes. Restorative Christianity enables the participant to transcend suicidal ideation and the confines of his disabilities to find peace, functional ability, and his place within the world.

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Virtual Presentations

42362

Improving the Degree in Business Management: Proposal of a Major Based in our Virtual Firms Applied to University Model

Néstor Lázaro Gutiérrez, University of the Basque Country (UPV/EHU), Spain
Pedro Gómez Rodríguez, University of the Basque Country (UPV/EHU), Spain
Ana Bilbao-Goyoaga, University of the Basque Country (UPV/EHU), Spain
Irene Barainca Vicinay, University of the Basque Country (UPV/EHU), Spain
Lorea Maguregui Urionabarrenetxea, University of the Basque Country (UPV/EHU), Spain

Nowadays companies must adapt to an uncertain competitive environment where continuous innovation has become a crucial strategy. Universities must also evolve to offer the professionals that organisations need. Bearing in mind the gap existing between graduates' profile and what companies demand, we undertook an educational innovation project in our center, consisting of the implementation of the Virtual Firm Applied to University (VFAU). Through a four-year implementation experience, but with a limited scope and extracurricular nature, we could appreciate and assess the unquestionable advantages that students acquire when taking part in this activity, both in their teamwork and management skills, well as in their communication and entrepreneurship ones. To take full advantage of its potentialities, it is essential that the curricula of university degrees incorporate this methodology to their official contents, and not just use them as auxiliary tools and without the necessary academic planning for their formal implementation.

42367

Play of Preschool Children as an Indicator of Readiness for Enrolment in Elementary School

Eva Šmelová, Palacký University Olomouc, Czech Republic
Alena Berčíková, Palacký University Olomouc, Czech Republic
Alena Vavrdová, Palacký University Olomouc, Czech Republic

The preschool age is a period of play. Children spend most of the day playing and play is a source of precious opportunities for their development. An important milestone in the life of the child is enrolment in elementary school and preparation for this important period. Since 2017, the last year of preschool education has been compulsory in the Czech Republic. This places a greater emphasis on children's readiness for compulsory education and teachers' diagnostic skills. Teachers should not forget that children behave naturally during play. The objective of the study was therefore to describe the current play of preschool children not only as children's need and naturalness, but also as a means of assessment of children's readiness for compulsory education. The main method was a video-study of play of children aged 5 to 6 years in mainstream kindergartens in Olomouc. A qualitative research design was used. The paper was supported by the following project: 'Play as a means of preparation of the child for compulsory education' IGA_PdF_2018_017.

42248

Leadership for Enhancing Quality Culture in Higher Education

Kanog-on Rungrojngarmcharoen, Assumption University, Thailand

The mission of higher education institutions is to produce quality graduates. To ensure that institution are able to do so, they have to continuously improve their performances based on quality assurance standards at national and international levels. Complying with these standards reflects on the quality of the institution, its administration, academic function, and outcomes. Administrators, faculty members, and staff play roles in delivering quality assurance tasks which require systematic planning, implementation, assessment and development processes. Their success significantly depends on institutional culture, shaped by leaders, which impacts quality assurance systems. This paper aims to identify to what extent institutional leaders affect the achievement of quality assurance standards and to determine their roles to enhance quality culture in higher education. Selected data is taken from scholarly published articles related to leadership influencing quality culture in higher education and quality assurance systems from the year 2000 onwards. The data analysis was through qualitative content analysis. The findings demonstrate what leadership functions and roles are effective to encourage administrators, faculty members, and staff to improve and develop their performances in alignment with expected outcomes and goals of institutions while achieving national or international quality assurance standards. Through synergistic collaboration under strategic leadership, higher education institutions can improve and sustain quality culture enabling authentic quality development of education responding to stakeholders' needs.

41269

Understanding the Factors that Impact on the Integration of New Technologies (ICTS) in South African Paperless Classrooms

Danbaba Magana Na-Allah, University of the Witwatersrand, South Africa

The introduction of ICT across the education systems in South Africa is characterized by limited discourse as ICT remains alien in classroom pedagogies. Nevertheless, teachers as critical players in pedagogical issues and agents of change in the education systems remain marginalized. The study seeks to identify and understand factors that influence teachers' quest to adopt and pedagogically integrate ICT in their classrooms. Thus, this paper presents findings based on teachers' views concerning the ongoing implementation of the Gauteng paperless schools project which started as a pilot project in five high schools in 2015. Using a descriptive case study approach, qualitative data was generated to understand teachers' perceptions and educational beliefs on the adoption of ICT in their profession. Using the thematic content analysis approach, findings revealed that ICT adoption and pedagogical integration in the schools lack a systematic approach. Evidently, the design and implementation approach were not conceptualized around contextual and the pedagogical needs of teachers. Teacher and context-related parameters such as teachers' preparedness to adopt ICT interfered negatively thus posing challenges to the integration process. The paper argue that, if teacher and context related factors are first investigated and ascertained prior to implementation of the project in schools, ICT can be well adopted and appropriately integrated into classroom teaching and learning process. Finally, the paper highlights the Implications for planning and implementation of future ICT projects in South Africa.

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Conference Highlights: The Past 12 Months

Since 2009, IAFOR has welcomed university presidents, faculty deans, journalists, national politicians, government ministers, diplomats, charity leaders, think tank directors, company presidents, documentary photographers, movie directors, members of the armed forces, actors, lawyers, doctors, jurists, artists, poets, writers, clergy, scientists, philosophers...

Here are some highlights from the past twelve months, from our events in six cities, in five countries, and over three continents.



Above: Dr Megumi Rosenberg of the World Health Organization (WHO) engages with the audience in a “Health Across the Lifecourse” plenary panel at the Asian Conferences on the Social Sciences (ACSS2018), Sustainability, Energy and the Environment (ACSEE2018), and Aging and Gerontology (AGen2018), while Hiroshi Ishida, Professor of Sociology, in the University of Tokyo, looks on. Held in June, under the umbrella theme of “Surviving and Thriving”, Kobe is also home to the WHO Centre for Health Development, which although based in Japan, is fully part of the WHO’s headquarters in Geneva. The panel was chaired by James W. McNally, Research Scientist at the University of Michigan.

Below left: Philip Sugai of Doshisha Business School, Japan, delivers a featured presentation titled “Towards a Universal Standard of Value through Blockchain” in which he speaks of his work creating and testing a theoretical model for the application of blockchain technology to marketing practice with the aim of deepening scholarly and practical knowledge of how value is created, measured and managed for customers, firms, employees, partners, society and the planet. **Below right:** Lowell Sheppard, Asia Pacific Director of the HOPE International Development Agency, delivers a featured presentation on “Surviving and Thriving”, drawing on his experience working in and writing about intensely dysfunctional communities, the result of war, disaster and extreme poverty.

Bottom left: Professor William Baber of Kyoto University’s Graduate School of Management, Japan delivers a workshop presentation introducing and review some general aspects of negotiating in professional contexts. **Bottom right:** Kathryn M. Lavender, a project manager at the National Archive of Computerized Data on Aging (NACDA) at the University of Michigan engages with attendees of a featured data research workshop.





Above: The Asian Conferences on Cultural Studies (ACCS2018) and Asian Studies (ACAS2018) were held concurrently under the theme "Fearful Futures: Cultural Studies and the Question of Agency in the Twenty-First Century" at the Art Center of Kobe in May. Here Haruko Satoh chairs a plenary panel titled "Fearful Futures: Rescuing Asian Democracy". Professor Satoh is professor at Osaka University's School of International Public Policy (OSIPP) where she lectures on Japan's relations with Asia and identity in international relations, and co-director of the OSIPP-IAFOR Research Centre. The panelists from left to right are Colin Dürkop, Visiting Fellow at Kyoto University, Japan and formerly of the Konrad-Adenauer-Stiftung (KAS); Pavin Chachavalpongpun, a leading Thai public intellectual, who is also associate professor at Kyoto University's Center for Southeast Asian Studies; and Takuma Melber, coordinator of the Master's programme Transcultural Studies Programme at The University of Heidelberg.

Below left: Helen Gilbert, Professor of Theatre at Royal Holloway, University of London, delivers a keynote on "Indigenous Resurgence and Environmental Justice on the Global Stage". **Below right:** Vinay Lal is Professor of History and Asian American Studies at UCLA, and one of the world's foremost scholars of Indian history, historiography, and culture in India. In a wide-ranging lecture on "The Challenge of the Global South" he highlighted what he termed the challenge of Bandung, which is to try to understand whether the Global South can mount an intellectual and socio-cultural defence that would facilitate the conditions for an ecologically genuine survival of plurality. **Bottom left:** Poet and academic Tammy Lai-Ming Ho of Hong Kong Baptist University answers questions following her keynote on "Poetic Resistance and Empowerment", which looked at how Western literature and culture are incorporated into the expression of a unique Hong Kong identity. **Bottom right:** Donald E. Hall, Dean of Lehigh University's College of Arts and Sciences, delivers a keynote presentation titled "The Cities We Fled", discussing the city of his birth: Birmingham, Alabama (USA), which encouraged the audiences to consider their own relationship with their own cities as sites of pleasure and pain.





Above left: Professor Diane Hawley Nagatomo of Ochanomizu University, Japan, delivers the opening Keynote Presentation at The Asian Conference on Language Learning (ACLL2018), held in Kobe, Japan. The conference theme was "Surviving and Thriving: Education in Times of Change", and Professor Nagatomo reflected this in her address exploring questions of gender, and personal and professional identity among Western female English Language Teachers in Japan "Surviving and Thriving in the Gendered Waters of Japan: Ten Women's Stories". **Above right:** The second Keynote Speaker was Professor Bonny Norton of the University of British Columbia, Canada, who joined the conference by video link, and also tackled questions of identity in her insightful Keynote Presentation on "Identity and Language Learning in an Unequal Digital World".

Below left: Professor Ken Urano of Hokkai-Gakuen University, Japan, listens to questions following his Featured Presentation at ACLL2018, titled "Task-Based Language Teaching in an English for Business Purposes Program". **Below right:** Professor Emerita Judy Noguchi delivers a Featured Presentation on English for Specific Purposes (ESP) entitled "A New Paradigm for English Language Teaching in Asian Contexts". A Professor Emerita of Kobe Gakuin University, Judy Noguchi served as the first Dean of its Faculty of Global Communication. She served as Vice-President of JACET (The Japan Association of College English Teachers) from 2015 to 2017 and as President of JACET Kansai Chapter from 2010 to 2015.





Above left: Professor Umberto Ansaldi, Chair of the School of Humanities at The University of Hong Kong, delivers a wide-ranging keynote that looked at controversial questions of language preservation and conservation in “Heritage in Language?”, as part of a plenary panel on Language and Heritage. The panel explored issues surrounding the role of heritage languages in contemporary society and education, both from theoretical perspectives as well as practical solutions. **Above right:** Dr Lisa Lim, Head of the Department of English and at the University of Hong Kong and a noted scholar on the sociolinguistics of globalisation, delivered a keynote on “Heritage in Language: Nurturing Collective, Socially Relevant and Transformative Research in Education”. Here she is pictured in an exchange during the moderated panel which followed both presentations.

Below left: Professor Steve Cornwell IAFOR President, also Vice-President of Osaka Jogakuin University, Japan, takes part in a Featured Panel Presentation on “Language Learning in a Time of Complexity and Change” at ACLL2018, which asked and encouraged delegates to reflect and draw on their own experiences in language learning education. **Below centre:** Professor Ted O’Neill of Gakushuin University, Japan, and an IAFOR Vice-President, speaks as part of the same panel on his experience helping to found a new faculty at the university. **Below right:** Professor Jo Mynard, Director of the Self-Access Learning Centre (SALC) at Kanda University of International Studies (KUIS) in Japan in a light-hearted moment engaging with a member of the audience in the same panel.





Above left: Professor Eun Kyung Min of Seoul National University, South Korea delivers a Keynote Presentation entitled "The Prospect ... towards the East": Reorienting Eighteenth-Century British Literature". Her research interests include Enlightenment ethics and aesthetics, the history of literary canon formation, and early modern cultural history; she is also interested in Asian literature in English, Asian American Literature, and Asian cultural production in general. Her keynote was delivered as a part of The Asian Conference of Arts and Humanities (ACAH2018), where the conference theme was "Recentering: Asian Spaces, Cultures and Ideas in the 21st Century". **Above centre:** Professor Li Ou of the Chinese University of Hong Kong, Hong Kong responds to a question following her Keynote Presentation entitled "British Romanticism in China: Received, Revised, and Resurrected". Li Ou is Associate Professor at Department of English, the Chinese University of Hong Kong. Professor Ou's research interests include Romantic poetry and cultural/literary relations between China and Britain. **Above right:** Professor Georges Depeyrot of the Ecole Normale Supérieure, Paris, and Director of the IAFOR Silk Road Initiative, introduces the scope of the programme to delegates at ACAH2018. Professor Depeyrot is a monetary historian and Board Member of the French National Center for Scientific Research (CNRS), France. He is the author or co-author of more than one hundred volumes, and is the founding director of the Moneta publishing house, the most important collection of books on the topic of money. Professor Depeyrot is a member of the board of trustees of the Centre National de Recherche Scientifique.

Below left: Dr Yutaka Mino of the Hyogo Prefectural Museum of Art, Japan delivers a Keynote Presentation on The Ceramic Road as part of the IAFOR Silk Road Initiative at ACAH2018. Dr Mino is the Director of the Hyogo Prefectural Museum of Art, where the conference plenary session was held, and one of Japan's leading museum curators, as well as a Chinese ceramic and art historian of international renown. **Below right:** Dr Shoso Shimbo is a leading exponent of Ikebana, the Japanese art of flower arrangement. Dr Shimbo was selected by *Belle* magazine as one of six "Australia's top floral designers" and has won multiple awards including the Gold Award at the Melbourne International Flower & Garden Show. He is a director of the International Society of Ikebana Studies and he teaches "Japanese Aesthetics: From Ikebana to Contemporary Art" at RMIT. Here he is seen with his beautiful creation, following a demonstration at the ACAH Welcome Reception.





Above: The 2018 ACAH Conference in Kobe hosted a series of IAFOR Silk Road Initiative associated presentations on the conference theme of "Recentering: Asian Spaces, Cultures and Ideas in the 21st Century", using this as the lense through which researchers associated with the Initiative discussed a range of topics, covering art and culture, as well as history, politics, and international relations, and a special symposium was organised with the cooperation of Kobe University and the Nara National Museum, both of which organisations IAFOR will work on a planned Silk Road Conference in 2019. Pictured here after the presentations (from left to right) are Dr Sakae Naito, Chief Curator of the Nara National Museum and expert on Buddhist art; Kiyomitsu Yui, Professor of Sociology and Executive Director of the Centre for EU Academic Collaboration at Kobe University; Professor Hiroko Masumoto, Dean of the Graduate School of Humanities of Kobe University; Professor Noriyuki Inoue, Vice-President of Kobe University, and Professor Georges Depeyrot, Director of the IAFOR Silk Road Initiative. For more information about the IAFOR Silk Road Initiative, please visit www.silkroad.iafor.org.

Below left: Professor Ka-ho Joshua Mok listens to a response to his Keynote Presentation on "The Quest for World-class University Status: The Role of Liberal Arts University Nurturing Leaders for Uncertain Futures". Professor Mok is the Vice-President and concurrently Lam Man Tsan Chair Professor of Comparative Policy of Lingnan University, Hong Kong, and one of the world's leading scholars in international higher education research. His recent published works have focused on comparative social development and social policy responses in the Greater China region and East Asia. He is also the founding Editor-in-Chief of the *Journal of Asian Public Policy* (London: Routledge) and *Asian Education and Development Studies* (Emerald) as well as a Book Series Editor for Routledge and Springer. **Below middle:** Dr Xu Di of the University of Hawai'i at Manoa, USA discusses issues of education and ethics as part of a plenary panel entitled "The Challenge to Survive and Thrive in the 21st Global Learning Space/Community: Technology and Ethics". Xu Di is an educational philosopher and professor in the department of Education Foundations, at the College of Education in the University of Hawai'i-Mānoa whose research focuses on bridging Eastern and Western philosophy for educational practices. **Below right:** Professor Curtis Ho delivers a presentation as part of the same panel. Professor Ho is Department Chair and Graduate Chair of the Learning Design and Technology department at the University of Hawai'i at Manoa, who is a noted expert in educational media research, interactive multimedia, web-based instruction, distance education, video technology, and computer-based education.





Above left: Professor Dexter Da Silva, Professor of Educational Psychology at Keisen University in Tokyo, delivers a presentation as part of the Featured Panel entitled “Psychological Literacy: The Most Important Literacy for the 21st Century”, at the jointly held Asian Conference on Psychology & the Behavioral Sciences, and the Asian Conference on Ethics, Religion & Philosophy in Kobe. Dr Da Silva He has taught EFL at junior high school, language schools and universities in Sydney, Australia, and for more than two decades has been living and teaching at the tertiary level in Japan. **Above right:** Professor Ronald Mellado Miller of Brigham Young University, Hawaii, fields questions during the same panel. An academic psychologist, Dr Miller’s main interests are in the areas of applied statistical analysis and predictive modelling. He has led research in Tonga, Fiji, and Samoa, working with governments and NGOs to improve educational and other social outcomes.

Below left: Dr James W. McNally of the University of Michigan, USA and the NACDA Program on Aging, in a lighter moment during his Featured Presentation on a serious topic; “Patterns of Depression Among Elderly Asian Immigrants to the United States Over the Past Decade”. Dr McNally is the Director of the NACDA Program on Aging, a data archive containing over 1,500 studies related to health and the aging lifecourse. He has worked extensively on issues related to international aging and changing perspectives on the role of family support in the later stages of the aging lifecourse. A Vice-President of IAFOR, he is the Chair of the Social Sciences & Sustainability division of the International Academic Advisory Board. **Below right:** Professor Frank S. Ravitch of Michigan State University College of Law, USA, is a constitutional lawyer with an international reputation who works across the fields of ethics, religion and law. He has authored several books, including *Freedom’s Edge: Religious Freedom, Sexual Freedom, and the Future of America* (Cambridge University Press, 2016); *Marketing Creation: The Law and Intelligent Design* (Cambridge University Press 2012), and *Masters of Illusion: The Supreme Court and the Religion Clauses* (NYU Press 2007), as well as amicus briefs to the U.S. Supreme Court. Here he delivers a wide-ranging, timely and powerful Keynote Presentation entitled “Law, Religion and Authoritarianism: From State Shinto to Religio-Trumpism”, in which he draws some uncomfortable parallels between the present political situation in the USA with darker moments in Japan’s past.





Dubai's Festival City again hosted The IAFOR International Conferences on Education and Language Learning (IICEDubai and IICLLDubai), and attracted delegates from across the region as well as further afield as research and presentations focussed on the conference theme of Surviving and Thriving: Education in Times of Change. Both research focussed and more practical presentations and workshops were organised over the three days of the conference, and included presentations by representatives of the UAE Ministry of Education.

Above left: Dr Christine Coombe of Dubai Men's College, UAE, responds to questions following her Keynote Address entitled Classroom Management: Empirical and Practical Perspectives. Dr Coombe is a widely published academic, a past president of TESOL International and sits on the IAFOR International Academic Advisory Board. **Above right:** Dr Deena Boraie delivers a Keynote Address, "Exploring English Language Education in the MENA Region Now and in the Future", in which she drew on her experiences in Egypt. Dr Boraie is dean and professor of practice at the School of Continuing Education at The American University in Cairo.

Below left: Dr Martin Spraggon of the Mohammed Bin Rashid School of Government expands on the local context, giving an overview of educational policy, in his Featured Presentation on "Key Trends, Challenges and Opportunities in the Field of Higher Education in the UAE". **Below right:** Dr Sufian Abu-Rmaileh of the UAE University listens to delegates giving feedback after his engaging presentation entitled "Using Critical Thinking Techniques in the Classroom". Dr Abu-Rmaileh is a past president of TESOL Arabia.

Bottom left: Professor Mustafa Hashim Taha of the American University of Sharjah, UAE, examined entertainment education with an emphasis on the role of theatre in promoting political reconciliation in post-apartheid South Africa in his thought-provoking and wide ranging Keynote Presentation. **Bottom right:** Dr Virginia Bodolica of the American University of Sharjah, UAE delivers a Featured Presentation that addressed the wider conference theme of Surviving and Thriving in Times of Change with her featured address on "In the Era of Disruptive Transformations: Embracing the Imperative of Dynamic Adaptation to the Evolving World of Work".



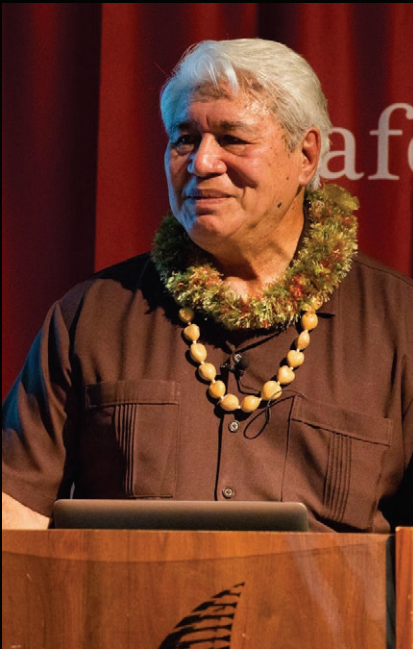


Some 250 scholars and educators from more than 40 countries came together for the IAFOR International Conferences on Education (IICEHawaii2018), and Sustainability, Energy and the Environment (IICSEEHawaii2018) at the Hawaii International Convention Center in Honolulu, Hawaii for an event held in partnership with the University of Hawaii at Manoa, and with the support of the East West Center, Brigham Young University, and the World Bank.

Above left: Dr Joseph Haldane, Chairman and CEO of IAFOR chaired a plenary panel entitled "Educational Policy: Does the Democratisation of Education in Educational Systems Fuel Economic and Social Inequality?". **Above right:** Professor Xu Di and David P. Ericson, both renowned educational philosophers based at the University of Hawai'i at Manoa, delivered addresses first, giving both the local context and then drawing on examples from other countries, before Dr Haldane then opened the floor to questions and then a more general discussion of the topic.

Below left: Dr Xiaoyan Liang is a Lead Education Specialist in the World Bank, with a focus on educational development in Africa and East Asia. Her wide ranging keynote, "Education in a Changing World: New Partnership and Changing Paradigm for Education Development", was sponsored by the World Bank. **Below right:** Dr Andy Curtis of Anaheim University, USA, a language educator with an international reputation, and past president of TESOL International, delivered a funny but stinging keynote entitled "'Ignorance is Bliss': The New Anti-Education Movement", that looked at educators navigating a world in which political leaders often boast of their ignorance, rather than education.





Above left: Dr Failautusi 'Tusi' Avegalio is the director of the Pacific Business Center Program and the executive director of the Honolulu Minority Business Enterprise Center at the University of Hawai'i at Mānoa's Shidler College of Business. Descended from a long line of Samoan chiefs, Dr Tusi was raised in the coastal village of Leone in American Samoa before receiving university education in the United States, and becoming a professor. Here he delivers a keynote address that looks at the importance of respecting indigenous knowledge and wisdom in the context of modern educational systems. **Above centre:** Dr Sela V. Panapasa of the University of Michigan, USA, addresses the "Surviving and Thriving in Times of Change" theme of the conference in her excellent keynote address entitled, "Anticipating Educational Needs That Ensure a Diverse, Equitable, and Inclusive Workforce for a Changing U.S. Population". Dr Panapasa is a sociologist who was born in Fiji, and who has worked extensively throughout the Pacific Islands. **Above right:** Dr Sheri-Ann Daniels is the executive director of Papa Ola Lōkahi, the Native Hawaiian health board, and chair of Nā Limahana o Lonopūhā, the Native Hawaiian Health Consortium. Here she delivers a keynote presentation entitled "Native Hawaiian Health: Opportunities to Develop A Healthy Leadership and Workforce".

Below left: Dr Richard R. Vuylsteke is President of the East-West Center, a renowned and unique institution that promotes better relations and understanding among the people and nations of the United States, Asia, and the Pacific through cooperative study, research, and dialogue. His wide ranging keynote address introduced some particular East-West Center approaches to education, including "place utility," "cross-cubed" programs, and social media umbrellas, and he asked delegates of the ways in which they might be able to implement such approaches in their home institutions. **Below right:** Dr Hiagi M. Wesley, responds to questions following his keynote entitled "Pacific Indigenous Perspectives vs Global Ways of Learning", which dovetailed perfectly with Dr Avegalio's address, and looked at the value of indigenous ways of learning. A Rotuman by birth, Dr Wesley is Director of the Center for Hawaiian and Pacific Island Studies and Associate Dean in the College of Arts and Humanities at Brigham Young University, Hawaii.





The Asian Conference on Media, Communication and Film (MediAsia) 2017 was held in Kobe, Japan, with the conference theme of "History, Story and Narrative".

Above left: Multi-Emy Award winning filmmaker, and former NBC television producer, Gary Swanson, opens the MediAsia 2017 conference with a hard-hitting keynote on "Fake News and the Attack on America's Freedom of the Press", in which he outlined the hostility of Donald Trump and his administration toward the press, arguing that "the press is the enemy; nothing it says should be believed; and there is no role or need for the press in American democracy". **Above right:** Professor Virgil Hawkins of Osaka University's School of International Public Policy (OSIPP) describes the Global News View (GNV) research centre, dedicated to working towards the realisation of an information environment in which people can comprehensively and objectively view the world and the issues it faces, in the context of little or no information about certain issues or geographic areas of the world, leading to a lack of care and attention about events in these places.

Below left: Professor Yoneo Ota of Osaka University of Arts, and founding director of Kyoto's Toy Film Museum talks about the project to collect and restore privately held toy films to reconstitute a historical record and archive, and reappraisal of their value in documenting Japanese society. **Below right:** William Lindesay OBE is a renowned geographer, author and film-maker, celebrate inside and outside China for his long and steady commitment to the study and preservation of the Great Wall(s) of China, despite his earliest efforts falling repeatedly foul of the Chinese authorities. His keynote showed how diverse, personal, unconventional and "foreign" approaches have made significant contributions to the surprisingly narrow, Sino-centric and limited corpus of Great Wall knowledge, as well as popular understanding.





Above left: Professor Richard Roth of Northwestern's Medill School of Journalism delivered a very personal keynote address on the year of his retirement, looking at how he has tried throughout his career as a journalist and educator to mentor and nurture young talent in an industry where it is said that there is no apprenticeship. His presentation talked about his own experience as a rookie reporter coming of age in a foreboding American prison called Attica, one part of an American system that holds more than 2 million people captive, more than in any other nation. Roth was one of two newspaper reporters inside the prison yard at Attica during the September 9-13 riots in 1971, serving on the Select Observers Committee, and his subsequent writing about Attica earned him a 1972 nomination for the Pulitzer Prize. **Above right:** Dr Yutaka Mino, Director of the Hyogo Prefectural Museum of Art (the conference venue), is one of Japan's most sought after museum directors, and among the country's most prominent supporters of the public and educational role of art. In this keynote address he describes how an art museum can strategically write (or paint) itself into the history, story and narrative of a city, or else consign itself to irrelevance.

Below: The Asian Conference on Media, Communication and Film (MediAsia) 2017 was held at the Hyogo Prefectural Museum of Art and attracted 125 delegates from 25 countries. Here delegates pose outside the Tadao Ando designed building, and in front of Kenji Yanobe's *Sun Sister*.

For more information about The Asian Conference on Media, Communication and Film (MediAsia) please visit www.mediasia.iafor.org.

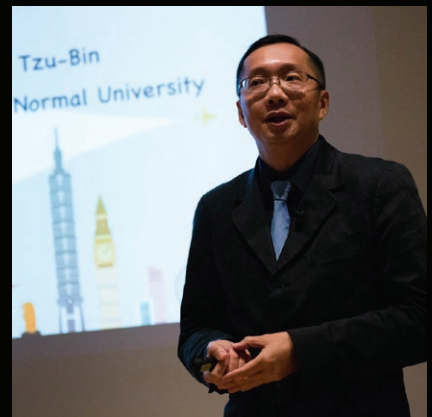




The Asian Conference on Education 2017 (ACE2017) saw more than 250 scholars from 38 countries come together in Kobe, Japan to look at the theme of "Educating for Change" from a variety of interdisciplinary perspectives, cultural backgrounds, and national contexts.

Above left: Dr Charles Allen Brown of Hokkaido University, Japan, in a lighter moment following his featured presentation at ACE2017, which looked at, and questioned the hitherto unassailable position of the native speaker in language learning. **Above right:** Dr Paul Lai of Nagoya University's academic writing center delivers a featured address on how his pioneering center has helped research students and faculty develop clear and convincing ideas in their research writing, thus improving publication chances and impact.

Below left: Dr Connie Guberman of The University of Toronto, listens to questions following her featured address on an initiative using oral history as a means of educating for change by challenging traditional institutional structures of knowledge creation. **Below centre:** Dr Jack Frawley of the University of Sydney's National Centre for Cultural Competence delivers a plenary address on leadership and intercultural studies. **Below right:** Dr Tzu-Bin Lin of the National Taiwan Normal University explains how professional development and leadership programs are developing on Taiwan to raise standards in secondary schools.





Opposite Bottom: After an amazing taiko drum performance and interactive music workshop, delegates from around the world mix with local students from AIE International High School's drum club.

Above left: Dr Joseph McClanahan of Creighton University (USA), and co-convenor of The Asian Undergraduate Research Symposium (AURS) delivered a wide ranging featured address on how mentoring undergraduate students provides tools for student success after graduation, and concentrating on the importance that educators continue to adapt and develop new approaches that create equal opportunities for productive educational experiences for all students. **Above right:** Dr Yvonne Masters of the University of New England, Australia, and AURS co-convenor, asks the conference to consider two simple but fundamental questions when we talk about change in Education, "By Whom?" and "For Whom?".

Below: A group shot of delegates, taken in the Art Center Kobe venue, reflecting the diversity of attendees at The Asian Conference on Education. The next ACE event will be held in Tokyo, Japan, from Saturday, October 13, 2018 to Monday, October 15, 2018. For more information please visit www.ace.iafor.org.





Above left: Dr Simon Sleight, Senior Lecturer in Australian History at King's College London delivers a Keynote Speech at The IAFOR International Conference on the City 2017 (City2017) in Barcelona, addressing delegates on the topic of memory and the modern city. Dr Sleight's work explores the history of urban place-making, the evolution of youth cultures and the Australian presence in Britain. **Above right:** Internationally renowned constitutional lawyer and jurist Professor Adrien Katherine Wing gives a Keynote Presentation at The IAFOR International Conference on Global Studies 2017 (Global2017) on the legal status of women of colour around the world under national and international law. Professor Wing is the Associate Dean of International & Comparative Law Programs at the University of Iowa College of Law, USA, and was involved in the drafting of the South Africa and Kosovo constitutions.

Below left: Multiple Academy Award winning documentary filmmaker, Mark Jonathan Harris, director of *Breaking Point: The War for Democracy in Ukraine*, an Official Selection of the IAFOR Documentary Film Award 2016, responds to questions following his Featured Presentation entitled "Breaking Point – Ukraine in the Era of Trump" at Global2017. Professor Harris is Distinguished Professor in the School of Cinematic Arts at the University of Southern California, USA, where he heads the documentary program. **Below right:** Mark Jonathan Harris's award-winning documentary, *Breaking Point: The War for Democracy in Ukraine*, was screened at City/Global2017 and was followed by a Q&A with the Director.





Above left: In a City2017 Featured Presentation, Gloria Montero, celebrated Spanish novelist, playwright and poet, offers her own insights into the city of Barcelona, where she has made her home and where City2017 was held. **Above centre:** Professor Georges Depeyrot, monetary historian at the ENS (Paris) and Member of the Board of Trustees of the French National Center for Scientific Research (CNRS), France, introduces the IAFOR Silk Road Initiative in an information session at Global2017. **Above right:** In a Keynote Presentation entitled "Refuge: Refugee: Moonlight and Precarious Love" at Global2017, Professor Baden Offord of the Centre for Human Rights Education, Curtin University, Australia, discusses the human condition in relation to people's suffering around their sexuality with reference to the Academy Award winning film, *Moonlight*.

Below: An image from the series *Single Mothers of Afghanistan* by Canadian/Iranian photojournalist Kiana Hayeri, Grand Prize Winner of the 2017 IAFOR Documentary Photography Award. Winners were announced at The European Conference on Media, Communication & Film 2017 (EuroMedia2017) in Brighton, UK. As an organisation, IAFOR's mission is to promote international exchange, facilitate intercultural awareness, encourage interdisciplinary discussion, and generate and share new knowledge. In keeping with this mission, in appreciation of the great value of photography as a medium that can be shared across borders of language, culture and nation, and to influence and inform our academic work and programmes, the IAFOR Documentary Photography Award was launched as a competition that would help underline the importance of the organisation's aims, and would promote and recognise best practice and excellence. In support of up-and-coming talent, the IAFOR Documentary Photography Award is free to enter. For more information about the award, please visit: www.iaforphotoaward.org.





Above left: Dr Paul Lowe, Founding Judge of the IAFOR Documentary Photography Award, gives a Keynote Presentation on "Testimonies of light: Photography, Witnessing and History" at The European Conference on Media, Communication & Film 2017 (EuroMedia2017). Dr Lowe is an award-winning photojournalist who has covered breaking news around the world, 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 right:** In a Featured Panel Presentation at The European Conference on Arts & Humanities 2017 (ECAH2017) Professor Donald Hall, Dr Linda Schwarz and Professor Amanda Bright discuss the challenges of doing research and creative activity in the arts and humanities today. Donald E. Hall is a Vice-President of IAFOR and Dean of the College of Arts and Sciences at Lehigh University; USA. Linda Schwarz is Dean of the Faculty of Arts & Science and Professor of Interdisciplinary Studies at Ambrose University, Canada, and. Amanda Bright has been Head of the School of Art at the University of Brighton, UK.

Below left: At EuroMedia2017, Dr Rodney Hill of the Lawrence Herbert School of Communication at Hofstra University, USA, and Francis Ford Coppola Archivist presents on the topic of "Mythologizing One's Own History Through Narrative" by referencing Coppola's *Tetro*. **Below right:** Dr Alfonso García Osuna, Editor of the *IAFOR Journal of Arts & Humanities*, delivered a Spotlight Presentation entitled "Re-Creating the Past: Fascist Comics and the Rehabilitation of History", at ECAH2017. Dr Osuna has taught at Hofstra University in New York, USA, for over thirty years.

Bottom: The Conference Welcome Reception provides a great opportunity for delegates to network and get to know each other.





Above left: Keynote Speaker at The European Conference on the Social Sciences 2017 (ECSS2017) Dr Anke Schwittay discusses inclusive innovation in international development. Dr Schwittay is Head of International Development at the University of Sussex in the UK, and Senior Lecturer in Anthropology and International Development at the School of Global Studies. **Above right:** Dr Georgios Tsakos, Reader in the Department of Epidemiology and Public Health at University College London, UK, gives a Keynote Presentation on the topic of "Links Between Oral and General Health: Putting the Mouth Back in the Body" at ECSS2017.

Below: In a Plenary Panel Presentation on sustaining the city at The European Conference on Sustainability, Energy & the Environment 2017 (ECSEE2017), Professor Anne Boddington, Duncan Baker-Brown and Cat Fletcher examine the rationale behind The Brighton Waste House – Europe's first permanent public building made almost entirely from material thrown away or not wanted (shown bottom left). Anne Boddington is Professor of Design Innovation and Dean of the College of Arts and Humanities, University of Brighton, UK, Duncan Baker-Brown is an expert in contemporary methods of ecology-friendly building design, an architect and an academic, and Cat Fletcher is Founding Member, Elected National Representative and Head of Media for Freegle UK.

Bottom right: ECSS2017 Featured Speaker Professor Grant Black of the Faculty of Humanities and Social Sciences, University of Tsukuba, Japan, addresses conference delegates on the subject of "East Meets West: Innovation and Discovery in Education Reform at an Elite Japanese University". Professor Black is Vice-President (at large) of IAFOR.





Above left: At The European Conference on Psychology & the Behavioral Sciences 2017 (ECP2017), Professor Geoff Beattie of Edge Hill University, UK, delivers a Keynote Presentation entitled "Hidden Thoughts: Do Your Hand Gestures Reveal More About You Than You Think?" Professor Beattie is a world renowned expert on non-verbal communication and a noted author, broadcaster and public intellectual, who was the resident on-screen psychologist for *Big Brother* for eleven series on Channel 4. **Above right:** Dr Katie Woodward discusses public attitudes towards counter-terrorism in a Featured Presentation at ECP2017. Dr Woodward is currently a Principal Psychologist working in the Human and Social Sciences Group at the Defence Science and Technology Laboratory in Hampshire, UK.

Below left: Dr Stephen E. Gregg, Senior Lecturer in Religious Studies at the University of Wolverhampton and Keynote Speaker at The European Conference on Ethics, Religion & Philosophy 2017 (ECERP2017), enjoying a lighter moment, after a wide-ranging address examining the topic of complicating religious identity in the twenty-first century. **Below right:** Professor Thomas Brian Mooney gives a Featured Presentation entitled "The Virtue of Politeness As a Part of the Virtue of Justice" at ECERP2017. Thomas Brian Mooney is a philosopher with an international reputation and Head of the School of Creative Arts and Humanities, Charles Darwin University, Australia.

Bottom left & right: IAFOR's European Conference Series is held in Brighton, UK, and features an optional tour of Bateman's, the Jacobean home of *The Jungle Book* author Rudyard Kipling, and the spectacular Hever Castle and gardens, once home to Anne Boleyn, Henry VIII's second wife.



The IAFOR Silk Road Initiative

The IAFOR Silk Road Initiative encourages individuals and institutions working across the world to support and undertake research centring on the contact between countries and regions in Europe and Asia – from Gibraltar to Japan – and the maritime routes that went beyond, into the South-East Continent and the Philippines, and later out into the Pacific Islands and the United States. The IAFOR Silk Road Initiative is concerned with all aspects of this contact, and examines both material and intellectual traces, as well as consequences.

www.silkroad.iafor.org

The IAFOR Silk Road Initiative

As an organisation, IAFOR's mission is to promote international exchange, facilitate intercultural awareness, encourage interdisciplinary discussion, and generate and share new knowledge. In 2018, we are excited to launch a major new and ambitious international, intercultural and interdisciplinary research initiative that uses the silk road trade routes as a lens through which to study some of the world's largest historical and contemporary geopolitical trends, shifts and exchanges.

IAFOR is headquartered in Japan, and the 2018 inauguration of this project aligns with the 150th anniversary of the Meiji Restoration of 1868, when Japan opened its doors to the trade and ideas that would precipitate its rapid modernisation and its emergence as a global power. At a time when global trends can seem unpredictable, and futures fearful, this Silk Road Initiative gives the opportunity to revisit the question of the impact of international relations from a long-term perspective.

This ambitious initiative will encourage individuals and institutions working across the world to encourage research centring on the contact between countries and regions in Europe and Asia, from Gibraltar to Japan, and the maritime routes that went beyond into the South-East Continent and the Philippines, and later out into the Pacific Islands and the United States. The IAFOR Silk Road Initiative will concern all aspects of this contact, and will examine both material and intellectual traces, as well as consequences.

A series of round tables on the IAFOR Silk Road Initiative were held in Japan, the UK and Spain in 2017, and the initiative will become a central aspect of a series of conferences, meetings, seminars and workshops from 2018 in Asia, Europe and North America.

Rationale

The occidentalisation of history and the grand narrative of European and American progress has consigned the Silk Road instead to historical quaintness, exotic literary caricature in the adventures of Marco Polo, or the sort of esoteric academic investigations that receive little attention. This largely ignores its huge historical and present-day importance and relevance to the routes and paths that continue to connect humans through trade and exchange.

In a world of rankings, algorithms, unedited "news", and self-referential "centres of excellence", it is facile to conclude that the centre and pinnacle of all knowledge is held by a few pockets of venture-capital-backed open-plan offices in Silicon Valley, or schools and universities in which the cloistered architecture does not even offer the pretence of openness. Globalisation, and the technology that has enabled it, has allowed an immense flowering of possibilities in communication and access to knowledge, while at the same time increasing alienation from self and society, encouraging "virtual" worlds, creating and cementing fissures, and encouraging fear of the foreign. It is only through encounters with difference that we are able to shape ourselves and our ideas, and physical human interaction is and remains at the source of all value. The international, intercultural and interdisciplinary meetings that lie at the heart of IAFOR and this research initiative have never been more important in our globalised world.

Lead Institutions

- The International Academic Forum (IAFOR), Japan
- Osaka University, Japan
- The IAFOR Research Centre (IRC), Japan
- Belgrade University, Serbia
- École Normale Supérieure (ENS), France
- DAMIN, France
- MONETA, France

If you wish to be informed of the latest news and developments, please subscribe to the mailing list on the IAFOR Silk Road Initiative website: www.silkroad.iafor.org



IAFOR Silk Road Initiative 2018 Moscow Roundtable Report

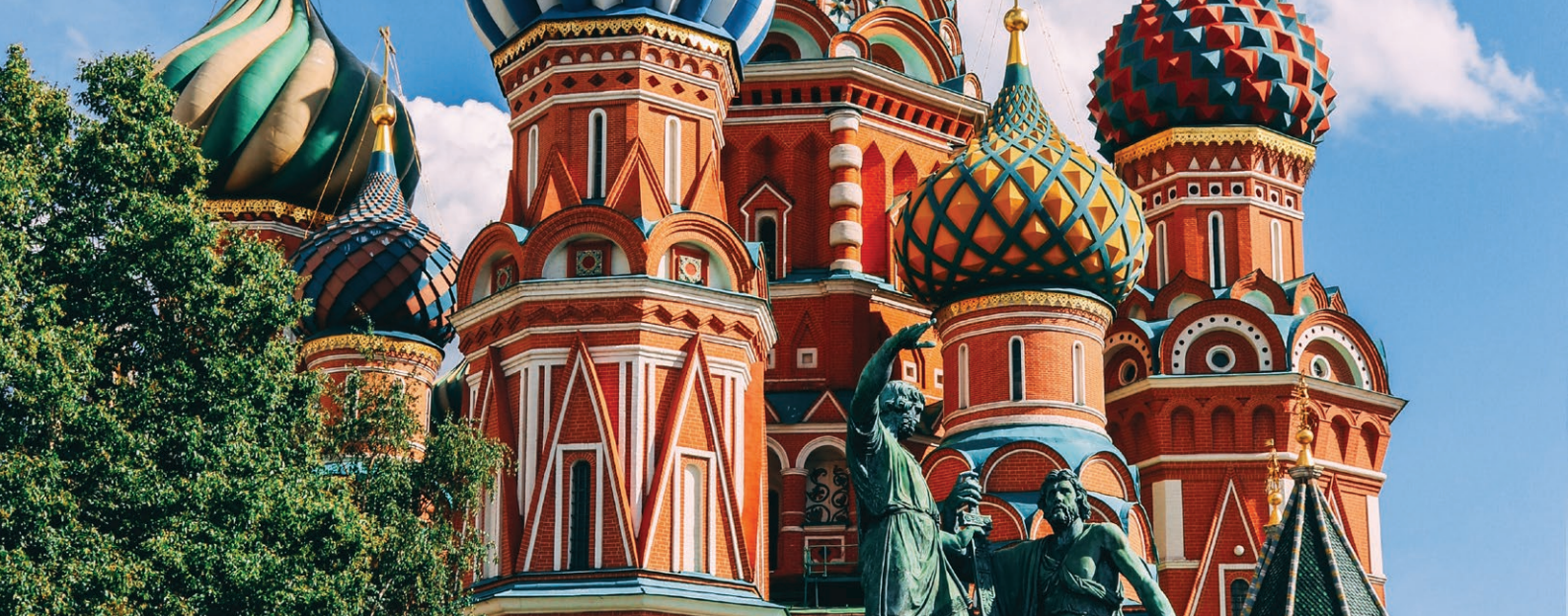
The first IAFOR Silk Road Initiative roundtable of 2018 was held in Moscow on February 21, and in partnership with Moscow State University.

The event was hosted by the Moscow State University Institute of Asian and African Studies, and opened by the Director of the Institute, renowned scholar of politics and international relations, Professor Igor I. Abylgaziev. Attended by a group of invited scholars from both universities in Moscow and abroad, the Roundtable was organised with the kind support of the President of the Faculty of Foreign Languages and Area Studies, Professor Svetlana Ter Minasova, and Dr Elena Mishieva, Academic Secretary of the same faculty, and IAFOR Silk Road Initiative Project Coordinator in Moscow.

The roundtable was co-chaired by Professor Georges Depeyrot of the École Normale Supérieure (ENS), Paris, and Board member of the Centre National de la Recherche Scientifique (CNRS), and Dr Joseph Haldane, Chairman and CEO of IAFOR, and took as its subject, "International Academic Cooperation in Uncertain Times". The topic was very timely, as this is a period of great global political uncertainty.

Professor Svetlana Ter Minasova delivered the opening address, which set the scene by underlining that most senior academics had effectively lived in two separate countries in succession; The Soviet Union until 1991, and then Russia since that time. She described the Soviet times as the "Kingdom of Prohibitions", where everything was governed by what could not be done, and by what was prohibited, and there existed an insularity and isolationism, making relations with countries outside the communist sphere difficult.

With the fall of the erstwhile "enemy" of the USSR, the new Russia became suddenly very popular, as different Western companies, NGOs and universities, sought to quickly build relations with the country, and money started to pour in as people sought to gain market position and influence. Although that created funding pools that had until that point been non-existent, it also ushered in an era of inflation, and meant university lecturer wages were not enough to live on, and obliged many to engage in supplementary private tuition, with academics being underpaid and overworked. This has led to the familiar problem of a brain drain, and economic migration, as Russian academics sought higher paid opportunities abroad. Although there have been market reforms introduced, the state education system remains slow and highly bureaucratic. A presentation by Dr Lubov Kulik of the Faculty of Economics at Moscow State University spoke of the economics of education in a presentation that considered education as both a public good and a commodity. *[Report cont'd on the next page.]*



Recently, Russia has found itself more distanced from the west, as a result of, and resulting in, a context of increased authoritarianism and nationalism, and this has often made international research collaborations more difficult, and has seen cuts in funding from such programs as Erasmus +. For its part, the Russian funding bodies have continued to prioritise STEM subjects over the liberal arts, following a policy that mirrors most other countries. In the non-science areas of study, funding is more often directed towards internationally and internally sensitive issues that are often geared towards encouraging internal cohesion, nation building and so on, and in areas such as geopolitics, minority languages and religions; not surprising given that Russia is at once an old and a young country.

The intellectual life of the country is heavily weighted in Moscow and St Petersburg, although there are attempts to ensure that other parts of the country are well funded, and there are well-respected state universities elsewhere in the country, such as Novosibirsk and Vladivostok, as well as satellite campuses in the former Soviet republics, where Russia maintains considerable economic, cultural and linguistic influence.

The country also enjoys relations with many of the countries it now borders, and although these are historically weighted both positively and negatively, reflect a continued strong regional and cultural influence, where there are also large minority ethnic Russian populations. China has enjoyed a continued intellectual relationship with Russia, and there are frequent exchanges of students and professors alike, and Russian enjoys continued popularity in China, while Chinese is becoming a more popular language option. Professor Tatiana Dobrosklonskaya of Moscow State University, and a Visiting Professor at Beijing International Studies University gave a presentation which looked at the relationship and an overview of educational and cultural exchange between the two countries.

Professor Ljiljana Markovic, Dean of the Faculty of Philology at the University of Belgrade closed the symposium by speaking of the modernisation paradigms of education, and in a context of political instability, drawing attention to crises of identity, both individual and national. She underlined that we must seek ways to collaborate, to work together, and that this is both a philosophical and practical commitment.

In all, the symposium was a great success, and we look forward to future IAFOR Silk Road Initiative events.

Dr Joseph Haldane
Chairman and CEO, IAFOR

Innovation and Value Initiative

www.iafor.org/innovation-and-value-initiative/



Innovation and Value Initiative

More than ever, solutions to the transnational challenges, from climate change, sustainability to refugee crises, are in need of radically new approaches that depart from the present institutional limitations of global governance. Interdisciplinary and cross-sector collaboration, between science/technology and the humanities or public and private sectors, in search of new values and models of how we conduct businesses, produce food or even live, are recognised widely as the way forward, as has been demonstrated in the United Nations' Sustainable Development Goals (SDG) that usefully combines the achievements of the Millennium Development Goals (public) and Global Compact (private sector).

Moreover, as the world confronts the limits of Western concepts of innovation and the value that these bring, other unique, sustainable and inclusive models of innovation may have important and globally applicable lessons that could guide the future of innovation and value creation initiatives around the world. Even though global connectivity has been greatly enhanced, there are local or regional pockets of ecosystems with demonstrated capacities to survive over centuries, and yet these are hardly recognised or properly integrated into the theoretical underpinnings that inform international practices and policies.

As a way to take part in this global endeavour to renovate the current international system and create new values, the IAFOR Research Centre is proud to announce the Innovation and Value Initiative that will start as a three nodes project in the following areas: Value and International Economy, Value and International Politics and Value and Social Innovation.

Lead Researchers

- Haruko Satoh – Professor, OSIPP, Osaka University, Japan
- Philip Sugai – Professor, Doshisha University, Graduate School of Business, Japan
- Toshiya Hoshino – Ambassador and Deputy Permanent Representative of Japan to the United Nations

About the Initiative

The purpose of the Innovation and Value Initiative is to explore the drivers, processes and outcomes of innovation and value creation across countries, markets, industries and sectors and identify the drivers that foster the most healthy innovation and value-creating ecosystems across (1) heritage businesses, (2) multinational companies, (3) entrepreneurial startups, (4) educational institutions, (5) governments, (6) NGOs and NPOs. This initiative will also foster mature conversation between leaders across these fields and industries, and will address the questions of “what is innovation?”, “what is value?” “what are innovation ecosystems?” and what we mean by these terms in context.

The initiative will be comprised of the following elements: research, education, dissemination (working papers, workshops and conferences), and initiate collaborative implementation projects with businesses, local, regional or international NPOs and/or international organisations (for example, the humanitarian use of blockchain technology). The three nodes, “Value and International Economy”, “Value and International Politics”, and “Value and Social Innovation” will have each have its independent research component, but the researchers will also work closely to share findings, team teach for classes at OSIPP, integrate their works at implementation level or producing policy recommendations where possible and practicable, and plan new collaborative projects.

Project Nodes and Teams

Value and International Economy

Lead Researcher

- Philip Sugai – Professor, Doshisha University, Graduate School of Business, Japan

Associated Researcher(s)

- John Beck – President, North Star Leadership Group

Value and International Politics

Lead Researcher

- Haruko Satoh – Professor, OSIPP, Osaka University, Japan

Associated Researchers

- Toshiya Hoshino – Ambassador and Deputy Permanent Representative of Japan to the United Nations
- Peng-Er Lam – Senior Research Fellow, East Asian Institute, National University of Singapore, Singapore

Value and Social Innovation

Lead Researcher

- Toshiya Hoshino – Ambassador and Deputy Permanent Representative of Japan to the United Nations



Innovation and Value Initiative

United Nations STI Forum 2018 Report

IAFOR collaborated with the United Nations in the hosting of a special session at the Third Annual Multi-stakeholder Forum on Science, Technology and Innovation for the Sustainable Development Goals (STI Forum 2018) at the United Nations Headquarters in New York on June 6, 2018.

Dr Joseph Haldane, Chairman and CEO of IAFOR, co-moderated the Official Meeting, a roundtable session on Innovators and Investors, and focussed on questions at the intersection of innovation and value, including "Impact investing"; investments made into companies, organisations, and funds with the intention to generate social and environmental impact alongside a financial return. The chair of the meeting was Japanese Ambassador to the United Nations, His Excellency Dr Toshiya Hoshino.

Dr Haldane said: "For IAFOR, impact investing is a particular area of interest in regards to the funding of research in higher education, and dovetails with the work we will be doing within the IAFOR Research Centre at the Osaka School of International Public Policy (OSIPP) at Osaka University, as part of our new Innovation and Value Initiative, and also with The IAFOR Global Innovation & Value Summit 2018 (GIVS2018) to be held in Tokyo later this year." He added that "it is a great recognition of IAFOR to have been invited to collaborate, and we are honoured to have been asked to work with the United Nations at this important event, and look forward to working with the UN and other stakeholders in the support of Science, Technology and Innovation for the Sustainable Development Goals (STI-SDG)."

Dr Haldane, who teaches on the postgraduate Global Governance course at OSIPP, and is an Expert Member of the World Economic Forum in this area, was also keen to raise the issue of governance and policy implications of the uses of blockchain technology. In his introduction to the panel, he suggested that the use of blockchain, given its verifiability and the transparency of transactions might have a positive effect on systems of governance. This might be especially important at a time when the rules-based international system, exemplified by institutions such as the United Nations, are being challenged.



The IAFOR Documentary Photography Award 2017

Join us as we celebrate the winners of the IAFOR Documentary Photography Award 2017 – an international photography award that seeks to promote and assist in the professional development of emerging documentary photographers and photojournalists.

www.iaforphotoaward.org



Friday, June 29 | 12:15-12:25 | Renaissance Suite (B1F)

IAFOR Documentary Photography Award 2017

Award Winners Screening

The IAFOR Documentary Photography Award was launched by The International Academic Forum (IAFOR) in 2015 as an international photography award that seeks to promote and assist in the professional development of emerging documentary photographers and photojournalists. The award has benefitted since the outset from the expertise of an outstanding panel of internationally renowned photographers, including Dr Paul Lowe as the Founding Judge, and Ed Kashi, Monica Allende, Simon Roberts, Jocelyn Bain Hogg, Simon Norfolk and Emma Bowkett as Guest Judges. Now in its third year, the award has already been widely recognised by those in the industry and has been supported by World Press Photo, Metro Imaging, MediaStorm, Think Tank Photo, University of the Arts London, RMIT University, *British Journal of Photography*, The Centre for Documentary Practice, and the Medill School of Journalism.

As an organisation, IAFOR's mission is to promote international exchange, facilitate intercultural awareness, encourage interdisciplinary discussion, and generate and share new knowledge. In keeping with this mission, in appreciation of the great value of photography as a medium that can be shared across borders of language, culture and nation, and to influence and inform our academic work and programmes, the IAFOR Documentary Photography Award was launched as a competition that would help underline the importance of the organisation's aims, and would promote and recognise best practice and excellence. Winners of the IAFOR Documentary Photography Award 2017 were announced at The European Conference on Media, Communication & Film 2017 (EuroMedia2017) in Brighton, UK. The award follows the theme of the EuroMedia conference, with 2017's theme being "History, Story, Narrative". In support of up-and-coming talent, the IAFOR Documentary Photography Award is free to enter.

Image | From the project *Single Mothers of Afghanistan* by IAFOR Documentary Photography Award 2017 Grand Prize Winner, Kiana Hayeri.

Award Judges



Dr Paul Lowe is the Course Director of the Masters Programme in Photojournalism and Documentary Photography at the London College of Communication, University of the Arts London. He was responsible for the development and launch of a new part-time version of the course delivered entirely online using web conferencing, blogs and the VLE, launched in 2008. He is an award-winning photographer whose work is represented by Panos Pictures, and who has been published in *Time*, *Newsweek*, *Life*, *The Sunday Times Magazine*, *The Observer* and *The Independent*, among others. He has covered breaking news around the world, 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.

He is a consultant to the World Press Photo Foundation in Amsterdam, an independent, non-profit organisation that is a major force in developing and promoting visual journalism worldwide. His book, *Bosnians*, documenting 10 years of the war and post-war situation in Bosnia, was published in April 2005 by Saqi Books. He regularly contributes to international and national conferences in photography, media and education, and has published chapters in edited books on these themes as well.



Monica Allende is a photo editor, curator, cultural producer and educator. She is GetxoPhoto Festival Artistic Director from 2017 to 2019, and is the Director of FORMAT17 International Photography. She is currently producing several multidisciplinary projects with artists worldwide, has collaborated with screen projects, and is co-founder of Offspring Photo Meet, London. Previously she was Photo Editor at *The Sunday Times Magazine*, where she launched the award-winning photography section "Spectrum". She is a visiting lecturer at the London College of Communication and lectures and teaches workshops in photography at, among others, ScreenLab, London; EFTI, Madrid; Tashkeil, Saudi Arabia; Mentorship Business Programme DEVELOP at the University of Sunderland; Festival di Internazionale a Ferrara; WPP workshop Angola; Magnum Professional Practice Workshops.

She nominates photographers for Deutsche Börse Photography Prize, Prix Pictet and The Joop Swart Masterclass/World Press Photo, and has served on juries worldwide including World Press Photo, Visa Pour L'image and the National Portrait Gallery's Taylor Wessing photographic Portrait Prize. She produced and curated *Darfur: Images Against Impunity*, an exhibition and a book by Stanley Greene, Lynsey Addario and Alvaro Ybarra Zavala. She is the recipient of the Amnesty International Media Photojournalism Award, the Picture Editor's Award, the Online Press Award and Magazine Design Award for Best Use of Photography. She also writes and consults on photography.



Jocelyn Bain Hogg began his career as a unit photographer on movie sets after studying Documentary Photography at Newport Art College. He shot publicity for the BBC, photographed fashion and now works on documentary projects and commercial and editorial assignments. His editorial work features in *Vanity Fair*, *The Sunday Times*, *The New Yorker*, *Style.com*, *Vogue*, *Elle*, *Harper's Bazaar*, *Lui*, *Marie Claire*, *Stern*, *GQ*, *Esquire*, *Le Monde*, *Cahiers du Cinéma*, *L'Espresso* and *La Repubblica* amongst others. In 2016 he co-instigated Sea Change as photo director, where as well as photographing British youth for the project he commissioned 12 other photographers to document the issues affecting young people in 12 countries across Europe. A continuing initiative, Sea Change has so far realised a book, an ongoing touring exhibition and workshop programme. In addition to this work, he is the author of six photographic books to date and his first, *The Firm*, presented an astonishingly intimate view

of London's organised crime world, and won international acclaim, garnering the prestigious Lead Award for portraiture. His latest project, *Public House*, published in 2016, documented the denizens of a local pub, forced to close due to the lamentable issue of social cleansing in London.

In February 2013, he was invited onto the jury of the World Press and was a juror for the Sony World Photography Awards in 2015. He is currently the head of the BA photojournalism and documentary photography course at the UAL LCC in London and is a member of the VII Photo Agency.

Supporters

The IAFOR Documentary Photography Award is supported by a number of leading institutions, organisations and publications around the world in its aim to promote and recognise best practice and excellence in documentary photography and photojournalism. These partnerships are a testament to the high regard in which the award is held within the photography industry.

The IAFOR Documentary Photography Award would like to thank the following organisations for their support:

The logo for IAFOR, featuring the word "iafor" in a white, lowercase, serif font on a dark red background.The logo for World Press Photo, featuring the words "WORLD PRESS PHOTO" in a white, uppercase, sans-serif font on a red background.The logo for Metro Imaging, featuring the word "METRO" in a bold, black, sans-serif font with a red vertical bar between the 'T' and 'R', and the word "IMAGING" in a red, sans-serif font below it.The logo for thinkTANK photo, featuring the word "thinkTANK" in a white, lowercase, sans-serif font inside a black rectangular box, followed by the word "photo" in a white, lowercase, sans-serif font, and the tagline "Be Ready 'Before The Moment'" in a smaller, white, italicized, sans-serif font below it.The logo for MediaStorm, featuring a stylized blue graphic of three overlapping curved shapes above the word "MediaStorm" in a bold, black, sans-serif font.The logo for Medill Northwestern University, featuring the word "MEDILL" in a large, black, sans-serif font, with "NORTHWESTERN UNIVERSITY" in a smaller, black, sans-serif font below it.The logo for RMIT University, featuring a red stylized cross-like graphic to the left of the word "RMIT" in a large, black, sans-serif font, with "UNIVERSITY" in a smaller, black, sans-serif font below it.The logo for UAL, featuring the word "ual:" in a large, black, sans-serif font, followed by "university of the arts london" in a smaller, black, sans-serif font.The logo for the Centre for Documentary Practice, featuring a stylized black and orange circular graphic to the left of the words "CENTRE for DOCUMENTARY PRACTICE" in a black, sans-serif font.

Sponsorship Opportunities

Through social media, product integration, logo placement, potential press coverage, promotion at the Award Ceremony and subsequent exhibitions in Japan, Spain, UAE, USA and UK, you have the opportunity to help bring attention to the work of highly talented photographers. For information on sponsorship opportunities or becoming a supporter of the IAFOR Documentary Photography Award, please contact Thaddeus Pope (tpope@iafor.org).

Reviewers

IAFOR depends on the assistance of a large number of international academics and practitioners who contribute in a variety of ways to our shared mission of promoting international exchange, facilitating intercultural awareness, encouraging interdisciplinary discussion and generating and sharing new knowledge. Our academic events would not be what they are without a commitment to ensuring that international norms of peer review are observed for our presentation abstracts. With thousands of abstracts submitted each year for presentation at our conferences, IAFOR relies on academics around the world to ensure a fair and timely peer review process in keeping with established international norms of double-blind peer review.

We are grateful for the time, effort and expertise donated by all our contributors.

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A woman with dark hair, wearing a dark blazer and a lanyard with a badge, is shown from the chest up. She is looking slightly to her left and gesturing with her right hand. The background is dark and out of focus.

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The IAFOR Conference for Higher Education Research – Hong Kong 2018

Organised by The International Academic Forum (IAFOR), Lingnan University (Hong Kong) and the Asia Pacific Higher Education Research Partnership (APHERP)

CHER-HONGKONG

www.cher-hongkong.iafor.org

ECE/ECLL2018 conference delegates receive
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CHER-HongKong2018 Conference Theme:

"Innovation, Entrepreneurship and Value"

Venue: Lingnan University, Hong Kong

Dates: October 19–21, 2018

Early Bird Abstract Submission Deadline: June 8, 2018

Final Abstract Submission Deadline: August 10, 2018

Early Bird Registration Deadline: July 10, 2018

Advance Registration Deadline: August 10, 2018

Final Registration Deadline: September 7, 2018

In recent years, governments in East Asia have called for a university-industry-business collaboration to support innovation and entrepreneurship. With the growing importance of technology advancement and its potential impact on social and economic changes, different strategies have been adopted to promote a smart city, innovation and entrepreneurship across different countries. The IAFOR Conference for Higher Education Research – Hong Kong 2018 sets out against the wider political economy context to examine how governments, universities, industries and businesses, and the community at large in Asia, work together to nurture innovation and entrepreneurship not only for reasons of economic growth, but also for social development and cultural enhancement.

In recent years, the HKSAR Government has realised that innovation, information and technology, and entrepreneurship are important drivers for new economic growth. Thus, the HKSAR has proactively supported innovation and creativity for economic development and knowledge transfer activities. In order to capture the development opportunities given by the Big Bay Area in South China and the strategic development directions under the "Belt and Road Initiatives" rolled out by the Chinese Government, the HKSAR Government has actively called the university sector to engage with the industries and businesses, as well as the local, regional and international community to work together to promote innovation-centric entrepreneurship. The Conference organised in Hong Kong against the regional development context outlined above will provide stimulating conversations and dialogues for conference participants.

This conference offers the international platform for higher education researchers, senior university administrators, government officials, policy analysts, and professionals working across industries and education to explore new strategies/measures in support of innovation-centric entrepreneurship. Meanwhile, this conference also engages presenters and participants to examine policy, management and governance, ethical and value issues when promoting innovation, entrepreneurship and value.

For more information and to submit an abstract visit: **www.cher-hongkong.iafor.org**

ACE2018 TOKYO, JAPAN

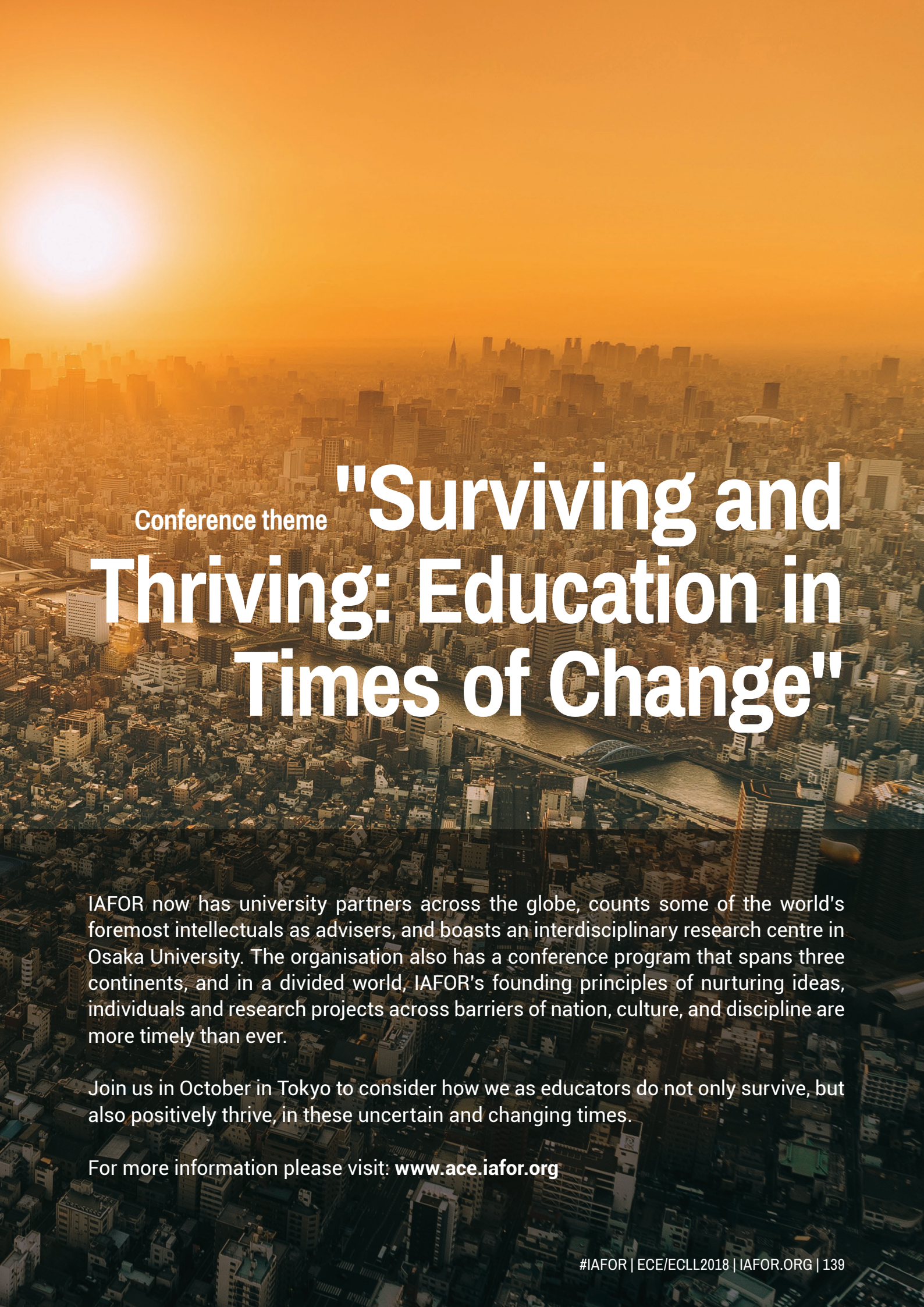
Come and join us in the capital of Japan, and one of the world's greatest cities, as we celebrate the 10th Asian Conference on Education in Tokyo.

October 13-15, 2018 | Toshi Center Hotel, Tokyo, Japan

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The Asian Conference on Education (ACE) was the first conference organised by The International Academic Forum in Osaka in 2009, when the organisation was founded. Since then, some 18,000 academics have presented at an IAFOR conference, whether in Asia, the Middle East, Europe or North America, and that number is expected to reach 20,000 by the time we hold our 10th Anniversary Conference in Tokyo.

Founded in Japan at a time when English language conferences, and interdisciplinary conferences did not exist, IAFOR quickly found support among a growing number of scholars in Japan, Asia and beyond who came together to make friends, network, and at a time of rapid globalisation and technological advances, explore the latest ideas and search for research synergies in the pursuit of addressing and finding solutions to many of the myriad and complex challenges presented by the modern world.



Conference theme

"Surviving and Thriving: Education in Times of Change"

IAFOR now has university partners across the globe, counts some of the world's foremost intellectuals as advisers, and boasts an interdisciplinary research centre in Osaka University. The organisation also has a conference program that spans three continents, and in a divided world, IAFOR's founding principles of nurturing ideas, individuals and research projects across barriers of nation, culture, and discipline are more timely than ever.

Join us in October in Tokyo to consider how we as educators do not only survive, but also positively thrive, in these uncertain and changing times.

For more information please visit: www.ace.iafor.org

Upcoming Events

Brighton, UK, 2018

July 3–4

**The European Conference on
Psychology & the Behavioral Sciences**
(ecp.iafor.org)

**The European Conference on
Ethics, Religion & Philosophy**
(ecerp.iafor.org)

July 6–7

The European Conference on the Social Sciences
(ecss.iafor.org)

**The European Conference on
Sustainability, Energy & the Environment**
(ecsee.iafor.org)

July 9–10

The European Conference on Arts & Humanities
(ecah.iafor.org)

**The European Conference on
Media, Communication & Film**
(euromedia.iafor.org)

Barcelona, Spain, 2018

July 13–15

The IAFOR International Conference on the City
(city.iafor.org)

**The IAFOR International Conference on
Global Studies**
(global.iafor.org)

Tokyo, Japan, 2018

October 5–7

The IAFOR Global Innovation & Value Summit
(givs-tokyo.iafor.org)

October 9–11

**The Asian Conference on
Media, Communication & Film**
(mediasia.iafor.org)

October 13–15

The Asian Conference on Education
(ace.iafor.org)

**The Asian Undergraduate Research
Symposium (AURS)**
(aurs.iafor.org)

Upcoming Events

Hong Kong, 2018

October 19–21

The IAFOR Conference for Higher Education Research – Hong Kong
(cher-hongkong.iafor.org)

December 5–7

The IAFOR Conference on Heritage – Hong Kong
(heritage-hongkong.iafor.org)

New York, USA, 2018

November 7–9

The IAFOR Conference on Heritage & the City – New York
(hcny.iafor.org)

Honolulu, USA, 2019

January 3–5

The IAFOR International Conference on Education – Hawaii
(iicehawaii.iafor.org)

The IAFOR International Conference on Sustainability, Energy & the Environment – Hawaii
(iicseehawaii.iafor.org)

Tokyo, Japan 2019

March 21–23

The Asian Conference on Psychology & the Behavioral Sciences
(acp.iafor.org)

The Asian Conference on Ethics, Religion & Philosophy
(acerp.iafor.org)

March 25–27

The Asian Conference on Education & International Development
(aceid.iafor.org)

March 29–31

The Asian Conference on Arts & Humanities
(acah.iafor.org)

Saturday Sessions

	Tennyson Room	Shelley Room	Keats Room	Coleridge Room	Wordsworth Room	Noblesse Room
09:00-11:00	English for Academic Purposes	Motivation	Primary & Secondary Education	Innovation in the Classroom	Learning Experiences, Student Learning & Learner Diversity	Educational Technologies
11:15-12:45	Applied Linguistics Research	Professional Development	Knowledge Creation, Preservation & Access	Design, Implementation & Assessment of Innovative Technologies in Education	Higher Education	International Education
13:45-15:15	Cross-Cultural Communication	Learning Experiences in the Foreign Language Classroom	Higher Education	Design, Implementation & Assessment of Innovative Technologies in Education	Teaching Experiences, Pedagogy, Practice & Praxis	Interdisciplinary, Multidisciplinary & Transdisciplinary Education
15:30-17:00	Foreign Languages Education & Applied Linguistics (including ESL/TEFL/TEFL)	Autonomy & Self-regulation	Higher Education	Mind, Brain & Psychology: Human Emotional & Cognitive Development & Outcomes within Educational Contexts	Teaching Experiences, Pedagogy, Practice & Praxis	Curriculum Design & Development
17:15-18:15	-	Professional Training, Development & Concerns in Education (Workshop)	Professional Development (Workshop)	Mind, Brain & Psychology: Human Emotional & Cognitive Development & Outcomes within Educational Contexts (Workshop)	Educational Policy, Leadership, Management & Administration (Workshop)	Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability (Workshop)

Sunday Sessions

	Tennyson Room	Shelley Room	Keats Room	Coleridge Room	Wordsworth Room	Noblesse Room
09:00–10:30	Culture & Language	Literature & Language Learning	Professional Training, Development & Concerns in Education	Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability	Educational Policy, Leadership, Management & Administration	Higher Education
10:45–12:45	Content & Language Integrated Learning (CLIL)	Design for Learning	Design, Implementation & Assessment of Innovative Technologies in Education	Education, Sustainability & Society: Social Justice, Development & Political Movements	Educational Policy, Leadership, Management & Administration	Challenging & Preserving: Culture, Inter/Multiculturalism & Language
14:00–16:00	Language Development & Literacy	Task-Based Learning	Professional Training, Development & Concerns in Education	Education, Sustainability & Society: Social Justice, Development & Political Movements	Learning Experiences, Student Learning & Learner Diversity	Design, Implementation & Assessment of Innovative Technologies in Education (workshops)
16:00–16:30	–	–	–	–	Closing Session	–



Introducing the IAFOR Research Centre at Osaka University, Japan



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THE IAFOR RESEARCH CENTRE
OSAKA SCHOOL OF INTERNATIONAL PUBLIC POLICY
OSAKA UNIVERSITY

大阪大学大学院国際公共政策研究科OSIPP
IAFOR研究センター

The IAFOR Research Centre (IRC) is a politically independent international interdisciplinary think tank based at Osaka School of International Public Policy (OSIPP), at Japan's Osaka University, that conducts and facilitates international and interdisciplinary research projects. The main focus is to encourage mutual international and intercultural understanding and cooperation in line with IAFOR's mission of encouraging interdisciplinary discussion, facilitating heightened intercultural awareness, promoting international exchange, and generating and sharing new knowledge.

The IRC helps to nurture and capacity build by encouraging students to take part in international conferences and research projects, in line with the Osaka University's Global 30 commitments from Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT).

For more information about the IAFOR Research Centre visit:
www.osipp.osaka-u.ac.jp/iaforresearchcentre/