The IAFOR Conference on Educational Research & Innovation 2019
(ERI2019)
The Inn at Virginia Tech & Skelton Conference Center Blacksburg, Virginia, United States
May 6-8, 2019

Final Draft Schedule

Please Check & Confirm
Please check that all information pertaining to you is correct and notify us at eri@iafor.org if there is any error.
Please notify us of any corrections by Sunday, April 14.

Final Schedule
After minor changes have been made to the schedule we will send you a link to the final schedule.

The final schedule will contain session information and a detailed day-to-day presentation schedule (including room allocations and session chairs).

This will be available on Wednesday, April 24.
All Abstracts will also be available online at this time.
Monday at a Glance
May 6, 2019

The Inn at Virginia Tech & Skelton Conference Center

08:00-09:30  Conference Registration & Morning Coffee | Latham Foyer
09:00-09:30  Announcements & Welcome Address | Latham Ballroom
09:30-09:45  Recognition of IAFOR Scholarship Winners | Latham Ballroom
09:45-10:30  **Keynote Presentation** | Latham Ballroom
              *Context is Everything: Rethinking Evidence Beyond Boundaries*
              Amy Azano, Virginia Tech, USA
10:30-10:45  Coffee Break | Latham Foyer
10:45-11:30  **Keynote Presentation** | Latham Ballroom
              *Mobility, Mixed Reality, and the Crossing of Linguacultural Boundaries*
              Mark Pegrum, The University of Western Australia, Australia
11:30-11:50  IAFOR Documentary Photography Award | Latham Ballroom
11:50-12:00  Conference Photograph | Latham Ballroom
12:00-13:00  Lunch Break | Latham Ballroom
13:00-16:15  ICAT Creativity and Innovation
16:15-17:00  **Featured Presentation** | Latham Ballroom
              *Research Beyond Boundaries: Educational Psychophysiology*
              Rich Ingram, James Madison University, USA
17:15-18:15  Conference Welcome Reception | Latham Ballroom
Tuesday at a Glance
May 7, 2019

The Inn at Virginia Tech & Skelton Conference Center

09:00-10:15 Parallel Session I
10:15-10:30 Break | Latham Foyer
10:30-11:45 Parallel Session II
11:45-13:00 Lunch Break | Latham Ballroom
13:00-13:45 Keynote Presentation | Latham Ballroom
   Anatomy of Flipped Classrooms
   Robert G. Doyle, Harvard University, USA
13:55-14:45 Parallel Session III & Workshop Session I
14:45-15:00 Break
15:00-15:50 Parallel Session IV & Workshop Session II
15:50-16:05 Short Break | Latham Foyer
16:05-16:55 Parallel Session V
18:00-20:00 Official Conference Dinner (optional extra)
Tuesday Session I: 09:00-10:15
Room: To be Announced in Final Schedule
Session Topic: Workplace Learning
Session Chair: To be Announced in Final Schedule

46096
Boston Engineering: A Case Study of Innovation, Startups, Development, And Implementation
Andrea Taylor, University of Phoenix, United States
Josephine Hauer, University of Phoenix, United States
Rilla Hynes, University of Phoenix, United States
Felix Santiago, University of Phoenix, United States

Companies continue to seek ways to build creativity and innovation in their organizations. Innovation is a key organizational element for success in the global economy and securing talent for the future as demand for new products and fresh services drives the economy. Innovation is also discovering new ways to do things useful to business like harnessing creativity, developing useful applications, providing results that are replicable, affordable, and address a need. Startups are uniquely successful in this area. One such startup is Boston Engineering, the focus of this case study. Boston Engineering’s vision is to improve the way people work and live through innovative product design and novel engineering. The organization helps other companies develop and implement their innovations, managing the entire product development process, from ideation to supply chain development. The unique interaction of multiple teams working on innovative solutions for clients demonstrates creative leadership and communication strategies. The startup company counts clients in many fields, including consumer products, defense and security contractors, industrial business, and medical device development. Taylor, Santiago, Hauer, and Hynes provide a much-needed discussion on leadership, diversity, and creating an innovative organizational culture. Original visual graphics and exercises lead the reader through the research on effective leadership, communication styles, and ways to build diversity in organizations. Relevant, real-world examples are shared throughout the study in the practitioner-based research. This case study explores how an innovative tech company finds and retains creative people as well as building successful relationships with customers.

50325
Case Study: Creative Leadership and Diversity in a Manufacturing Tech Company
Rilla Hynes, University of Phoenix, United States
Bethany Mickahail, University of Phoenix, United States
Rose Littlejohn, University of Phoenix, United States
Andrea Taylor, University of Phoenix, United States
Carlos T Aquino, Ana G. Mendez University, United States

Organizations seek ways to build innovation and creativity within their workforce and processes. Although researchers have established innovation is a key element of organizational success in the global business economy, there are gaps in the knowledge base of creating innovative, creative organizations. The influence of leadership on innovation is established but further studies are needed on the effects of different types of diversity, communication, and leadership within teams. This qualitative case study explored the phenomenon of leadership and diversity implementation to support innovation in a global tech manufacturing organization. Original visuals map interconnected topics and their relationships in building creative and innovative organizational cultures. Diversity, teams, and leadership present a one to many relationship; the leader may not have the intrinsic knowledge of all the team cultural and social issues. The study found a leader will be required to demonstrate an appropriate style, supply resources, and organize with the diverse
work teams. Further topics of interest in the study include leadership’s vision and communication, and leadership’s relationship with culture and innovation. Discussions of interest include building innovative organizations through diversity, how creative leaders lead during times of change, identification of performance indicators in a diverse culture, and exploration of diverse environments for innovation and cultural change. This case study was undertaken to explore leadership and diversity implementation. The study focused on a global, innovative company in the technology field. The topics explored include leadership, diversity implementation, vision, culture and innovation, and leadership growth for the future.

46023
Designing and Managing Technology Innovation Training and Development: Emerging Trends for Middle Skill, Low Skill, And Disadvantaged Workers
Claretha Hughes, University of Arkansas, Fayetteville, United States

As the world economy continues to adjust to technology innovations and prepare for the changing demographics and generational differences within the workforce, there is a need to manage the employment and skill development needs of middle skill, low skill, and disadvantaged adults. Exposing these workers to the skills they need to compete globally is essential to the success of corporations. Their success is essential as organizations seek to expand their workforce and increase productivity using technology. Temporary agencies employ many of these workers; however, there is very little information accessible regarding how effective these agencies are in developing these workers beyond the skill level with which they enter the agency. More research is needed to develop competencies across industries for technology innovation training and development of these workers. To be successful at designing and managing training and development for middle skill, low skill, and disadvantaged workers, HRD professionals must consider several questions. 1. How can HRD professionals contribute significantly to the development of middle skill, low skill, and disadvantaged employees’ continuous learning and development related to technological advances both inside and outside their organizations? 2. If HRD professionals’ internal workplace efforts are creating value for outside stakeholders (i.e. customers, their communities, entrepreneurs seeking to hire already developed employees, etc…), why can they not create that same value for middle skill, low skill, and disadvantaged workers seeking employment?
Tuesday Session I: 09:00-10:15
Room: To be Announced in Final Schedule
Session Topic: Experiential Learning
Session Chair: To be Announced in Final Schedule

45749
Reinventing the Curriculum: A Realization From the Pedagogical Competence and Scholastic Performance of Preservice Teachers
Fitzgerald Fabelico, Nueva Vizcaya State University, The Philippines

The global competitiveness of a nation is mirrored through the quality of education it provides to the citizens. The quality of education could be evaluated through the pedagogical competence of the teachers. It is on this ground that this descriptive correlational study investigates the influence of scholastic performance on the level of preservice teachers’ pedagogical competence of the premier state university in Nueva Vizcaya, Philippines. The results of this study showed that regardless of gender, specialization, and cooperating school of deployment, the preservice teachers had outstanding pedagogical competence as evaluated by their cooperating teachers and professors. Except for teacher’s personality and classroom management, all of the dimensions of pedagogical competence showed significantly positive interrelationship with each other. Moreover, pedagogical competence is not significantly related with the preservice teachers’ profile variables. On the other hand, the preservice teachers had a very satisfactory scholastic performance and this differ significantly with specialization and cooperating schools. The scholastic performances of the preservice teachers do not vary significantly and is not significantly related with gender. However, scholastic performance of the preservice teachers showed a significantly negative correlation with specialization and cooperating schools of deployment. Finally, the scholastic performance of the pre-service teachers showed a significantly slight positive correlation with pedagogical competence and the degree of influence of accuracy of scholastic performance on pedagogical competence is 7.40%. Recommendations were given to address the challenges on the curriculum, instruction, and assessment of learning of preservice teachers in the Philippines.

51634
Symposium on Wayfinding to Fluency: Navigating Between Specialization and Generalization
Brandy Foster, Wright State University, United States
Amy Magnus, Air Force Institute of Technology, United States
Cori Lohstroh, Wright State University, United States

Experience is one of the most sought-after facets of adult education. Experience becomes more impactful when curated through collaborative forums. This symposium explores emerging practice and collaborative structures in which students explicitly navigate between specialization and generalization; we describe how wayfinding to fluency increases confidence, competence, and retention to supercharge tomorrow’s workforce. An educational generalist will discuss her creation of a new learning paradigm in experiential wayfinding. In this paradigm, a group of students from disparate disciplines learns to translate skills from their respective programs in service to clients in research and enterprise. Students deepen expertise in their specialization while forming collaborations across disciplines, thereby expanding the group’s capabilities. Their experiential learning workspace simultaneously mimics a classroom, accelerator, professional marketing agency, social impact organization, and research lab in a new model of workforce development. An undergraduate English major will describe her experience embedded in a graduate Neuroscience course as a writing coach. She is responsible for 1) analyzing the curriculum to anticipate material needs of these nascent science scholars and 2) tailoring writing mentoring for individuals. This unique collaboration draws
from the undergraduate's technical writing specialization and has increased her general scientific literacy and confidence. A mathematician and researcher in Artificial Intelligence will present perspectives from natural language processing on narrative analysis. Examining the power of distinguishing general knowledge from specialized information, she describes basic differences between learning and training. Further, she categorizes discoverable collaborative forums that consistently demonstrate an ability to facilitate curation through shared experiences and creative critique.

45724
**Experiential Learning Courses: Teachers’ Standpoints**
Bonimar Afalla-Tominez, Nueva Vizcaya State University, The Philippines
Bryan Gabatino, Nueva Vizcaya State University, The Philippines
Demetria Corpuz, Nueva Vizcaya State University, The Philippines

Experiential learning courses (ELCs) permit pre-service teachers to acquire accurate experiences from the learning environment to better prepare them to the teaching profession. It affords them chances to capture other meaningful accounts which can be further established in relation to their becoming teachers. This research focused on the outlooks of teachers toward ELCs. As a descriptive-correlation research, it used the pre-service teachers and in-service teachers as the respondents. Mean and correlation procedures were used to determine the association between the variables. Younger pre-service teachers possessed a strong standpoint to have developed their self-assurance and open-mindedness through ELCs. Older pre-service teachers who were in their last training years exhibited a strong disagreement on the feeling of uncertainty, apprehension and being inexperienced when enquired by their resource teachers and to have disliked people with so much expectations. Those pre-service teachers with maximum number of academic load per semester displayed a strong disagreement that their registration to the ELCs was in conformity only to the course requirement and that they have detested those people with high expectations on them. On the other hand, older in-service teachers reflected a strong disagreement to have squandered much time coaching pre-service teachers; to have encountered difficulties brought by the presence of teacher trainees; and, that ELCs disrupted the teaching-learning process. Female in-service teachers of higher teaching positions exhibited a higher level of positive outlook toward ELCs. Married in-service teachers with two or more children exhibited a strong disagreement on the feeling that they don’t enjoy confidentiality when confronted with queries and on the thought that they are stressed with the presence of teacher trainees in their classrooms. In-service teachers who taught for longer years did not consider ELCs as a disturbance in the learning environment. Finally, in-service teachers with graduate degrees established strong disagreement to have misused so much time coaching the teacher trainees; that their presence was a burden to the class; and, that ELCs brought disruption in the teaching-learning process.
Tuesday Session I: 09:00-10:15
Room: To be Announced in Final Schedule
Session Topic: International Education
Session Chair: To be Announced in Final Schedule

45884
Exploring Perceptions of and Experiences with Secondary Education in a Protracted Refugee Camp Situation
Jessica Msofe, Lakehead University, Canada

In Tanzania’s Nyarugusu Camp, one of the world’s largest and most protracted refugee camps, only 7% of youth are enrolled in secondary school. These rates are surprising, especially considering that primary school enrollment rates stand at nearly 80% (UNHCR, 2017 March 31). This study, which is in-progress, explores the question of what it means to be a secondary school student in Nyarugusu Camp. Much of the literature on refugee education has focused almost exclusively on organizational aspects of planning and monitoring education (Kirk & Winthrop, 2008), and much of the research that has been done on student and community perspectives in relation to education tends to be conducted by stakeholders (e.g/ UNICEF, UNESCO, UNHCR, International Rescue Committee), which has significant potential to be undertaken for certain objectives (Pottier, 1996). Therefore, differing perspectives and lenses are required to gain more of an understanding of youth’s experiences and perceptions, and to give voice to the constructions that youth make of their situation and experiences (Woodgate, 2000). This study uses a symbolic interactionist framework and grounded theory methods, including written responses, individual interviews, and observation. Grounded theory will be used in an attempt to build a theory that helps to explain how this aspect, secondary education, “works” or functions in Nyarugusu Camp. Whether or not that theory might be substantive, or transferable to other refugee camp settings, remains to be unseen. This study has been approved by Lakehead University's Research Ethics Board and data collection is currently underway.

51679
Connectivism as a Driver to Improve Citizen Learning and Engagement in Cognitive Cities
Monica Vaca-Cardenas, Universidad Tecnica de Manabi, Ecuador
Jaime Meza, Universidad Tecnica de Manabi, Ecuador

Society has changed as a result of the new technologies of the digital age. In addition, we are living today a knowledge explosion, what was considered to be powerful knowledge yesterday, is in doubt today, and may disappear tomorrow. As a consequence, earlier learning theories no longer interpret learning activities of learners in a digital age, because these theories were developed at a time when technology had no impact on learning at the level that today does and they were developed when knowledge grew slower. Therefore, Connectivism, a knowledge learning theory for the digital age, was emerged. In the same way, in a modern era, the concept of smart city and afterwards the concept of cognitive cities which involves the human factor also appeared. Connectivism in cognitive cities is not an area in which a great deal of research exist. Therefore, the purpose of this research is to analyze how Connectivism for citizen learning and engagement in cognitive cities is applied. The methodology applied for this study was a qualitative content analysis approach where abstracts, discussions, results, and conclusions were the main target; however, the whole text was also read in some cases. The results showed that several approaches in the context of connectivism in cognitive cities were implemented, not always with complete success. This paper may help policymakers to take a proper decision in the way of adopting connectivism in cognitive cities and take into account critical issues.

The International Academic Forum
Global Learners and Intercultural Cooperation: Examining the Influence of Culture and National Identity on Students’ Interaction and Collaboration Activities in an Online Course
Patrick Guilbaud, Winthrop University, United States
T. Christa Guilbaud UNC - Charlotte, United States

Research reports and studies continue to show that, despite some recent fluctuations, the number of global learners will continue to grow well into the next decade. At the same time, many colleges and universities across the USA are looking for ways to increase the number of their global and online learners as means to diversify their enrollment profile and their tuition revenue mix. Yet, many of these colleges and universities have not developed comprehensive academic support models and approaches to fully serve students, and most specifically global learners at their schools, who take online courses. At present, most institutions offer activities and interventions matters to support global learners such as campus orientation, English language tutoring, academic support, visa assistance, and help with personal. However, recent research shows that a focus on creating a welcoming and inclusive campus environment that celebrates differences is critically needed to facilitate integration and engagement of global learners in online or virtual education environment. In his seminal work, Geert Hofstede (2001), developed a framework which delineates the way in which people tend to feel, act, and interact within a culture. This session presents results from a study that examined how culture and national background affect learning experiences and students’ academic-related exchanges in an online course. The study specifically looked at the impact of national backgrounds, based upon Hofstede’s Power Distance dimension, on interaction and collaboration activities in the virtual learning space. We will highlight and discuss preliminary findings of the study and implications for practice.
Tuesday Session II: 10:30-11:45

Room: To be Announced in Final Schedule
Session Topic: Rural Education
Session Chair: To be Announced in Final Schedule

51636
Factors Influencing Infant Teachers’ Decisions to Integrate ICT into Curriculum Delivery at Rural Government Primary Schools in Trinidad
Natalie Suepaul, The University of the West Indies at St.Augustine, Trinidad and Tobago
Sabeerah Abdul-Majied, The University of the West Indies at St.Augustine, Trinidad and Tobago

This qualitative, multi-site case study examined the factors which influence infant teachers’ decisions to integrate ICT in delivering the infant primary curriculum at rural, government primary schools in east Trinidad. Semi-structured interviews, a participant’s perceptions profile, classroom observations and a reflective journal were the data collection strategies used within this study. Twenty-eight infant teachers from six government primary schools participated in the study. A conceptual framework was utilized through the adaptation of the Technology Acceptance Model, Ertmer’s Barriers to Technology Integration and the SAMR Model of ICT integration. Miles and Huberman’s approach to qualitative data analysis was the main analysis technique employed for data reduction. Findings revealed that Ministry of Education (MoE) and institutional level factors (extrinsic) as well as individual level factors (intrinsic) influenced infant teachers’ decisions to integrate ICT in curriculum delivery in the infant classrooms. Supportive systems, technical infrastructure, classroom logistics, teacher characteristics and factors related to preparation and planning were critical to ICT integration. These factors determined the usage of ICT tools, the type of curriculum integration applied, the pedagogical practices employed and the level of ICT integration practiced in delivering the curriculum in the infant classrooms. The study revealed that infant teachers’ actual level of ICT integration practice did not fit directly into one level in the SAMR model. Rather, it tended to overlap as a result of the teachers’ pedagogical practices, the ICT tools available for integration and the ICT training which they possessed.

45999
A Study of How Students From Rural Communities Engage in Diversity Discussions in the University Setting
Stephanie Woods, University of Missouri-Columbia, United States

Introduction: Although there is a broad range of research on the resistance of university students to participate in diversity classes (White, 2012), there is little research on how rural students experience diversity at large universities. Research in this area is important, as rural students’ congruence with the academic environment is crucial to their experience of higher education (McDonough, Gildersleeve & Jarsky, 2010). Methods: I conducted a phenomenological study to analyze the essence of students’ experience (Merriam and Tisdell, 2016) with diversity conversations at a large Midwestern university. I purposefully sampled five sophomores from rural backgrounds: three females and two males. I audio recorded semi-structured 30-45 minute interviews. I analyzed over 100 pages of interview transcripts, field notes, and artifacts. Four processes were blended throughout the study: collection, constant comparison, coding, and analysis (Strauss & Corbin, 1990). Results: Students showed low levels of engagement in diversity discussions when the perceived cost was high; cost included fear, conflict, and risk of loss of scholarship. Students showed primary motives of self-protection, due to fear of failure and anxiety, as evidenced by the following quotes: “I didn’t say anything…because I was scared”, “I started crying because I got so stressed”, and, “I learned how to walk on eggshells.” Conclusion: The findings have implications for curriculum
development and for faculty training, specifically for promoting intellectual pluralism. Reducing perceived costs could motivate rural students to cross cultural boundaries and have a positive diversity experience.

45205

Nutrition and Health Education Programme of Icds Scheme for Nursing Women in Rural Punjab
Sarbjit Singh Kular, Punjabi University, Patiala, India

The Integrated Child Development Services (ICDS) Scheme is one of the flagship programmes of the Government of India and represents one of the world's largest and unique programmes for early childhood care and development. Present study was conduct to examine the impact of Nutrition and Health Education (NHED) of ICDS on the nursing women in terms of enhancing their knowledge in the critical Health Care areas. The study was conducted in Barnala District of Punjab. A total of 30 villages were selected on the basis of random. From each village 2 nursing women were selected randomly. Thus a total of 60 nursing women were in the sample. It was found that about 20% women did not go to a proper place for the child delivery and their deliveries had taken place at home. A high majority (80%) of the women did not undergo any health check-up after the delivery. A majority (61.66%) nursing women did not receive supplementary nutrition ration from AWCs. It was shocking to note that 88.33% nursing women did not have awareness about the main cause of measles and a high majority (86.66%) of nursing women were not sure about the right way of managing measles. Majority (65%) women did not have any knowledge to prepare oral re-hydration solution.
Tuesday Session II: 10:30-11:45
Room: To be Announced in Final Schedule
Session Topic: Technology in Teaching
Session Chair: To be Announced in Final Schedule

51594
Impact of Digital Devices on Young Children’s Learning and Parent’s Role towards Screen Timing
Tayyibah Roohi, University of Education, Pakistan

The purpose of this pilot study was to examine the impact of digital devices on young children’s learning and parent’s role towards screen timings. Moreover, the research also explored parental mediation towards the safe usage of technological devices. The objective of the study was to find out how these devices effect on young children learning. The paradigm of the study was social constructivism. It was a qualitative research design. Through convenience sampling (10) ten children from the age group of 2 to 5 and their parents were selected for interviews. The interview and observation protocol was separately designed for both participants. In order to interpret the results, the interview protocol was recorded, transcribed then analyzed, categorized and organized into themes and further sub-themes which emerged through the coding process. Findings of this study seem to highly depend on the sample and the local context. It is recommended that development and promotion of communication strategies would be outlined, how parents can talk to young children about managing the screen timing and actively mediate their use. There is an urgent need to provide parents a resource list for regulation, ways to keep children safe while using technology, methods for how to regulate technology. For future directions a larger and more diverse sample would be beneficial for the research, more interviews would allow for more systematic comparisons by age and socio-economic status.

45775
Predictors of Smartphone Adoption Behaviour Among Higher Education Institutions’ Lecturers in a Typical Developing Economy Context
Adeola Adetola Ayodele, Nnamdi Azikiwe University Awka, Nigeria
Anayo Dominic Nkamnebe, Nnamdi Azikiwe University Awka, Nigeria

With the rise in the number of ICT-enabled devices in Nigeria and considering the relevance and importance of these devices in effective teaching, it becomes legitimate and inevitable to understand the key predictors of smartphone adoption among lecturers in the higher education institutions (HEIs). While extant literatures are gorged with such investigations, the majority of Sub-Saharan African contexts are grossly under-researched. Using this as a point of departure, this paper seeks to answer these questions: what are the predictors of smartphone adoption among the university lecturers? And how do these identified predictors influence smartphone adoption among university lecturers? Since smartphone is a new technological device and its adoption as a teaching-enabled device is different from its traditional adoption for communication, the main objective of this paper is to empirically investigate the predictors of smartphone adoption among Nigerian university lecturers. The study was based on the lecturers of Nnamdi Azikiwe University, Awka, Anambra State, Nigeria. Data were collected using questionnaire based on multistage sampling technique of 284 respondents. Factor analysis and multiple regressions were used for data reduction and hypotheses testing respectively. Analyses of data reveal that personal experience, relative advantage, job relevance, triability, complexity and price were the predictors of smartphone adoption. The findings have serious implications for smartphone retail management among others.
The Power of Play in ESL Classes: Case of Bahraini University Students
Meryem Fati, Gulf University, Bahrain

This qualitative study aims at exploring the effectiveness and power of play when teaching English as a Second Language to Adult University students. There has been an abundant research about how play can help students learn better and quicker. However, most of this research focused on using play for young learners at lower academic levels. The rational behind this research is to see the effect of play on adults who study English as a second language at the university Level. It was also initiated after a study about the impact of anxiety on Bahraini university students. The researcher had to find ways to help students overcome anxiety and be more motivated while taking English classes. To collect data, the researcher designed a questionnaire, had discussions in focus groups and relied on results through in-class exercises. One hundred Bahrain undergraduate students participated in this exploratory research that aimed at tracking students assimilation of information both through traditional methods of teaching and play (In-class or through the use of technology). The sample was conveniently selected from Gulf University in Bahrain and it was equally divided among male and female students. Data was analyzed qualitatively using percentages. The results showed that students were motivated and willing to learn when play is introduced. It also showed that regardless of students ages play could help them connect to each other and have fun while learning English as a second language.
Tuesday Session II: 10:30-11:45
Room: To be Announced in Final Schedule
Session Topic: International Education
Session Chair: To be Announced in Final Schedule

45846
Effects of School Management on Students’ Academic Performance in Public Senior High Schools in Ashanti Region of Ghana
Blessing Dwumah Manu, Jiangsu University, China
Huaisheng Zhang, Jiangsu University, China

This article focuses on the factors that influence the Academic Performance of Students in the Public Senior High Schools System. We defined Academic Performance of Students as "an estimate of an individual’s actual or potential power to perform well in school's task." We collected data from 480 respondents from 30 Public Senior high schools comprising of 10 students from each of the thirty schools, 5 teachers from each of the thirty schools and one headmaster each from the thirty-sampled public senior high schools. We, therefore, adopted the Pearson product-moment correlation coefficient for our analysis. The results show that School management function and the moderating variables are able to give a significant impact on the Academic Performance of students. The collaboration of effective School management is important and can lead to an increase in high Academic Performance on the part of the Students. In addition, an effective school management, Discipline, a positive school culture, a good atmosphere and a good understanding of students learning can influence the Academic Performance. The article concludes that good management functions as well as learning at school is the best ground for the development and improvement of Student Academic Performance.

45236
A Feminist Reading of a Short Story to Inculcate Critical Thinking Skills Among Female Students
Zaharah Binti Hussin, University of Malaya, Malaysia
Subrina Haque, University of Malaya, Malaysia

This qualitative study explores the use of short story to enhance critical thinking skills among female participants in an ESOL classroom. Developing critical thinking skills and critical thinking disposition in college students has been set as a primary goal in higher education for decades. Recently it has become more urgent in implementing this goal to enhance students’ employ-ability in the fast-changing workplace. The sample is a class of 40 undergraduate female ESOL Malaysian students who are all studying at a private university in Malaysia. An experimental research design with a pre and post-test was carried out to evaluate students written responses before and after the treatment. Students’ responses were graded based on a standardized Assessment Rubric for Critical Thinking (ARC, 2010). The treatment was a reading class of 5 intensive sessions over a period of 3 weeks based on a short story. The feminist reading of the short story was designed to include 6 lessons with readings, discussions, debates and short writing tasks. All students’ work was documented and compiled in individual portfolios to chart each student’s progress in this experiment. Findings revealed that students were able to respond at a higher level of critical thinking after various activities were carried out based on the reading of the literary text. Keywords: feminist, short story, literature, critical thinking skills.

50991
Japanese and International Student Interaction in Group Based Classroom Activities: Perceptions of Leadership and Giving Feedback

The International Academic Forum
Jeremy White, Ritsumeikan University, Japan

The birthrate in Japan is in decline, yet in spite of this, the number of universities and technical colleges has continued to increase. To maintain current enrollment levels, Japanese universities have been looking to encourage students from other countries to undertake full degree programs in Japan, in English. However, little research has been conducted in relation to how Japanese students and international students interact when taking the same classes. This presentation will highlight the findings of a research project in which Japanese and international students were surveyed on their classroom interactions, including their perceptions of group dynamics and leadership roles. In addition, participants watched videos of their own and their classmates’ course related presentations and provided feedback on these performances. The presenter will at first outline how international students took a leadership role in almost all of the presentation groups and why they did so. The presenter will then demonstrate the unique differences between Japanese and international students in relation to giving feedback to their own and their classmates presentations via the use of video recordings, using the university course management system forum page. Results of this research suggest that Japanese students are more likely than international students to give only positive feedback about their classmates’ presentations, but account for a greater percentage of the negative comments made regarding their own presentations.
Tuesday Session III: 13:55-14:45
Room: To be Announced in Final Schedule
Session Topic: Enhancing Access for Underrepresented Learners
Session Chair: To be Announced in Final Schedule

45708
Gold Tested in Fire: The Educational Spirit of Adolescent Mothers
Ryan Ray Gatbonton, Adamson University, The Philippines

The rationale of the Study Adolescent pregnancy is a pressing issue and is considered to be a concern with significant impact on society. It accounts for lost educational and economic opportunities for adolescent girls. This phenomenological research sought to understand the educational worldview of college students who experienced adolescent pregnancy. Methods Eight key informants were asked to share their experiences of being pregnant while enrolled in college. Data were analyzed using Collaizi’s method. Member checks and expert audits on interview transcripts and interpretations were done. Results and Discussion Five themes emerged from the analysis of responses: Facing the Ordeal describes the complex circumstances of adolescent pregnancy alongside college education; Fighting the Good Fight reflects the conflicts in education as a teenage mother; Embracing the Value of Education reveals the mothers’ deeper appreciation of their education; Standing Up and Being Strong demonstrates the adolescent mothers’ resolve to carry on for their child; and Envisioning the Family revolves around the mothers’ dream for a better future for their family. Themes were connected and related to the tenets of Social Learning Theory, Functionalist Theory, and Symbolic Interactionism. A symbolic metaphor was developed and it was likened to a gold tested in fire. Conclusion and Recommendations The experience of college students who had adolescent pregnancy can be ascribed to the themes identified. This can serve as the groundwork for initiating educational reforms. An intervention program was developed that is rooted on school and community partnerships.

45942
Factors Influencing Mobile Learning in Selected Universities in Nigeria and the United States
Ajibike Itegboje, Yaba College of Technology, Nigeria
Solomon Negash, Kennesaw State University, Georgia, United States
Titilola Adewale, Texas A & M Commerce, United States

The prevalence of mobile devices in today’s society has made mobile learning a fast-spreading alternative to face to face education for underserved learners. Even though it operates on low information communication technology infrastructure (ICTI), a favorable feature for successful implementation of mobile learning especially in rural areas with less internet infrastructure such as rural United States (U.S.), there still exists a gap in its implementation at many higher educational institutions in the U.S. and Nigeria. As a measure of the factors influencing mobile learning in selected universities in these two countries, a modification of the Technology Acceptance Model (TAM) was used to conduct the study. The study investigated the impact of ICTI, institutional support, and Faculty teaching tasks, on mobile learning in both countries. The study encompassed an online and paper survey of 233 participants drawn from eight selected universities in the two countries as well as a virtually conducted semi-structured interview of five respondents. Out of the 233 respondents, only 119 data was found useful as the remaining 114 data were found to be incomplete. Data analysis was conducted using Descriptive Statistics and Structured Equation Modelling. The results and findings revealed that ICTI was critical to the implementation of mobile learning in Nigeria while in the United States; perceived ease of use was the most critical factor. The implications of mobile learning for higher education in both countries were discussed.
Tuesday Session III: 13:55-14:45
Room: To be Announced in Final Schedule
Workshop Presentation

50654
Teaching History Through Genealogy: One Generation at a Time
Keira Murphy, Saint Edward's School, United States

"Teaching History through Genealogy: One generation At a Time" is an innovative approach to learning history. In the first year, students research their own family histories using proven research methods and come to an understanding of the historical events that shaped the lives of their ancestors. Outcomes will include writing an autobiography and creating projects on at least three more generations within a family unit and the creation of a family history website that can be utilized by the student even after they finish the course or graduate. In the second year, students take a DNA test, learn about haplogroups, discover their own family's immigration story, create an artistic interpretation of immigration, work with documents from early America, and present a culminating project in front of the entire school. Community and family involvement is crucial to success in this course. This workshop will inspire educators to imagine how a student-centered, differentiated and integrated approach to learning history can redefine the way we teach.
Tuesday Session III: 13:55-14:45
Room: To be Announced in Final Schedule
Session Topic: Learner Experience Design
Session Chair: To be Announced in Final Schedule

45726
Honoring Teachers of the Future: The Influence of Instructional Competence on Prospective Teachers' Teaching Performance
Bonimar Afalla-Tominez, Nueva Vizcaya State University, The Philippines
Fitzgerald Fabelico, Nueva Vizcaya State University, The Philippines
Wilhelmina Bulocero, Nueva Vizcaya State University, The Philippines
Maria Sergeyevna Lyashenko, Nizhny Novgorod State Pedagogical University (Minin University), Russia

Becoming a teacher is a manifold practice full of excitement and challenge. It begins with the many early experiences one has with his significant others and carries on as he observes teachers through the formal classroom instruction. It completes with specialized training and teaching experiences that last a lifetime for those who choose teaching as a vocation. This research ascertained the influence of instructional competence on the teaching performance of pre-service teachers of the Nueva Vizcaya State University (NVSU), Philippines. As a descriptive-inferential study, this research was conducted at the College of Teacher Education of NSVU and the Department of Education (DepEd) of the Schools Division of Nueva Vizcaya, School Years 2014-2017. A rating scale was used to determine the pre-service teachers' level of instructional competence while their final grades in student teaching constitute their teaching performance. Descriptive statistics were used to shed light to the descriptive problems while inferential statistics such as t-test, F-test, and correlation procedures were utilized to determine the association between and among the variables. Pre-service teachers of NVSU consistently exhibited a very high level of instructional competence. Their teaching performances in the past three academic years significantly differ from one another. When the pre-service teachers exhibited a low command of knowledge, they tended to manifest poor teaching performance. Consequently, when the pre-service teachers demonstrated a high command of knowledge, they performed outstandingly in their practice teaching. The pre-service teachers' outstanding teaching performance is marked by their possession of a high level of instructional competence.

45706
Medical Students' Experiences of a Project Design
Guldana Akmetova, Karaganda State Medical University, Kazakhstan
Vaiva Hendrikson, Karaganda State Medical University, Kazakhstan
Kudaibergen Temirgaliev, Karaganda State Medical University, Kazakhstan

Human capital plays a major role to bring appropriate changes in social and economic areas in any country. In this light, the president of the Republic of Kazakhstan Nursultan Nazarbayev has launched the program Ruhani zhang'ryu [translated from Kazakh means Spiritual Renewal]. It embodies diverse activities oriented to trigger fundamental shifts in people's mind such as translation of international books into Kazakh, transition to Latin script and many other issues related to modernization of culture. Education is one of the key tools to accelerate a paradigm change. Karaganda State Medical University with its approximate 8000 students is contributing to realization of the program Ruhani zhang'ryu as well. At the department of History of Kazakhstan, there have been launched a new pilot project. In the project 25 medical students from General Medicine faculty were involved. Their research interests dedicated to examine issues that may inhibiting the paradigm change. Students have been given ten weeks since October, 2018 and are expecting to present results by the mid of December, 2018. Overall, 5 focus group discussions and 4 semi-structured
interviews with invited faculty members and university senior managers and 25 surveys will be conducted to explore this experience. The advantages and disadvantages of the pilot project will be presented in the conference to receive feedback from participants. This will be helpful to improve the pilot project structure and make it more efficient in the next year.
Tuesday Session IV: 15:00-15:50
Room: To be Announced in Final Schedule
Session Topic: Inclusive Pedagogy
Session Chair: To be Announced in Final Schedule

45509
Sexist Language: The Gender-Linked Language in Academic Discourse
Estrella Fajardo, Bulacan State University, The Philippines

This study examined the uses of sexist language on the academic discourse and its implications in the halls of academe.Sexist language is a language that values men and devalues women. This gender-linked language has been embedded deeply across languages, more seriously into English language being the language in many fields of endeavour.Despite efforts by many professional organizations to discourage sexism, it still exists in the society through oral and written discourse.This study attempts to present the following: (1) disclose those features of English language that permit cultural biases and socially unjust attitudes towards women;(2) make those who occupy positions of influence (such as members in the Administrative and Management councils) at the Bulacan State University more aware of unintentional biases and subtle sexism; and (3) equip them with relevant guidelines to stay away from using sexist language and apply the gender-inclusive language for more effective and efficient academic discourse in a democratic society such as the academic world.The data used in this research work were collected from the 14 memorandums written by ten member of the Administrative Council and four members of the Management Council. Using the quantitative study, the example words from the memorandums were first isolated and then analyzed against the background of the types of sexist language they represented.Statistical tables and charts were used to represent the data.The study revealed that the most commonly used sexist form is the use of Gender-linked masculine term ‘freshmen’(refers to all first year students) and ‘chairman’(addressing to female faculty member).

51310
Building Success in Higher Education for Students With Disabilities
Amanda Allen, Texas A&M University-Central Texas, United States

More and more students with disabilities are attending universities today than seven to ten years ago. Essential steps are necessary for many of these students to succeed in this academic setting. Students with disabilities need to self-disclose to receive their necessary accommodations. Many of them were referred by someone else and received accommodations under the Individuals with Disabilities Education Act while in grade school. In higher education, these same students now have to apply for accommodations by themselves through Section 504 of the Rehabilitation Act. Also, faculty members are required to follow only the essential accommodations designated by the university’s Department of Student Services. Lastly, university classrooms, materials, and furnishings can hinder both the learning and the teaching process. This research explores approaches that universities and faculty may utilize to help students with disabilities to be successful throughout their college careers. Students with disabilities may be encouraged to disclose their needs through orientations in small groups and benign environments. Also faculty members may be more inclined to refine their instruction if they are provided specific tools rather than asked to refurbish their entire teaching styles and structures. Finally, universities are usually more apt provide structural assistance when the cost is lower. For instance, classrooms may incorporate exercise balls instead of adjustable desks for students who need movement. Students with disabilities are attending universities and colleges. Faculty have an obligation to provide these students with the excellent education they deserve.
Tuesday Session IV: 15:00-15:50

Room: To be Announced in Final Schedule

Workshop Presentation

51226

The Neue Sehen (New Vision) of Future Design Education
Julie Trueman, Northumbria University, United Kingdom
Roderick Adams, Northumbria University, United Kingdom

Limited research has been published from academics in design exploring how degrees of ‘closeness’ affect learning and teaching, though scholars in economic geography have postulated the “death of geography” as a result of digitization. To justify the importance of spatial immediacy in developing experiential qualitative learning, Northumbria University initiated an Open Studio at The Bauhaus, Dessau with interior design students, to gain pedagogical insights into the relationships between environmental volume, human interaction and spatial adjacency. Firstly, students interrogated new spatial principles comparing teaching and transitional spaces against the properties of these environments that assist formal and informal learning. The resulting wall friezes, diagrams and models defined how space ‘within’ and ‘without’ the design studio can inform, perform and reform the knowledge experience. Secondly, a series of drawing exercises investigated the potential impact of physical closeness versus distant digital instruction (organizational proximity) on effective communication and learning. These mimicked learning settings used by current design students: email-based discussion, face-to-face studio collaboration and communication via social media. The results indicated that distant digital learning was significantly misleading and revealed how variation in human proximities can influence learning with unique and powerful effects, particularly in relation to perceived versus actual distance between peers, tutors and environment. We propose to extend this line of enquiry with a ‘digital proximity’ workshop, advocating a new relevance for physical versus distant learning in education to trigger and justify new styles of scholarship, underpinned by the philosophy of Gropius to create “the new construction of the future together”.

The International Academic Forum
Tuesday Session IV: 15:00-15:50
Room: To be Announced in Final Schedule
Session Topic: Artificial Intelligence and Educational Neuroscience
Session Chair: To be Announced in Final Schedule

51331
Online Teaching in a Mobile Era: Pedagogy, Policies, and the Cultural Transformation
Martin Sueldo, UNC Chapel Hill, United States

As we continue to be more involved in a Digital Era, we are starting to understand some of the changes that are happening around us. The internet was a big transformation for education, and most people became easily aware of this transformation. However, there was another change that many have not fully perceived: the mobile connection to the internet and its effects on education. Currently, individuals are experiencing an extension of their memory, we can storage our whole life and take it with us everywhere using a mobile device (cellphone or tablet). These became our own extensions, they are small seize devices with endless access to information, data, and functions. Teaching is social in nature, and that is why this presentation approaches the changes and transformations within digital mobile devices and its effects on education. By acknowledging this cultural and social change, we can start to discuss the meaning and scope of online teaching, which ultimately can lead to a pedagogy and a better understanding of a new cultural frame. Hence, some of the questions this presentation will address will be: What is an online teaching pedagogy? How education is affected by mobile devices? By trying to address these questions, we will also understand how critical could be fostering informed policies for educational institutions.

45841
Teaching to the Brain: Using Brain Imaging to Inform Classroom Practice for Individuals with Learning Challenges
Eric Shyman, St. Joseph’s College, United States

Using brain scans and other neuroimaging techniques, the presenter will demonstrate how advancing knowledge in neuroscience can be used in classroom practice and instructional decision making for students with Autism Spectrum Disorder, ADHD, and Specific Learning Disabilities such as dyslexia and dysnomia. Participants will become familiar with matching neurological information with individualized instruction for students with various learning challenges. The presenter will characterize differences in structure and function of individuals by showing and explaining brain scans such as MRI and fMRI, as well as other neuroimaging techniques such as pupillary tracking. Using these images, participants will begin to understand the potential neurological explanations for why individuals with these conditions may behave or respond in particular ways, and how various instructional techniques and activities can engage these neurological preferences for delivering strengths-based instruction.
Tuesday Session V: 16:05-16:55
Room: To be Announced in Final Schedule
Session Topic: Global Issues and Cultural Perspectives
Session Chair: To be Announced in Final Schedule

45858
Lessons Learned From Novice Global Project Designs: Ramping Up High-Level Collaboration to Build Awareness of Global Issues and Cultural Perspectives
Kevin Oliver, North Carolina State University, United States
Mike Cook, Auburn University, United States
Angela Wiseman, North Carolina State University, United States
Ruie Pritchard, North Carolina State University, United States

Two cohorts of teachers recently participated in a professional development program focused on incorporating global perspectives and activities into K-12 classrooms using contemporary technologies. One part of this program requires teachers to plan and carry out a global project with an international classroom as a means to introduce them to a host country’s education system before they study abroad in that country the following summer. This paper summarizes descriptive survey results from 22 teachers and 264 of their K-12 students to depict the types of global projects undertaken along with the key outcomes that were supported (i.e., development of global skills, collaboration, and awareness of global issues and cultural perspectives). Results indicated that teachers new to global project design implemented two primary types of global projects: sharing and comparing cultural information and pen pal projects with either unscripted or scripted topical conversations. Students expressed high interest in global projects, but in these types of projects the topics of discussion chosen (or not chosen) by teachers and students did not lend themselves to developing advanced cultural awareness, and student interaction fell short of higher levels of collaboration. Implications are provided for professional development that prepares teachers to design more comprehensive projects focused on authentic global issues that may better elicit collaboration and expand student awareness of global issues and cultural perspectives beyond the outcomes seen in this study.

45684
Dismantling the Anti-Latino/AS Immigrant Sentiment Through In-Class Readings and Critical Community Service Learning
Ana Sanchez, West Chester University, United States
This paper explores how to dismantle the anti-Latino/a immigrant sentiment in advanced Spanish as a Second Language classes. The political environment these students are exposed to on a daily basis, teaches them, through politicians’ discourse and the messages sent by mass media, to perceive the speakers of the language they are learning as the ‘other’. Many stereotypes and identities have been placed on Latin Americans by the American society without evidence to support them. In order to dissect this anti-Latino/a immigrant sentiment, I will draw from Freire’s theory that human beings are unfinished, in the process of becoming, and, also from a post-structuralism framework where identities are fluid and in constant change. Through in class readings, presentations and, critical service learning as critical pedagogies, students will analyze, discuss, analyze, question and reflect on why and how the American society has perpetuated the oppression and discrimination of Latin Americans. The final goal is to help students become social agents to transform self and society.
Tuesday Session V: 16:05-16:55
Room: To be Announced in Final Schedule
Session Topic: Learner Experience Design
Session Chair: To be Announced in Final Schedule

51144
Learner Autonomy Through One-on-one Writing Conferences in a Redesigned Academic Writing Course
Kim Willcocks, University of Nottingham Ningbo China, China

An important challenge for higher education in the near future is to adapt curricula to foster independent learning and to allow for teachers to guide students along their individual learning paths. This need has led to “The Flipped Classroom” approach, among other innovations. In Japanese, British, and Chinese universities, I devised and taught writing courses that provided much more time than is normal to allow students to work with self-study materials and to use class time to dialogue with their teacher in one-on-one writing "conferences". The idea was to allow students to work at a pace that is comfortable for them and to give the teacher more time to focus on individual needs. The more difficult, but equally valuable, aims were to encourage more student autonomy and provide more meaningful and more truly “formative” student-teacher interaction in the feedback process. My presentation will outline some of the important considerations when setting up such a course, and will present student feedback and teacher reflection. It will also show some of the instructional readings and worksheets, and explain how I tried to make them user friendly and interactive.

46062
Humanity-Centered Design: A Promising Approach for Preparing Culturally Responsive Educators
Catherine Lawless Frank, University of Dayton, United States
Treavor Bogard, University of Dayton, United States

Urban schools face challenges that are embedded in sociocultural factors that impact academic achievement. Ladson-Billings (1995) asserts that culture and education are intertwined and for teachers to be effective educators, they must understand the culture of their students. Her research determined that effective teachers make a “conscious decisions to be a part of the community from which their students come (p 479).” This immersion into students’ community assists teachers in developing shared experiences and enhances awareness of students’ lives. Universities emphasize the need for culturally responsive teaching practices but the instruction is typically provided in a classroom setting. This classroom approach often falls short because it lacks the immersion which allows pre-service teachers (PTs) to develop empathy for the complex social situations and problems that urban students often face. One solution to help PTs develop competencies central to culturally responsive teaching is embedding Humanity-Centered Design (HCD) in PT coursework. HCD is a framework for empathetic immersion into a social problem in order to adjust one’s thinking and develop high-impact, sustainable solutions. This article will describe how two such HCD projects, a literacy center library and community grocery store/food justice activity, immerse PTs into experiences that foster global mindsets and cultivated dispositions for culturally responsive teaching. Using these projects as cases of HCD in a teacher education program, we examine how the HRD framework enhanced experiential learning pedagogies and helped PTs to develop competencies through participation within diverse student culture in order to inform culturally responsive teaching practices.
Tuesday Session V: 16:05-16:55
Room: To be Announced in Final Schedule
Session Topic: STEAM (Science Technology Engineering Arts & Math) Education
Session Chair: To be Announced in Final Schedule

51164
Utilization of Teaching Strategies on the Conceptual Understanding of Selected Topics on General Pathology
Maria Theresa Gonzales, Centro Escolar University, Philippines

In education, there is a great need for enhancing the learning achievements. In Dentistry, General Pathology is considered to be one of the critical areas in concept accommodation; hence, there is a need to explore on how students process information delineating possible incorrect notions about it. One way to enhance the conceptual understanding is to tailor fit the learning activities to the student’s multiple intelligences through the utilization of varied teaching strategies such as simulated teaching, use of mental models, and the traditional lecture. This study used the descriptive research design following the pretest and posttest design with control. The multiple intelligences of the participants were determined through the use of adopted Multiple Intelligences (MI) Inventory Test. The researcher prepared General Pathology Concept Test (GPCT) and was used after it has been validated and checked for internal consistency to measure the conceptual understanding of the students on hemodynamics, cardiovascular disorders, growth disturbances, and neoplasia. A pretest was given to the participants after which they had undergone six weeks of teaching strategies which are utilized based on their determined multiple intelligences. A posttest was given after the intervention. The learning activities were assessed through administering a unified test after every lesson. Pretest and Posttest scores were compared using a paired t-test and analysis of variance to determine which among the teaching strategies is the most effective in teaching General Pathology. The study revealed that student respondents possess varied multiple intelligences that can be appropriate to different teaching strategies. Continuous discovery of different teaching learning strategies can be beneficial to prepare students to become professionally equipped.

45793
Strategic Analysis Using Potential Strength and Attractiveness Matrix as an Effective Tool for Improving Engineering Education
Mohamed Askar, Southern Utah University, United States
Isabella Borisova, Southern Utah University, United States

Strategic planning in Engineering Education is the process of developing a shared vision of the institution’s future and deciding upon the major steps required to move the institution in the right direction. A strategic analysis is one of the key phases and requirements to the development of any strategic plan. The plan creates a road-map for the future, with challenged objectives to achieve and initiatives the institution goals. The strategic planning process determines: • What the institution wants to achieve, usually expressed as strategic goals, and • How to direct the institution and its resources towards achieving these objectives over the next several years, usually expressed as strategic objectives. The external environment has a reflective impact on Engineering Educational Institutions. During last few decades, substantial changes took place in almost every aspect of life including the economy, social structures and even in individual preferences. Existing Engineering Educational Programs should be based on a careful consideration of future trends in society. The main objective of this research is to improve the Engineering Education by implementing the Potential Strengths and Attractiveness Matrix (PSAM). The Matrix includes specific sub-business units, required to be implemented, as a guidance for the strategic plan preparation. A detailed PSAM considers the following inputs: Mission, Vision and Values, SWOT Analysis, Competitive Advantages, Market Survey

The International Academic Forum
Studies, Advisory Industry Board Survey, Current Students Survey, Faculty and Staff Survey, and Strategic Planning Committee Report.
Wednesday at a Glance
May 8, 2019

The Inn at Virginia Tech & Skelton Conference Center

09:45-11:00  Parallel Session I

11:00-11:15  Break | Latham Foyer

11:15-12:05  Parallel Session II

12:05-13:00  **Keynote Presentation & Conference Closing Address** | Latham Ballroom
*Creating the Next in Education. On the Road to the University of 2040*
Steve Harmon, Georgia Tech, USA

13:00-14:00  Lunch & Closing Session | Latham Ballroom
Wednesday Session I: 09:45-11:00
Room: To be Announced in Final Schedule
Session Topic: Emerging Philosophical Perspectives on Learning & Education
Session Chair: To be Announced in Final Schedule

46026
Students Gain Sense of Social Responsibility for a Positive Social Change
Mazeda Qayaum, Western Standard International School, Bangladesh
Md Mahmudul Hasan, Dhaka Bank Limited, Bangladesh

In the spirit to make a positive social change in an underdeveloped area located in Bangladesh, Western Standard International school administration incorporate various pedagogies to enhance students' learning. There are 64 districts in Bangladesh, and the education system in these districts only get 14.4% of the national budget. Most of these districts are underdeveloped and their primary schools do not get enough educational funds to implement improved pedagogies nor upgrade the classroom technologies. The Western Standard International School presents the opportunity for classroom teachers to build a strong bonding with students through various pedagogical strategies to foster personal development on social change. The school administration strongly encourages the classroom teachers to provide an innovative learning atmosphere so that students can become innovative thinkers. Teachers in grade 4 provide a group activity for the students where they reflect on their strengths and weakness to recognize how their skills can foster positive social change. Educators seek to increase the use of technology to enhance students' learning experience in fostering a clear understanding on the communities' needs. The outcome contributes to improved community by fostering students' holistic role in the society. Students participating in innovative thinking process gain critical thinking and problem solving skills. Other academic institutions may incorporate the findings from this presentation on how they can incorporate pedagogical activities to improve Students' performance for a positive social change in the community.

50650
Self-transformation as Professional Training: Lessons From the Camphill Academy
Elizabeth Sanders, University of Aberdeen, United Kingdom

While much progress has been made in terms of protecting rights of access to public spaces and services for individuals with all types of disabilities, the shift from communities of physical inclusion to social belonging is a process which cannot be legislated, but must grow within the context of authentic, interpersonal relationships. The Camphill movement is unique within the field of disability supports and services insofar as its mission has not been to fit individuals with disabilities into a pre-existing social structure, but rather to rebuild social structures and communities from the ground up with the inclusion of individuals with disability at the center. The Camphill Academy, the higher education community of the Camphill movement in North America, offers training programs in professional curative education and social therapy to individuals who live and work within the intentional communities of the movement. Just as the Camphill movement practices the transformation of social and community forms grounded in authentic, interpersonal relationships, the Camphill Academy operates on the assumption that such relationships require self-transformation and openness to the other, and orients its curriculum towards supporting this process. In this paper, I will explore some of the pedagogical experiences of students within the Camphill Academy, including emergent field-based learning, contemplative practices, and artistic modalities which serve to support students' personal transformation as the foundation of professional capacity, the challenges inherent in such an approach to adult education, and how these experiences resonate with contemporary discourse on adult education and professional training.
45814
Strategies for Teaching Team Building, Deploying Communication Strategies Via Advanced Technology
Panarat Rohleder, The Chicago School of Professional Psychology, United States

Efforts in today’s work world usually combine the interactions of team members to produce a desired outcome. Thus, learning how to work with others is important as it is vital for success. Today, there are impacts from both globalization and technology. The student body is more diverse than before, and the ways of communication have changed. Thus, teaching how to work as a team for the purpose of achieving high performance can be challenging. However, this can be accomplished by using advanced communication strategies. Communication has to be clear, and can be done via both in person, and using the latest technology to facilitate these teaching strategies as outlined below:

1. Understanding the differentiation of others which includes learning styles: using MBTI test at the beginning of class.
2. Inclusion discussion: everyone has a chance to speak during the discussion
3. Team feedback: each team member receives feedback from the instructor and peers
4. Team evaluation: using team evaluations for grading

Thus, the instructor has to understand both the diversity and the updates in technology. In this way, he or she will be able to have effective communication with leadership in the classroom for success. Especially, the use of the latest technology may be considered as a great toolset for motivating and engaging the student. In this way, these motivational efforts will both facilitate and optimize educational effort to accomplish desired objectives and provide a rich learning environment for students.
Wednesday Session I: 09:45-11:00
Room: To be Announced in Final Schedule
Session Topic: Instructional Design and Learning Sciences
Session Chair: To be Announced in Final Schedule

51054
Higher-order Thinking Skills, Academic Interest and Self-efficacy in Problem-based Learning
Soo Eun Chae, Gangneung-Wonju National University, South Korea
Mi Suk Lee, Gangneung-Wonju National University, South Korea

This study examined whether problem-based learning (PBL) contributes to development of students’ higher-order thinking (HOT), and the development depends on levels of students’ motivation (i.e., interest and self-efficacy). Using 89 college students enrolled in Educational Psychology classes from South Korea, we conducted a t-test and repeated measure analysis to see their changes in HOT, interest, and self-efficacy and the interaction between the variables. We found students’ HOT scores increased significantly after PBL than before. Further, a repeated measure ANOVA showed students belonged to HOT or lower-order thinking (LOT) groups at both the times increased their level of motivation steadily. However, the level of motivation of the students who belonged to HOT at the beginning but LOT at the end increased much more than the other three groups. On the other hand, the level of motivation of the students who belonged to the group which changed from HOT before PBL to LOT after PBL decreased after PBL. This suggests that use of PBL class should be carefully considered according to the students’ HOT types and motivational changes.

45728
Classroom Management Approaches and Teaching Effectiveness of Teacher Education Faculty of a State University, Philippines
Bonimar Afalla-Tominez, Nueva Vizcaya State University, The Philippines
Fitzgerald Fabelico, Nueva Vizcaya State University, The Philippines
Sanny Dangis, Nueva Vizcaya State University, The Philippines
Demetria Corpuz, Nueva Vizcaya State University, The Philippines
Gail Gumilet, Nueva Vizcaya State University, The Philippines

The success or failure in the teaching-learning process lies on the teacher’s abilities and skills in teaching and managing the different facets of classroom management. This research ascertained the association between and among the approaches of classroom management and dimensions of teaching effectiveness of teachers at the Nueva Vizcaya State University, Philippines. As an inferential research, this study utilized the university’s teacher education faculty members and students who were randomly selected as respondents. A rating scale on classroom management which was content validated was used to determine the level of classroom management approaches while the National Budget Circular (NBC) #461 Qualitative Contribution Evaluation (QCE) instrument for instruction was used to determine the level of teaching effectiveness of teachers. Means were used to describe the descriptive problems while t-test, F-test, Post-hoc test, Pearson r and multiple regression were used to determine the associations between and among the variables. While teachers thought that they greatly practiced the different approaches to classroom management, relatively young adult teachers were observed by their students to be moderately practicing the authoritarian, group process, socioemotional-climate, and cookbook approaches to classroom management. Regardless of the identified characteristics, teachers continually displayed a very satisfactory teaching effectiveness. When the teachers greatly practiced the different approaches to classroom management, they tend to exhibit a significant teaching performance. The remarkable teaching effectiveness of teachers was connected to their
great practice of authoritarian, instructional and group process approaches to classroom management. The remarkable teaching performance of teachers was best predicted by their management of learning, knowledge of subject matter and commitment.

51666
Systematic Design to Enhance Learning: Multimedia Resources in Online Learning
Misook Heo, Duquesne University, United States
Natalie Toomey, Duquesne University, United States

The purpose of the study was to investigate how dynamic (i.e., animated visuals with narration) versus non-dynamic (i.e., static visuals with narration) multimedia learning resources and spatial ability relate to learning outcomes. The study hypothesized that learning outcomes would differ more distinctly between lower and higher spatial ability learners when using non-dynamic resources as dynamic resources benefit individuals with lower spatial ability more and thus reduce the learning outcome differences (in line with the compensating hypothesis). In this observational study, multimedia resource type and spatial ability were the independent variables. Learning outcomes, as measured by the number of correct responses in procedural knowledge learning tasks, were the dependent variables. A total of 246 participants were solicited on a voluntary basis from an undergraduate student population. All participants were directed to an online survey consisting of two, time-limited learning tasks and one, spatial ability test. Participants were randomly assigned to one of the two, multimedia resource groups. The study found that spatial ability was an acceptable predictor of learning outcomes, especially for the animation group (e.g., $r^2=0.357/0.278$ animation versus $r^2=0.176/0.219$ static, $p=0.000$). Relatedly, there was a strong, positive correlation between spatial ability and learning outcomes, especially for the animation group (e.g., $r=0.605/0.536$ animation versus $r=0.431/0.479$ static, $p=0.000$), thus resulting in rejection of the study hypothesis. This study provides empirical evidence supporting the enhancer hypothesis, in contrast to the compensating hypothesis, suggesting that higher spatial ability individuals have a greater cognitive capacity to more efficiently use dynamic learning resources.
Wednesday Session II: 11:15-12:05
Room: To be Announced in Final Schedule
Session Topic: Intercultural Learning
Session Chair: To be Announced in Final Schedule

51662
Intercultural Learning in a Residential Environment Design Class
Eunju Hwang, Virginia Tech, United States
Mira Ahn, Texas State University, United States

In developing a multi-cultural design project for a small design seminar class (N=12), two instructors in Residential Environments at a land-grant university (LGU) and Interior Design at a Hispanic-Serving Institute (HSI) collaborated during the Fall semester of 2018. To provide more intercultural learning environments, they organized a series of activities to complete a five-week shipping container home design project for families living in Colonias in Texas which is located in the U.S. and Mexico border region. Before the project started, students took diversity training on bias. After the training, they submitted a short reflection essay on their bias and cultural sensitivity. Then, in research phase, students summarized research articles on Colonias and interviewed HSI students to learn more about the community and their direct or indirect experiences with it. Their interview materials were reviewed by the instructors and received feedback from the university diversity training team. Their interview questions include cultural activities, meaning of home, and specific design elements. Students shared their interview process and did a process presentation with inspiration collages which showed their visual interpretation of the cultural aspects. Finally, the tasks at design development phase were organized based on unique learning contracts between the instructors and students which gave them a freedom to come up with their own list of tasks and interim deadlines to complete the project in time. In a presentation, the instructors will share the diversity training module and students’ reflection, sample learning contract letters, and their design outcomes, as well as challenges faced.

45857
Teacher Professional Development in an International Context: Fostering Intersections Between Technology and Culture
Kevin Oliver, North Carolina State University, United States
Ruie Pritchard, North Carolina State University, United States
Angela Wiseman, North Carolina State University, United States
Michael Cook, Auburn University, United States

One U.S. college of education has offered a teacher professional development program in an international context (i.e., four different European countries) to six cohorts or 108 teachers. The program prepares teachers to use emerging technologies to introduce cultural lessons to and enhance the cultural understanding of their own students. Weekend classes on campus are followed by a short-term study abroad period with further classes and cultural excursions. Participants create a portfolio of technology projects across three categories: cultural connection, collection, and reflection. Cultural connection projects encourage teachers to interact with the host culture through a global collaborative project conducted in the spring before travel abroad, and through stipends to book experiences with locals from which critical incidents are represented with technology tools. Cultural collection projects encourage teachers to research a cultural theme of interest with collected information, data, and media represented on digital maps, timelines, and photo collections. Cultural reflection projects encourage teachers to learn writing strategies for reflecting on other cultures' education systems, literature, media, and people, with multimodal reflections produced in appropriate forms such as travel writing. In 2018, an impact study was initiated to study the...
effects of this program on the teacher, his or her teaching and students, and any unexpected impacts. A representative sample of 40 teachers responded to primarily open-ended questions about this program for a response rate of 37%. In this presentation, we share synthesized benefits of this program and best practices for implementing teacher professional development in an international context.
Wednesday Session II: 11:15-12:05
Room: To be Announced in Final Schedule
Session Topic: Design & Accessibility
Session Chair: To be Announced in Final Schedule

46049
Spatial Evaluation of Elementary Schools Libraries: A Prototypical Assessment Instrument
Rohit Kumar, Texas A&M University, United States

Elementary school libraries are no longer spaces where books are stored and read. They are becoming or have become vibrant spaces hosting many activities fostering discovery, knowledge acquisition, expression and exchange. This paper aims at the development of an assessment methodology for such spaces from the perspective of all stakeholders including architects. The evaluation of their performance is essential to define their design criteria to improve their design and construction. The development of such methodology may provide a framework to obtain subjective and objective data of such facilities. The spatial data concerning elementary school libraries, collected through the instrument, is organized as ‘Obtainable’ and ‘Observable’. Obtainable data are gathered from publicly available sources and by requesting the library personnel. Observable data is collected under the categories of ‘Form and Environment’, ‘People’ and ‘Activities’. The objective of this assessment instrument is the collection of spatial and related data that would eventually allow an evaluation. The library space is to be assessed as a place where learning is facilitated and how the space contributes to it. The assessment instrument has been applied to elementary school libraries of Independent School District in Texas to test its validity. Early indications from testing the efficacy of the assessment instrument show that libraries are lively social spaces. The outcomes are indicative of the direction regarding the design of such spaces in these times.

51513
Are LEED Campus Buildings Universally Designed?: Assessments at Virginia Tech
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To create more supportive and inclusive communities, many universities have put forth efforts to provide more universally-designed campus buildings. These efforts have extended to our campus with the university-wide Beyond Boundaries and Inclusive VT initiatives. By bringing these university efforts into an undergraduate housing course, students were able to participate in experiential learning by assessing six newer Leadership in Energy and Environmental Design (LEED) campus buildings within multi-disciplinary teams relating to universal design. Prior to the assessment, students attended public lectures on inclusive and diverse communities. The topics of speakers included diverse consumers, life-span communities, and walkable environments. After attending the lectures, they submitted a short essay reflecting their roles and goals based on their majors which included design, property management, real estate, building construction, and human development. Then, students completed team projects assessing six LEED buildings and conducted assessments on the accessibility of the building and its services, building level sustainability, and street level walkability. Assessment tools were developed based on the Americans with Disabilities Act (ADA) Accessibility Checklist, LEED rating items, and wayfinding observation guidelines. Team project outcomes included a written report and an oral presentation. Results from these deliverables suggest that the sample of six LEED buildings address the ADA accessibility requirements, but it is recommended to make these buildings more universally designed. Specific recommendations include better connections between parking and building entrances, locations of signs inside and outside of buildings, between buildings, curb cuts on sidewalks, and more sitting spaces.
Virtual Presentations

50910
A Method to Predict Students’ Success in Distance Online Courses
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Information technologies change the entire structure of the educational process. Its aspects – academic, administrative, technical, communicative, and personal – acquire specific traits in the framework of online education. Scholars and practitioners nowadays face the task of developing new methodologies of assessing and predicting students’ success in online classes. One of such methods is described in this work. It consists of 3 stages:
1. Creating a brochure which contains important information about the educational process in the framework of distant online programs and requirements for successful studying in online courses;
2. Preparing a questionnaire based on brochure, whose questions allow to determine if students master many-sided knowledge needed for their online studying successfully;
3. Conducting a computer-based survey which allows to discover if the questionnaire is:
a) complete, that is all the five aspects of the educational process are represented there,
b) adequate, that is it includes two basic types of questions: single (having its answer in one situation described in the brochure) and multiple (having its answer in more than one situation),
c) comprehensible, that is all questions are correctly understood by the questionnaire’s respondents.
105 graduate students, which took the online courses taught by the study’s author in 2017-2018, participated in this survey. The data received were analyzes with the use of Spearman correlation method. The results showed that the instruments created to predict online students’ success meet the requirements and will be useful in further work on the declared topic.

51684
A Study of Gender Differences among the Representation of Inquiry-Based Learning, Conceptual Understanding and Self-efficacy Exhibited by the College Students
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The study was aimed to investigate the gender differences among the representation of inquiry-based learning, conceptual understanding, self-efficacy exhibited by the college students. According to Taiwanese national curriculum guidelines, scientific inquiry and operation are addressed in science teaching and learning. Approximately forty college students who took a three-semester-hour course emphasized in science teaching and learning at the National Wise University of Education. In this study, a variety of activities were designed to implement the inquiry-based experimental design such as green energy vehicles made by the Gigo building blocks and the utilization of recycle materials. The essence of Maker education was applied in the science experimental design. The instruments were the checklist of mind maps and the questionnaires concerning about the conceptual understanding and self-efficacy of scientific inquiry developed by the researcher. The validity and reliability of the instruments were examined by the senior science researchers and pilot study. Data were collected from the college students’ mind maps, questionnaires, and personal interviews. The results indicated that female students performed as well as the male students. Many good experimental design and delicate products and were performed by female students. More divergent thinking and details were presented in the mind maps of the female students than the male students. There were no significant differences between female and male students exhibited their science conceptual understanding and self-efficacy. It is recommended that integrating scientific inquiry and maker education to enhance both female and male students’ conceptual understanding and self-efficacy in college science learning.
LaGuardia Community College (LAGCC) presents the opportunity for faculty to build a strong connection with students through the co-curricular learning. LaGuardia supports at various stages so that LaGuardia students can get an opportunity to learn not only inside the classroom but also outside the classroom. Students participating in co-curricular events is crucial for their academic success. In other words, students who are involved in co-curricular activities tend to remain engaged throughout their academic journey. Studies show active involvement in beyond classroom experience facilitate the students to gain a holistic experience. Faculty in their First Year Seminar (FYS) courses seek ways to create a deeper level understanding of the students’ academic needs and skills through co-curricular practices. FYS students are strongly encouraged to participate in co-curricular activities that not only cross the traditional boundaries of disciplines but also show how they can transfer skills and knowledge to their future courses. Thus, FYS students participating in Co-Curricular events achieve a better understanding of their academic needs and philosophy of a holistic First Year Experience. Students are asked to complete a short reflection on their outside classroom learning experience. Presenters will share their integrative pedagogy and practice to approach the “whole student,” in cultivating their outside classroom learning experience. The audience will get an opportunity to think about how they can incorporate an activity to engage students through co-curricular practices into their pedagogy.

Second Language Learning involves a progression from the learners total being towards the attainment of a different attitude and language. Regardless of the purposes for learning a second language, learners form different attitudes. This study investigated the influence of English on the attitudinal changes of the learner in Igbo ethnic group Nigeria. Five hundred and forty (540) Senior Secondary school students were randomly selected on the bases of the Igbo language as their first language (L1). Data collection was a questionnaire constructed in the Likert five-point scale, based on the following research questions: What are the existing evidence that the process of learning a second language affects the students’ attitude and sense of belonging to their community? What are the intrinsic and extrinsic factors that motivate Igbo students to learn a second language? Opinions of the respondents were analysed using simple percentages based on the Likert five-point scale. Results showed that high percentages (99.97%) of the students were motivated to learn English either to obtain a university degree, to help learn other languages, to find good job, or to catch up with economic and technological trends in the world. Higher percentages (99.98%) of the students also strongly agreed that they have sense of attitudinal changes while learning English. These observations therefore, were linked to the influence of the English language on the students. These indicated that English use in Igbo ethnic group Nigeria, exerts a remarkable influence on the attitude of the average learner. Therefore, Learners’ immediate short-term interests such as elevating their status through learning English should be modeled to avoid possible negative effect on learners’ attitude that may conflict with native cultures and norms.