

IICEDubai2018 & IICLLDubai2018

The InterContinental Festival City Event Centre, Dubai, United Arab Emirates
February 16-18, 2018

Final Draft Schedule

Please Check & Confirm

Please check that all information pertaining to you is correct and notify us at iicedubai@iafor.org if there is any error.

Please notify us of any corrections by **Thursday, January 25 09:00** (Japan Time).

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 **Monday, February 5**.

Friday, February 16

Plenary Day Outline

*to be finalized

09:00-10:00 Conference Registration & Coffee

10:00-10:30 Announcements & Welcome Address

10:30-11:15 Keynote Presentation I

Exploring English Language Education in the MENA Region Now and in the Future

Deena Boraie, American University in Cairo, Egypt

11:15-12:00 Featured Presentation I

Virginia Bodolica, American University of Sharjah, UAE

12:00-12:15 IAFOR Documentary Photography Award

12:15-12:20 Conference Photograph

12:20-14:00 Lunch Break

14:00-14:45 Featured Presentation II

Martin Spraggon, Mohammed Bin Rashid School of Government (MBRSG), UAE

14:45-15:30 Featured Presentation III

Mustafa Taha, American University of Sharjah, UAE

15:30-16:00 Coffee Break

16:00-17:00 Featured Presentation IV

17:30-19:00 Conference Welcome Reception

Saturday, February 17

Day 2 Outline

*to be finalized

08:30-09:00 Coffee, Tea and Pastries

09:00-11:00 Parallel Session I

11:00-11:30 Coffee Break

11:30-13:00 Parallel Session II

13:00-14:00 Lunch Break

14:00-15:30 Parallel Session III

15:30-16:00 Coffee Break

16:00-18:00 Parallel Session IV

Saturday Session I: 09:00-11:00

Room: *To be Announced in Final Schedule*

Stream: Learning Experiences, Student Learning & Learner Diversity

Session Chair: *To be Announced in Final Schedule*

40187

Active Learning Class (ALC) Room at Richland Community College to Teach an Introductory Biology Course

Srinivasan Durairaj, Richland Community College, United States

As an instructor of biology for fifteen years, teaching diverse student populations (India, Fiji, and the U.S.) has led me to create a teaching style that helps keep students interested in my courses. Now I am using a newly designed Active Learning Class (ALC) room with state-of-the-art technology at Carroll Center for Innovative Learning, Richland Community College, USA to teach my introductory biology course. This Active Learning Classroom is a flexible, innovative, open classroom design, equipped with computers for students connected to the central tech pod which can be controlled by the instructor. The flexible classroom supplied with round tables and wheelchairs, facilitates interaction among students and teamwork. It also inspired me to move around and interact with students easily and felt that the classroom design erased the line between me and the students. From the preliminary data, it is clear that the ALC supports learning behaviors and pedagogical practices for student engagement and learning. Also, the active learning classroom can increase student satisfaction in their learning process and making them more responsible for their own learning. In this presentation, I will discuss my experience of teaching in an active learning classroom, success and ongoing challenges.

40068

Student Engagement in Math and Physics Using a Flight Simulator

Chadia Aji, Tuskegee University, United States

M. Javed Khan, Tuskegee University, United States

The waning interest of US students in science, technology, engineering and mathematics (STEM) is a matter of grave concern. Extensive research continues to be carried out to identify reasons for this phenomenon and determine empirically-based mitigating strategies. There is a range of elements influencing student engagement and interest. The emotional, behavioral and cognitive engagement dimensions need to be carefully exploited in the design of the learning experience. Authenticity, collaboration and inquiry are the most commonly cited elements that promote cognitive engagement. Therefore, these elements of cognitive engagement need to be well understood and should form the basis of the learning environment. The present work discusses empirical investigation of a technology-mediated authentic learning intervention which consisted of a one-week summer camp for middle school students. Specially designed hands-on activities supported by a flight simulation software were used to reinforce some math and physics concepts. A within-subject repeated measures design was used to determine the effectiveness of the intervention. Students' attitudes towards STEM as well as content knowledge were assessed with validated pre-post instruments. Additionally, a week-long professional development workshop was conducted for math, science and technology teachers. The main objective of the professional development was to provide teachers with an efficient methodology to confidently engage students in their classrooms. The effect of the professional development on the math, physics and technological self-efficacies of the participating teachers was assessed using validated pre-post instruments.

39219**Collaborating in a Diverse World: Towards a Utilization of Interdisciplinary Group Communication Workshops**

Rachel Furman, Carlow University, United States

In our ever-changing global world, with increases mobility and technological advances, we know that employers demand our students graduate with excellent communication skills that allow them to work effectively in groups. We know that our students must be prepared to face the unknown world ahead, using these skills to work effectively in groups, solving pressing issues in their professional and personal lives. There lies an inherent assumption that assigning a group project means that our students met the competency expectations for group work, as if by proxy the group experience gives them practice for “the real world.” Simply, we do not give our students the necessary tools to succeed in group work, often commenting that “our students do not know how to work together.” This presentation discusses the utilization of interdisciplinary group communication workshops at Carlow University to facilitate effective group collaboration. We spread beyond the tacit oral communication development with our communication lab and developed critical workshops that teach students how to collaborate effectively on group projects. Each group communication workshop adapts to meet disciplinary standards and promotes problem solving. The workshops take students through personality inventories and discuss how those personality traits (self) directly affect group work, both positively and negatively. Additionally, the workshops discuss cultural communication variations, as they relate to the group members (other), and workshops explore how even subtle differences in such variations in time orientation or considerable differences in collectivist/individualist orientations create significant barriers to successful communication, thus group collaboration.

39586**Closing the STEM Achievement Gap From an International Perspective**

Julia V. Clark, Program Director/National Science Foundation (NSF), United States

The achievement gap is one of the most troubling problems facing education in schools in the world today. It is the observed disparity on a number of educational measures in academic performance between different groups of students, especially groups defined by race/ethnicity, gender, and socioeconomic status. In the U.S), achievement gap is used to describe the disparity in test scores between minorities, usually between (1) Blacks and Hispanics and (2) their White and Asian peers. Similar gaps exist more broadly between high-poverty students and their more wealthy counterparts. The achievement gap in science, technology, engineering, and mathematics (STEM) education is not unique to the U. S. Research conducted around the world (Australia, Brazil, Canada, China, UK, Korea, Mexico, Singapore, South Africa, Turkey, and the U.S (Clark, 2014) provide critical evidence that in both rich and poor nations a wide achievement gap among various groups of students exists and has become a focal point of education reform efforts. From country to country, the severity of the deprivation and the size of the gap between advantaged and disadvantaged groups vary greatly from culture to culture. Data show inequity in access to qualified teachers, facilities, resources, challenging mathematics and science curricula, and opportunities, all contribute to the achievement gap in mathematics and science. Research shows how students' data correlated with classroom practices, teacher instruction, and academic programming, as part of efforts toward measuring growth.

Saturday Session I: 09:00-10:30

Room: *To be Announced in Final Schedule*

Stream: Professional Training, Development & Concerns in Education

Session Chair: *To be Announced in Final Schedule*

38900

Towards a Conceptual Framework for Effective Teaching in Lebanon

Pascale Hajal, Notre Dame University - Louaize, Lebanon

This research aimed to examine the teachers' knowledge of what is a constructivist approach in teaching, to suggest a model for identifying teaching in elementary cycles taking grade 4 as a case study, and to provide recommendations for future literature in teaching in schools in Lebanon. A qualitative methodology was adopted in order to use the collected data to describe details, events, teachers, and observed classrooms. The researcher conducted the research in 7 schools in Lebanon where each grade 4 class was considered as a case study by itself. Using naturalistic inquiry in the case-study approach adopted in this research, the current study was designed to expand the body of knowledge about the elementary public and private schools in Lebanon. The findings of this study shed light on teachers' practices in public and private sectors in several areas in Lebanon and explored the teaching perception of different teaching methodology. Educators and decision makers are invited to use these findings to consider their practices and work on improving them especially when it comes to the implications of the curriculum used in classrooms. It was significant from the findings of this study and throughout the data analysis of the observations and interviews that the teachers and coordinators did not use a constructivist teaching approach.

40193

Technology-Enhanced Professional Development: Supporting HEA Associate Fellowship Applicants

Christine Lampe, Higher Colleges of Technology, United Arab Emirates

Providing support for faculty professional development across multiple campuses presents unique challenges and opportunities that can be addressed using commonly available technologies. In this session, a technology-enhanced approach to coaching applicants for HEA Associate Fellowship* is presented. The subjects are early-career academics based at a campus in Fujairah, about a one-hour drive from the professional development team in Dubai. Distance and scheduling issues limit campus visits, so support is delivered via a blended process combining face-to-face workshops, LMS submissions, and draft consultations supported by web conferencing tools. A key feature of this approach is the use of the web conferencing tool in both face-to-face and online consultations to enable screen sharing of drafts and written feedback, and to record the discussion for participants to review during subsequent drafting of the application. In addition to the practical benefits of this approach, the positive impact on the coaching and professional development experience itself is discussed.

*Associate Fellowships are one of several Fellowships offered by the Higher Education Academy (HEA) to recognize educators for effective teaching and learning practice at different career stages. Fellowship applicants must provide evidence of their engagement in practices specified by descriptors that address relevant dimensions of the UK Professional Standards Framework (UKPSF), developed by the HEA. This professional academic organization in the UK is dedicated to promoting effective teaching and learning in higher education; it is becoming an international standard for teaching excellence and continuing professional development (CPD).

38706

The Relationship Between Pre-Service Elementary Teachers' Scientific Literacy and Their Self-Efficacy in Teaching Science

Adam Al Sultan, Imam Abdulrahman Bin Faisal University, Saudi Arabia

Harvey Henson, Southern Illinois University, United States

Peter Fadde, Southern Illinois University, United States

Many educators and educational institutions worldwide have agreed that the main goal of science education is to produce a scientifically literate community. Science teachers are key to the achievement of scientific literacy at all levels of education because of the essential role they play in preparing scientifically literate individuals. Studies showed that pre-service elementary teachers need to build more confidence in teaching science and scientific literacy during their teacher education programs in order for them to successfully deliver science knowledge to their students. Therefore, the purpose of this study is threefold. First, this study examined pre-service elementary teachers' scientific literacy levels. Second, this study sought to accurately measure pre-service teachers' self-efficacy beliefs by distinguishing between their personal and subject-specific self-efficacy beliefs. Third, this study investigated the extent to which pre-service elementary teachers' scientific literacy levels and self-efficacy levels are related. Participants were 49 pre-service elementary teachers registered in two science methods courses (introductory and advance) at a mid-sized university in the United States. Quantitative data were collected using the Test of Basic Scientific Literacy, the Science Teaching Efficacy Belief Instrument-Preservice, and Beliefs About Teaching. Results showed that participants had a satisfactory level of scientific literacy. However, pre-service teachers had borderline scores on the Nature of Science scale. Regarding self-efficacy, findings showed that both groups had the highest self-efficacy in teaching biology and the lowest in teaching physics. Participants in the advanced science methods course exhibited a preexisting relationship between scientific literacy and subject-specific self-efficacy in teaching science.

Saturday Session I: 09:00-11:00

Room: *To be Announced in Final Schedule*

Stream: International Education

Session Chair: *To be Announced in Final Schedule*

40244

Cultural Intelligence and Communities of Practice in the Transnational Teaching of Accounting: The Experience of Foreign Academics in Vietnam

Ha Nguyen, RMIT University Vietnam, Vietnam

Brendan O'Connell, RMIT University, Australia

Meredith Tharapos, RMIT University, Australia

The dynamics of globalisation are changing in the field of higher education. Many students, who would previously have travelled overseas to study for an international qualification, are now pursuing foreign degrees in their home country. As part of their offshore offerings, many universities now locally employ academic staff directly to teach at their offshore branch campuses on a full-time basis. A number of these academics are from backgrounds other than the culture in which the branch campus is situated. This raises the question about whether these academics possess the attributes to successfully teach in the different cultural context. Cultural intelligence (CQ) is becoming a popular concept and is defined as 'a person's capability to adapt effectively to new cultural contexts' (Earley & Ang, 2003). Using the theoretical framework of CQ, comprising of metacognitive, cognitive, motivational and behavioural dimensions, this research examines the perceptions, experiences and skills of accounting academics teaching full-time in a branch campus in Vietnam. In particular the academic's level of cultural intelligence to adapt to the new cultural context, and the usefulness of community of practice were examined. Surveys and interviews were utilised to explore academics' perceptions.

40190

A Midsummer Student Dream - Short Experiential ESP Courses

Branka Visnjic, Aston University, United Kingdom

Challenges of international education for smaller universities such as Aston University in Birmingham, UK have several key implications for the academic programme and course design. Many undergraduate overseas students would like to study on dual or articulation programmes, but that is possible for the ones who have higher IELTS or similar English test scores and whose families can afford to invest in such education. To satisfy international students with slightly lower English language abilities or smaller budget, and even some graduates looking for a new direction, short summer courses are a good solution. The case study of a pilot summer programme - UK Explorer at Aston University, combining Life in the UK, English for specific academic purposes and lectures delivered by experts from various fields has proven that such courses can attract both paying students, the ones with grants and partnership exchange students. In addition to specific language skills development and insight into the chosen content matter, benefits of such courses are awareness of new teaching and learning strategies, such as experiential and blended learning including teamwork, life on campus, purposeful visits to businesses offering educational work-like experiences, such as Jaguar / Land Rover or Cadbury and cultural trips. To sum up, short ESP courses delivered by language professionals in cooperation with other academics and experts, combined with cultural and work-like experiences offered by local companies can contribute to diversification of academic programme portfolio and offer exciting insights to international students.

39001**A Sky To Hang the Stars: An Emergent Theoretical Framework for Global Citizenship Education**

Nicholas Palmer, University of Southern Queensland, Australia

To some Global citizenship education (GCE) and its closely related counterpart international mindedness (IM), as concepts and strategies, are sweeping abstractions, to others, they offer an opportunity to start afresh with creative ways of interrelating and benefitting from deep diversity. To others GCE and IM are considered, simply put, the future of education (Davy, 2011, Hacking et al., 2017)). The inherent nature of GCE and IM incorporate the work of schools and policy makers, indeed the teaching profession itself, and has the scope to radically shift how we conceive our place in the world. Moreover, GCE has the potential to alter the conditions under which teachers and students respond to pressing global issues such as inequality, public health, climate change, food security and waste management. This paper details a three-phase analysis of GCE in schools. These three phases, articulation, implementation and evaluation are developed through an ongoing grounded theory study of GCE activation. Underpinned by Habermas' communicative action (1984) and Bourdieu's conception of field the practical exemplars of GCE in this paper will be applicable to educators seeking a means of operationalizing GCE in context.

39673**Unpacking Global Learning Outcomes Across the Curricula Using a Global Learning Inventory**

Richard R. Marcus, California State University, Long Beach, United States

This paper uses two datasets – one from 2013 and one from 2017 – to give a detailed look at where and how international education is delivered throughout the university's curricula. It measures the impact of international education interventions over the four years and offers detailed recommendations for the next phase of program creation, reform, and assessment as well as investment in faculty development and strategic planning. In 2013 I created two indices. The first measures breadth, type, and quantity of global education in the curriculum. The second measures global learning outcomes and competency. The university requires robust syllabi and all are archived. Working with a team of research assistants we codified all (7049) syllabi for the academic year across these indices into a database. The data was used for a report which guided investment in faculty development, student scholarships, and program reforms. In 2017 we repeated the process, adding short-term study abroad courses. The second data set allows for a nuanced look at international education in the curriculum over time at every level: class, course, program, department, college, and university. Comparing to the 2013 data, it measures the impact of international education interventions and the opportunity to guide the next phase of investment and intervention. The additional data also allows for a direct comparison of global learning between a course taken on campus and the same course taken through short-term study abroad.

Saturday Session I: 09:00-11:00

Room: *To be Announced in Final Schedule*

Stream: Language Education

Session Chair: *To be Announced in Final Schedule*

40154

Role of Malay Language Curriculum in Inculcating Positive Values Among Students

Pairah Satariman, Ministry of Education, Singapore

This study is carried out to evaluate Malay Language (ML) curriculum for secondary schools in Singapore. The evaluation focuses on the role of Malay Language curriculum (teaching and learning) as means of inculcating positive values among the students. The study looks into the publications of Malay Language syllabuses and teaching materials (text book, work book and teacher's guide) published by MOE from 2002 to 2014 as well as the programme that supports the implementation. Basically, the study evaluates aspects related to the value education through ML teaching and learning such as materials used in inculcating positive values, implementation process, changes in teaching and learning approaches and its possible problems and how the existing curriculum reflects and supports features, structure and needs of the multi-racial, multi-language and multi-cultural society and nation in Singapore.

38278

Timed Writing for Improved EFL Fluency and Better Content Based Instruction

Catherine-Mette Mork, Miyazaki International College, Japan

Timed writing (TW) can take place along a spectrum from simple free-writing or brainstorming sessions on simple topics in short time frames all the way to structured, argumentative essays on challenging topics over longer amounts of time. TW can provide a gauge of writing ability and therefore can serve as an assessment tool. TW instruction and its implementation hold an important place in the foreign language classroom many reasons. The most prevalent rationale for TW is to foster writing fluency, but TW can also result in improvements in the accuracy and content quality of student writing as well as in learner confidence. Additionally, in content-based instruction (CBI) or content and language integrated learning (CLIL) environments, it can be an effective tool to help students more fully digest and understand content. This study employs freshman EFL writing courses in Japan divided into three streamed classes. Writing teachers have TW activities on predetermined topics covering themes from a parallel reading course over a semester. When using word count as a measuring tool, it is hoped that significant gains in writing fluency will be made. Students will be surveyed using a questionnaire to determine their perceptions of any gains made in writing fluency, vocabulary use, and content comprehension. Some suggestions for implementing TW into an EFL, CLIL, or CBI curriculum may also be offered.

39017

Pragmatic Strategies in Email Communication: A Comparative Study of Apology E-mails between Iranian EFL Learners and Native English Speaking Students

Shahla Simin, Teacher Training University, Iran

Zohreh R. Eslami, Texas A&M University, United States

This descriptive-comparative study aimed at examining how Iranian EFL learners, compared with American Native English speaking students, formulate apology e-mails and what differences could be observed in the realization patterns of their e-mails. The data for the study were 400 e-mail messages addressed to Iranian EFL learners' instructors, and 200 e-mail messages addressed to American native English speaking students' instructors. The data were collected from different universities in Iran and the United States. To analyze the emails, three main sequences in the apology e-mails - opening, body and closing - were identified to find the level of formality, the types and frequencies of strategies, and the modifications

employed by Iranian EFL learners and American native English speaking students. The study also examined the influence of two social variables (i.e. gender of instructors and severity of offense) on the level of formality involved in openings and closings and in the use of apology strategies. The findings indicated that both Iranian EFL learners and American native English speaking students used relatively the same set of apology strategies, yet with significantly different preferences. In addition, it was found that the use of strategies and modifications correlated with the level of offense: the more serious the rate of offense, the greater number of strategies used. However, the gender of instructors did not make any significant differences in the realization patterns of apology e-mails.

40112

Effective Program Review Using Data Driven Analysis in an Intensive English Program in Kuwait

Heba El-Hadary, Gulf University for Science and Technology, Kuwait

Ilene Winokur, Gulf University for Science and Technology, Kuwait

Kelle Hutchinson, Gulf University for Science and Technology, Kuwait

Is your program/curriculum effective? Do you know how to begin the process of evaluating your program/curriculum? Are you considering applying for accreditation for your program? This presentation will show how a data driven curriculum review was created and implemented in an Intensive English Program at a private university in Kuwait. The presenters will use their own experiences during the CEA accreditation process in the English Foundation Unit as an example of how a team can respond to standards. This case study will discuss time frame, challenges, and other key elements necessary for completing a comprehensive review and creating a sustainable process with the necessary mechanisms in place once the accreditation process is completed. Program/curriculum review has two major roles: 1) for strategic planning, including review of program mission, course goals, objectives, and outcomes. 2) to look for deficiencies in student learning by focusing on curriculum components and skill areas in order to guide the teacher's instruction in the classroom. This case study discusses how a variety of tools were identified and data analyzed to validate the quality of the program: outcomes, instructional strategies and student progress. The model is applicable to other IEP programs that can apply the same methods used by GUST EFU to determine what tools to use and how to implement a comprehensive review.

Saturday Session II: 11:30-13:00Room: *To be Announced in Final Schedule*

Stream: Educational Policy, Leadership, Management & Administration

Session Chair: *To be Announced in Final Schedule***38890****Remote Learning - Supporting Rural Education Throughout the World**

Robert Mitchell, University of Colorado – Colorado Springs, United States

Schools and learning in remote parts of the world continue to struggle in regards to locating, recruiting and retaining educators willing to work in these regions. This presentation focuses on the emerging practices that center on how to support students and schools in rural and semi-rural areas - with an examination of policies that have attempted to ensure that students in these regions have qualified educators within in the classroom. The study examines the breadth and scope of the issue, along with an evaluation of initiatives that have been undertaken throughout the world to help staff schools in rural areas with teachers, administrators and other educational support personnel. A focus area also includes the role of international labor to supplement the current educational labor force around the world and the impact of this international teaching population.

40248**Tokyo 2020 Olympic and Paralympic Games: Current Directions in the Development of the Olympic Education Program**

Jeffrey David Trambley, Musashino Gakuin University and Graduate School, Japan

Pierre de Coubertin, the founder of the modern Olympic Games, strongly believed that the Games could deliver educational benefits to its participants and host country. This has served as an essential underpinning to the Olympic philosophy ever since. Accordingly, it is now the responsibility of host cities to design and implement Olympic Education programs as part of carrying out terms dictated in the official Olympic Charter. This paper examines the development of the Tokyo 2020 Olympic Education program through examining current directions in Olympic Education materials. Analyzing materials from several outlets including including the Tokyo Metropolitan Board of Education (BOE), Japanese Olympic Committee (JOC) and the Centre for Olympic Research and Education (CORE) at Tsukuba University, show that despite the stated goals for the program, there is a lack of cohesiveness and organization in the current Olympic Education program's development.

40151**Managing Youth Education in Times of Change in Europe: The European Capitals of Culture Program and Cultural Diplomacy**

Maxime Jaffré, CNRS - Centre Norbert Elias, France

Elena Raevskikh, CNRS - Centre Norbert Elias, France

European cultural policy programs, such as European Capitals of Culture (ECC), seek to develop new forms of civic cohesion through inclusive and participative cultural events. The cultural assets of a city elected "ECC" are mobilized to attract a wide range of new audiences, and more particularly youth and immigrants that remain in most cases, poorly integrated into local cultural life. In the current context of increasingly challenged perception of Europe's leadership, European cultural policies aim to enhance European values through the creation of new cultural institutions that intend to accelerate both territorial and cross-border European cohesion. This new educational pattern is conceived to stimulate integration and mobility, but also to create a new "young" and transnational ideal European citizen type. However, cultural struggles and identity conflicts that are emerging in contemporary Europe, especially in the context of increasing immigration issues, raise new challenges for European cultural policies to address inclusion and integration

with populations poorly integrated into local cultural life. This presentation aims to explore how audiences poorly integrated into local cultural life (esp. youth and immigrants) perceive new European cultural policies and management? Are they becoming more participative, or conversely, do they remain resilient to cultural institutions, and to the new cultural offerings? For this, we measure the impacts of European cultural policies by analyzing the urban cultural geography through innovative statistical and cartographical methods.

Saturday Session II: 11:30-13:00Room: *To be Announced in Final Schedule*

Stream: Higher Education

Session Chair: *To be Announced in Final Schedule***40231****Clustering the Patterns of Program Cooperation Among Cross-Strait Universities**

Dian-Fu Chang, Tamkang University, Taiwan

Wen-Ching Chou, Tamkang University, Taiwan

This study aims to evaluate the patterns of program cooperation among cross-strait universities for promoting mutual development. This study collected the data related to the current cross-strait university cooperation and exchange programs. Fifty-eight leading universities have been reviewed by using their numbers of ongoing cooperation and exchange programs in their official web pages. The target group has been reviewed, which includes 31 universities in Taiwan and 27 universities in mainland China. This study transformed the data by applying mean, t-test, and cluster analysis for further interpretation. The result reveals the cooperation differences among the universities by sectors and their locations. According to Euclidean distances, three significant clusters among the universities have been found. The different patterns of linkage among the universities provide more meaningful implications for university cooperation. Moreover, the SWOT analysis provides further information to interpret the selection of strategies among the cross-strait universities to enhance their cooperation. Finally, this study proposes some suggestions for researchers to expand knowledge in this issue.

40212**Adapting the HEA UKPSF to the Gulf Context: A Dialogue with Higher Education Practitioners**

Mahinour Ezzat, Higher Colleges of Technology, United Arab Emirates

In response to internationalisation and globalisation, increasingly Gulf higher education institutes are seeking to align their practices with international benchmarks such as the UK Professional Standards Framework (UKPSF) developed by the Higher Education Academy (HEA). However, these standards should be integrated with local values and practices that are meaningful in this region. In this session, we will explore possible extensions of the framework that would ensure Gulf educators are also meeting local needs, values and practices. We will examine the key dimensions of the UKPSF, then consider existing resources for higher education practice in the Gulf region compared with the wider literature available in the West. Participants will be asked to contribute their own experience of key values and practices that might be incorporated in a Gulf-localised framework. The HEA is a professional academic organisation in the UK that promotes effective teaching practices in higher education. Their UK Professional Standards Framework (UKPSF) was developed to benchmark critical teaching and learning practices for educators and programs. Higher education practitioners may achieve recognition as HEA Fellows, Senior Fellows or Associate Fellows by providing evidence of their effectiveness in alignment with the dimensions of the UKPSF.

39286**Challenging of Teaching Cybersecurity**

Huiming Yu, North Carolina A&T State University, United States

Cyber security is a fast development area that involves various technologies. In the new security areas, faculty have difficulty finding a suitable textbook. How we teach these new security concepts is a challenge. We have developed seven course modules to teach students new security knowledge that no current textbooks cover. These modules are Introduction to Writing Secure Code for freshman, Introduction to Secure Program Design for freshman, Secure Data Structures for sophomore, Secure Algorithms for sophomore, Java Security for junior, Database Security for Junior, and Software Security Requirements and

Design for senior. We also developed several interactive visualization education tools to increase students' interest in Cyber security studies and enhances their learning experience. The Interactive SYN Flood Simulator allows students to interact with the simulator to see what can happen in a SYN Flood situation and complete challenge questions. The Cryptography Education Tool implements three categories ciphers that are Transmission of Password, Secret Key Cryptography and Public Key Cryptography. The third is a HTTPS training tool that helps students understand the concepts of certificate and Security Socket Layer/Transport Layer Security, the security functions that HTTPS provided and how to implement HTTPS. These tools and modules have been used in our undergraduate and graduate courses. Students' surveys and feedbacks reflect that they are very useful. By using these modules and tools, students can quickly learn and practice Cyber security related knowledge.

Saturday Session II: 11:30-13:00Room: *To be Announced in Final Schedule*

Stream: Interdisciplinary, Multidisciplinary & Transdisciplinary Education

Session Chair: *To be Announced in Final Schedule***39395****Do Motivation and Innovation Potential of Teacher-Educators Influence Their Policy Entrepreneurship Outcomes?**

Vijaya Sherry Chand, Indian Institute of Management Ahmedabad, India

Samvet Kuril, Indian Institute of Management Ahmedabad, India

Anurag Shukla, Indian Institute of Management Ahmedabad, India

The role of policy entrepreneurs in shaping the process of policy implementation is well recognized. However, current research tends to focus more on the process of policy change, and less on the quality of the outcomes of such policy shaping. Individual traits like motivation and contextual factors are known to shape the actions of policy entrepreneurs, but how do these affect the outcomes of policy implementation? To address this, we study the response of about 75 teacher-educators in 26 districts in a province in India to a policy of the National Curriculum Framework for Teacher Education to incorporate the experiences of teachers in the teacher education curriculum. The opportunity spotted was teacher-driven innovations in schools and the entrepreneurial response took the shape of two-day “Educational Innovation Fairs” conducted in 2015 in all the districts. These brought together about 1000 innovative practices in schools to public fora which were visited by more than 25000 teachers. The practices were rated by the visiting teachers and converted into casebooks for use in teacher education. The fairs were repeated in 2016. The quality of the casebooks and the ways in which they are used show much diversity. The specific question we seek to answer is, “Do teacher-educators’ motivation and their innovation potential affect the quality of the outcomes of their policy entrepreneurship, controlling for contextual factors that affect such entrepreneurship?” The findings will contribute to an understanding of the factors influencing the quality of policy entrepreneurship outcomes.

38587**Is Science Education Naturalistic?**

Shoaib Ahmed Malik, Zayed University, United Arab Emirates

To the average student science may seem like a neutral platform in which nature is probed for answers; it simply delivers theories, equations and facts. However, this is a very limited understanding in how science works. Scientific concepts are not created in a conceptual vacuum, rather each theory has its own underlying assumptions that grounds its scope and applicability. Though such assumptions are sometimes explicitly observed by scientists when mediating their object of study through various metaphysical and epistemological assumptions, students do not necessarily get this explicit awareness and end up having a pre-packaged output of readymade scientific definitions and equations. This lends the possibility of students not always acknowledging and distinguishing between the metaphysical and epistemological components of their learnt scientific concepts, which can result in science being presented or interpreted as a naturalistic domain (in toto) due its highly empirical focus. If so, then science can no longer be seen as a neutral enterprise seeing that students may occupy worldviews that conflict with naturalism, and thus forces student to either completely accept or reject science as a valid domain in their worldview. If rejected, then science may become a fragmented domain in the mind of many students that is only to be reserved in the classroom and laboratory without any impingement on one’s worldview. In this article I look at how the philosophical distinction between metaphysical naturalism and methodological naturalism can aid students’ worldviews alongside their implications in science pedagogy.

40238**Education, Earth, Nature Imagining: Ecological Ways of Inhabiting the Earth**

Liliana Dozza, Free University of Bozen-Bolzano, Italy

A new ecological culture puts Earth and Nature—and not only human beings—at the center of Planet's life. This change of perspective should be accomplished at every level: law, politics, economy, education. At an educational level, this choice concerns lifelong education since the earliest stages of life, and involves the development of more holistic mind-sets based on: (a) Knowledge and understanding of phenomena grasped in their relations to one another (Dewey, 1933; Vygotsky, 1930, 1934) that connect human beings and the being of the Planet; (b) An ethics of respect and care (Capra, 1997), which involve empathy with Nature, pro-sociality, reflective thinking (Bruner, 1997), mindful understanding of emotions, storytelling, dialogue and cooperation. To support this view, I present an educational research design as an example of an experience in the field. Research with children (Kirk, 2007; Christensen-Allison, 2008; Moore et al., 2008; Mortari, 2009), or Children-centered research is the methodology used. Such approach is evidence-based (Jean-Luc Maron, 2001; Berg et al., 2008) within the epistemological framework of the naturalistic inquiry (Erlandson et al., 1993; Woodhead, 1996; Graue, Walsh, 1998; Greig, Taylor, 1998; Punch, 2002; Mortari, 2002, 2004, 2007, 2009). Focus group with primary school teachers and children from primary schools in the north of Italy are currently being conducted. Analysis will include children`s individual diaries that report reflections and emotions regarding their weekly experience with nature (Leopold, 1970; Tanner, 1980; Thoreau, 1962; Chawla, 1998; Smith, Dunca, Marshall, 2005; Mortari, 2009, 2017; Dozza, 2018; Fellin, 2018) that is part of the school curriculum. Preliminary findings suggest that by perceiving Nature through all their senses and by reflecting on their emotional connection with Nature, children acquire a new more systemic awareness and begin to feel as active agents of Earth.

Saturday Session II: 11:30-12:30Room: *To be Announced in Final Schedule*

Stream: Language Education

Session Chair: *To be Announced in Final Schedule***40191****Japanese Teacher's Beliefs About Learning and Teaching in Language Education**

Midori Mashiyama, Fukuoka Women's University, Japan

Teachers' beliefs about learning affect the teachers' beliefs about pedagogy and practices in the classroom, such as choices of activities and tasks. Then how were these beliefs shaped? In the previous study (Mashiyama, 2004), perception of Japanese teachers of English on language teaching and learning was investigated, and strong influence of experiences as learners, especially experiences with their past teachers was identified. On the other hand, the influence of teacher training courses in college was minimum. Another factor to shape the beliefs about learning and teaching English was peer pressure, or rather needs of assimilation in the institution in the Japanese context. Are the results of the previous study context sensitive? Is peer pressure seen in the previous study observed in other contexts? In the present study, the participant was a novice Japanese teacher. To understand his beliefs about language learning and teaching, the data were collected through a questionnaire, interviews, and classroom observations. To obtain a deeper understanding of his beliefs, interviews and observations were repeated. The collected data were analyzed in the comparison with the previous cases.

39095**Teachers' Performance Assessment Practices and Their Second Language Acquisition Approaches**

Yanyan Wang, Shanghai University of International Business and Economics, China

"Performance assessment is a measure of assessment based on authentic tasks such as activities, exercises, or problems that require students to show what they can do". Although teachers are implementing the same performance assessment to test students' language ability required by English for International Business curriculum, their attitudes towards the performance assessment, their real classroom performance assessment practices, the effects of their performance assessment practices and students' feedback differ. Why do the teachers perform differently in the process of their implementing performance assessment under the same curriculum? This query triggers the present study. The study aims to 1) construct a descriptive model for EIB teachers' performance assessment practices; 2) find out the relationship among teachers' performance assessment practices, teachers' approaches to SLA and other contextual factors. Around these research purposes, the two main research questions for this study are: 1) How do the teachers conduct performance assessment in an EIB context? 2) If teachers do differ in their performance assessment practice, then what account for the differences? Through the qualitative case studies, an in-depth description and explanation about how and why teachers conduct performance assessment in a current way will be achieved. By comparing with the teachers' SLA approaches and their performance assessment practices which have been concluded by questionnaire survey, interviews and classroom observation, three relationship patterns of the relationship among teachers' performance assessment practices, their SLA approaches and the two contextual factors—module syllabus and British program coordinator emerge.

Saturday Session III: 14:00-15:30

Room: *To be Announced in Final Schedule*

Stream: Educational Policy, Leadership, Management & Administration

Session Chair: *To be Announced in Final Schedule*

39053

The UAE's Education Standardization Within the Global Image: A Critical Discourse Analysis to the Qualifications Framework of Emirates

Omneya Omar, Lancaster University, United Kingdom

In this paper, I critically analyze the newly published qualifications framework of the United Arab Emirates as discursive policy text replete with symbolic meaning related to the culture, economy and educational goals of the country. This policy is expected to reveal a great deal about the ways in which the United Arab Emirates seeks to position and legitimize itself on a global scale as a leader in education. I argue that beneath the generalized rhetoric of institutional mission statements, lie powerful coded objectives. Findings reveal evidence that policies such as the Qualification Framework Emirates and the state power revealed through language within, contribute to the globalization and democratization of education. This article contributes to the larger discussions surrounding policy sociology and the critical discourse practice. I identify the contributions of the framework as it seeks through power language and social policy messages assumed by the responsible government authority ie. National Qualification Authority, to improve the global image of the UAE. This is guided by an overarching research question, which seeks to reveal how the UAE qualification framework is an example of the globalization of higher education and the impact this will have on the Emirates. The coming sections are designed to assist my research in answering three main questions, which are: 1. What is the aim of the QFEmirates' underlying message(s)? 2. How does the QFEmirates reflect the changing socio-cultural dimension of the Emirates as the country implements plans to draw closer to globalization?

39073

Language and Educational Leadership Effectiveness

Laila Aljabeli, Kuwait University, Kuwait

Abdulmuhsen Alqahtani, Kuwait University, Kuwait

Language plays a vital role in explaining the practice of leadership. The way leaders use language reflects their leadership style and greatly impacts workers, which may aid in generating enthusiasm and inspiration. Literature on leadership communication has shown that leaders spend most of their time communicating verbally. However, little attention has been paid to the significance leadership language has on enhancing effective educational leadership. To date, most scholars and researchers place more emphasis on the behavioral traits of leadership and gave little importance to the linguistic aspect of leaders. Most leaders know little about the effective strategies to develop linguistic competency, which may affect their influence on individuals who are involved in the communication process. For this, the current study aims at exploring the interrelationship between language and leadership by employing the systematic review technique to collect and analyse literature pertaining to these themes. Findings from the literature revealed four broad themes of leadership language, namely, motivational language, rhetorical language, narratives, and politeness. I believe that these themes in leadership language aid in enhancing educational leadership effectiveness. This study contributes to the educational leadership language literature dedicated to the study of how language plays a crucial role in educational leadership.

39166

The Role of Self-Efficacy As an Attribute of Principals' Leadership Effectiveness in K-12 Private and Public Institutions in Lebanon

Sandra Baroudi, Zayed University, United Arab Emirates

Zeina Hojeij, Zayed University, United Arab Emirates

This study explores the role of K-12 school principals' self-efficacy as an attribute for their leadership effectiveness in Lebanon. By comparing private and public schools in Lebanon, all located in the governorate of Mount Lebanon, the researchers revealed the extent to which principals' self-efficacy plays a role in their leadership. In addition, while no statistical difference was found between self-efficacy levels of private and public principals, females reported higher scores on the majority of the dimensions than males' counterparts in both schools. This study highlights the importance of the interaction effect of age and gender on self-efficacy levels. Implications discussed the necessity of seeking wider authorities in order to increase principal effectiveness at public schools. Moreover, this study offers knowledge and practice to policy makers when recruiting principals or designing training programs. It also suggests the implementation of an in-house mentoring program to create school-school partnerships. Finally, this paper offers a platform for future researchers interested in principal self-efficacy in similar conflict-affected places with high economic depression.

Saturday Session III: 14:00-15:00

Room: *To be Announced in Final Schedule*

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

Session Chair: *To be Announced in Final Schedule*

39174

Management Education for Global Sustainability

Robert Taylor, Montclair State University of New Jersey, United States

Challenges to corporate business success requires the development of a new type of manager/leader who can integrate business expertise with knowledge of science and technology. The Professional Science Masters (PSM) Degree in Sustainability Science is an example of this new model of graduate education. While the PSM degree has grown significantly in U.S. graduate education, this paper tests its viability as a professional degree program designed to prepare sustainability professionals for Vietnamese businesses. A survey was delivered in Ho Chi Minh City, Vietnam to discover if local companies find sustainability education to be a current or future human resource need for their organizations; if so, what education and job skillsets are business organizations looking for; and to assess their support for an experiential program, internship or consultancy for students in such a program. The results of this survey indicate that there is a growing need for sustainability professionals in Vietnam and that companies would be interested in developing research and internship opportunities with local universities.

39623

Establishing Community-Based Arts Education in Hong Kong

Zoran Poposki, The Education University of Hong Kong, Hong Kong

This paper is a case study of a pioneering community-based art education masters programme in Hong Kong, founded and run by the author at the Education University of Hong Kong. Community-based art, also known as social practice, is a fairly new development in contemporary art that has expanded rapidly throughout the world in the past decade. It involves the use of art to address community issues, relying on community participation and regarding the process itself as an artistic product. However, community based art education as well as art projects of both the art society and the social service community in Hong Kong are still not very common. The Master of Arts in Community-based Arts Education [MA(CBAE)] is first programme of its kind in Hong Kong and East Asia integrating arts and education practices with community engagement and public development. It supports interdisciplinary projects that combine a range of art forms and culture with experimental pedagogy, public policy, social theory, arts management and education. Working across disciplines and connecting their practice to research in their chosen fields through electives and community partnerships, students of the MA(CBAE) programme are guided to develop projects with potential impact on the public sphere, alongside educational, social and environmental considerations. The case study will discuss the challenges of establishing and running a community-based arts education programme in one of the biggest art markets in the world, focusing on the process and opportunities for community activation through arts education.

Saturday Session III: 14:00-15:30Room: *To be Announced in Final Schedule*

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

Session Chair: *To be Announced in Final Schedule***39167****Effect of Handedness on the Completion Rate of Chemistry Timed Tasks by Left-Handed Learners**

Benerdeta Malusi, University of Nairobi, Kenya

Handedness affects left-handers' performance generally and specifically during laboratory work in chemistry. This is because of learning difficulties associated with handling and manipulating right-handed instructional resources. The study aimed at investigating whether left-handed learners' use of right handed instructional resources has any significant effect on task completion rate in chemistry. Data was collected from 17-20 year old left- and right-handed students of chemistry (N=22) from a Kenyan secondary school during a timed task. On- and off-task activities were recorded. Data showed no statistical significance between on- and off-task time by left- and right-handers. However, it was established that left-handers have to not only work faster, but also put in more effort and time in order to complete timed tasks. An independent t-test showed no significant difference between left- and right-handers' task scores. Their different performance index was despite selecting the participants based on their based on past test results. The findings helped demonstrate that left-handers' use of right-handed instructional resources may have an undesirable effect on the completion rate of timed chemistry tasks. In order to increase construct and concurrent validity, time-on-task samples from a larger participant group should be obtained. Further, to alleviate the negative effects of switches during task taking process, learners with the same challenge (for example left-handedness) need to be put together so that they all transit together during learning.

40136**Teachers' Perceptions of Successful Transitioning for Children with and Without Downs Syndrome**

Rachel Allison Takriti, United Arab Emirates University, United Arab Emirates

Hala Elhoweris, United Arab Emirates University, United Arab Emirates

Susan Atkinson, Leeds Beckett University, United Kingdom

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

40090

Their Right and Our Obligation: Political Will and Social Acceptance of the Special Education Enterprise in Caribbean Countries

Sheilah Marion Paul, Medgar Evers College of CUNY, United States

Research showed that the lack of specific laws and policies to guide special education implementation from the cradle to career for children and youth with disabilities (UNESCO 2008, 2010; Paul 2011) continue to be major hurdles in Trinidad & Tobago, Grenada, and other developing countries in the Caribbean. Recently, the UN Global Monitoring Report indicated that “people with disabilities are among the most marginalized and excluded groups and are routinely denied their right to education of good quality education” in Europe (Global Monitoring Report, 2016, p265). This finding is similar to those experienced in the Caribbean region. A major challenge with reporting disability and special educational needs in the region is the lack of data (Paul, 2011). This study was piloted in the island of Tobago through a series of consultations, professional development and practical workshops with all stakeholders, in order to develop a coordinated and collaborative developmental framework to guide 21st century special education implementation in the Caribbean region. The resulting plan begins at birth and progresses through the developmental stages of children’s lives through adulthood. Implementation of this plan promises to improve the quality of life for students with disabilities and their families in these developing countries, while simultaneously fill the void in data on disabilities and special needs education. Moreover, it can serve as a model for other islands in the Caribbean and other developing regions.

Saturday Session III: 14:00-15:30Room: *To be Announced in Final Schedule*

Stream: Language Education

Session Chair: *To be Announced in Final Schedule***39992****On the Influence L1 Training onto L2 Learning: Evidence from the use of 'From', 'Out of' and 'Off'**

Imed Louhichi, American University of Ras Al Khaimah, United Arab Emirates

LINGUISTIC RELATIVITY PROPONENTS (Slobin 2000, Levinson 2003) claim that the grammatical categories of a language influence the way its speakers 'conceive of' and 'talk about' SPACE. Based on the narrative behavior of Arabic speakers, English speakers, and 'advanced' speakers of English whose first language is Arabic (L2), we show that a semantic domain like MOTION is conceptualized differently in English and Arabic. While Arabic speakers use the preposition *min* 'from' as a generic spatial term to express the various onset points of a MOTION EVENT, English utilizes three different prepositions for this purpose. As such, *out of* describes motion that starts from the inner-boundary of a three-dimensional space, *off* from the outer-boundary, and *from* describes everything else. Crucially, the various uses of these spatial terms suggest they are in complementary distribution in English. Crucially, this division of labor has not surfaced in the L2 narratives suggesting that L1 linguistic habits are too strong to change. These findings are theoretically significant in that they corroborate the relativistic thesis. They are also pedagogically instructive in that they explain why the expression of motion may not easily obtain for learners of English whose L1 is Arabic despite many years of target language exposure.

33698**Amount of Vocabulary to Grasp Comprehension in a Text**

Jalal Albaqshi, Alahsa College of Technology, Saudi Arabia

"The more vocabulary you are familiar with, the more comprehension you achieve in reading". This saying has always been said or written by English teachers, researchers and in articles. Nation 2002 from Richards. J & Renandya. W raise the significance of vocabulary for text comprehension and assert that "Adults learners of another language may already be fluent readers of their first language. One of the major barriers to reading in the second language is vocabulary size" (p. 268). In fact, reading facilitates to learn contextualized vocabulary and this is inevitable. However, how much known vocabulary in a text does a second language learner need in order to grasp a general comprehension of the text. This leads us to two focal points which are: curriculum development and teachers' perceptions towards how to teach reading. This study aims at exploring what amount of vocabulary is needed to be familiar within a text by L2 learners in order to be able to communicate with the text at a reasonable level. Methodology of the study is an experimental design in which the researcher provides L2 learners based on their level with a text and ask them to read it and record the feedback of what they understood. This will narrow down the research into corpus results by which teachers can teach reading effectively. The results will conclude a clue on optimal pedagogical practices implemented by teachers.

40236**The Inside and Outside School Literacy Practices of UAE High Schoolers**

Mona Aljanahi, United Arab Emirates University, United Arab Emirates

This study sought to trace the myriad of literacy practices of high school students at home and school spheres in the United Arab Emirates. The study's participants (n=531) responded to a survey about their literacy practices inside and outside of school. Findings revealed that the UAE high school students' inside-school literacy practices were uniformed in nature, where students felt that in order to do well they had to adhere to rules and guidelines set by the textbook and/or the teachers. Furthermore, the findings

showcased the complexity of students' literacy practices, particularly outside-school literacies, rendering them to fall under the overarching concept of the New London Group's (1996) definition of Multiliteracies. The students also indicated that they predominantly discussed their literacy practices with their friends and same-aged peers, however; they revealed they did not hold discussions with their teachers. In conclusion, the study helped shed light on the complexity and intricacy of adolescents' literacy practices. Finally, adolescents had information about a wide variety of topics and they engaged in practices not limited to literary forms of literacy and it would behoove teachers to bring students' knowledge and experiences into the class and bridge what they learn in school with what they learn in the world.

Saturday Session IV: 16:00-17:30Room: *To be Announced in Final Schedule*

Stream: Educational Change Through Technologies

Session Chair: *To be Announced in Final Schedule***39244****YouNow Look at Me! Chances and Risks of Media Usage Amongst Youth**

Yvonne Herzig Gainsford, University of Applied Sciences HWT Chur, Switzerland

Amina Ovcina Cajacob, University of Applied Sciences HWT Chur, Switzerland

YouNow is a video portal that allows users to stream live, track or comment. In the USA the platform is existing since 2011, in the german speaking world since 2014. The age limit is 13 years, but the age does not get properly checked when registering. The dangers associated with platforms of this kind are repeatedly pointed out by various parties. In an effort to protect their children, parents and those responsible at school often disregard the desire of the youth to act independently. The children and teenagers for example have to expect that the websites they call up will be controlled. However, it would be important for them to be able to make their own experiences, to be able to get involved in areas that are also associated with danger. This is the only way they can learn to handle this danger in a suitable manner. A survey conducted at various schools in the german-speaking part of Switzerland examined how well-known the platform is amongst the 10- to 18-year-olds and how it is judged by the target group. The survey, which involved a total of 1'510 children and young people, also focused on media usage and the question how the participants deal with their own privacy.

The final goal of the project that will be continued is an interactive booklet which should support the young people, but also their environment such as educational institutions, parents and peers.

40067**Investigating the Need of Library Members of Institute for the Intellectual Development of Children and Young Adults of Ahvaz City**

Zohreh Mirhosseini, Islamic Azad University - Tehran North Branch, Iran

Esmaeil Khademizadeh, Islamic Azad University - Science and Research Branch, Iran

Marjan Arab Rahmatipour, Islamic Azad University - Science and Research Branch, Iran

Laleh Foroutan- Rad, Islamic Azad University - Tonekabon Branch, Iran

Since the Children libraries can play an effective role aside the formal educational systems, especially when the school libraries are weak, this study aims to investigate the need for educational programs for library members of the Institute for the Intellectual Development of Children and Young adults in Ahwaz (a cultural city in Iran) to provide non-book/electronic materials services. This is an analytical survey. An organized questionnaire was used for collecting information. The results were presented using descriptive statistics. The research community consists of two groups of managers (7) and members of the libraries of the Institute (172). The findings showed that 33.7% of the members go to the library twice a week and 54.07% of them use library for personal study. Among them, 30.81% were not satisfied with library resources. 6.65% of the members needed education to use online search services via Internet, and 4.97% needed education for offline services. The results showed that there are not many non-book materials such as slides and films, as well as electronic resources such as databases in the libraries. In some libraries it is possible to provide non-book materials and electronic services in terms of current facilities. Therefore, the libraries aside the schools need to provide educational workshops in this respect. Emphasis must be placed on the planning for educational services for children and young adults in these libraries to help and support school programs and promoting research activities through children libraries.

39398

Effect of Mobile SPAT on Learning

Soyoung Park, Education Research Institute at Seoul National University, South Korea

Iju Rha, Seoul National University, South Korea

This study is to investigate the effect of mobile SPAT on learners' mobile learning. For this purpose, the researchers conducted an experimental study. 88 college students were divided randomly into two groups and each group accomplished their mobile learning with different formats of mobile contents – one with SPAT format the other one with streaming video format. Although the result shows no statistical difference between two groups, the group provided with SPAT format reported their learning was highly effective in terms of memorization and understanding of the contents with less cognitive load. These results imply that SPAT format needs be considered in mobile learning design to promote learning with less cognitive load.

Saturday Session IV: 16:00-17:30Room: *To be Announced in Final Schedule*

Stream: Learning Experiences, Student Learning & Learner Diversity

Session Chair: *To be Announced in Final Schedule***38723****"I Thought People Should Know that this is not only a Tourist Country": International Student Mobility Experience in Thailand**

Navaporn Snodin, Kasetsart University, Thailand

This study uncovers pull factors of Thailand and Thai higher education institutions through narratives of international students enrolling in different universities across different regions in Thailand. What made these people choose Thailand as their preferred destination to study is an interesting area to explore as very little exploration has been made of international students in new emerging educational hubs in non-native English language countries such as Thailand. The findings show that word-of-mouth referrals, geographical and cultural proximity to home country and availability of scholarships appear to be important pull factors. Other considerations include Thai cultures and people, academic reputation, safe and pleasant living conditions, travelling opportunities, and better opportunities to improve English than home countries. A series of interviews with these international students, who were from many different cultures, from both developed and developing countries, yield some surprising insights including strong research support in some disciplines and that academic life is personalised in Thai universities.

39952**The Impact of Students Dropout of School in Sokoto State: A Challenge to Human Security**

Bello Musa Musa, Sokoto State University, Nigeria

This paper viewed school dropout as discontinuations of educational programme by a child or students. Education is the most important instrument for national development. Every nation irrespective of its economic growth as developed, developing, and underdeveloped engineers her educational programmes towards the provision of mass literacy for the production of quality manpower for human resources and economic growth for national development. This research is descriptive co-relational type. The study was limited to school dropout within the Sokoto metropolis. A total number of 300 participants were selected through random sampling techniques. Two research questions were rose and answered. One instrument was used to collect the data, the questionnaire titled Students Dropout of School Questionnaire (SDSQ). The findings of the study revealed that students dropout of school has negative impact on human security. Therefore this paper recommended that government should encourage mass literacy.

38862**The Elementary School Choice Dilemma for Foreign Muslim Parents in China: A Case Study of Muslim Community in Yiwu**

Kun Yan, Tsinghua University, China

Zhejun Qiu, Tsinghua University, China

Hao Xue, Tsinghua University, China

As the Muslim community in Yiwu grows in the most recent decade, however, challenges arise, among which elementary education for Muslim children is a significant one. For Muslim students, Arabic as their home language is not yet offered in public schools. Meanwhile, enrollment quota of these children is another increasingly challenging issue. Additionally, foreign Muslim traders expect their cultural and conventional needs catered to during the teaching process, which more or less conflicts with the Chinese schools within a compulsory education system; on the other hand, the mobility of the traders conflicts with the stability needed by school education. Although Yiwu government have kept their doors wide open and

encouraged Muslim merchants to come, not all educational policies and schools are prepared to satisfy the special needs of Muslim population. It is the aim of this research to contribute to the process of informing and improving services for Muslim merchants.

39052

Building Peace through the Arts at the American University in Dubai: Middle Eastern Studies Students Tell Their Stories

Pamela Chrabieh, American University in Dubai, United Arab Emirates

This paper presents the results of a qualitative research at the crossroads of Peace Education, Art History and Sciences of Religions at the American University in Dubai. It focuses on the artworks and conceptual statements of 160 students from different religious, ethnic, national and socio-economic backgrounds enrolled in Middle Eastern Studies courses from 2015 to 2017. These students told stories of peace through diverse artistic forms and styles, including paintings, drawings, cartoons, poems, photographs, calligraphy, videos and digital installations. Samples of their works and stories will be displayed during the conference, as well as the analysis of their intercultural and interreligious exchanges in the classrooms aiming at fostering non-violent alternatives to contribute to a culture of peace in the Middle East.

Saturday Session IV: 16:00-18:00

Room: *To be Announced in Final Schedule*

Stream: Higher Education

Session Chair: *To be Announced in Final Schedule*

40164

Supporting HEA Fellowships in the UAE Higher Education Context

Mahinour Ezzat, Higher Colleges of Technology, United Arab Emirates

Christine Lampe, Higher Colleges of Technology, United Arab Emirates

In this session, we will present our experience in developing and delivering support for multicultural, multidisciplinary faculty applying for Fellowships with the Higher Education Academy (HEA). The HEA is a professional academic organization in the UK that promotes effective teaching practices in higher education. Their UK Professional Standards Framework (UKPSF) was developed to benchmark critical teaching and learning practices for educators and programs. Higher education practitioners may achieve recognition as HEA Fellows, Senior Fellows or Associate Fellows by providing evidence of their effectiveness in alignment with the dimensions of the UKPSF. With input from the HEA, we have developed and delivered a comprehensive support approach that includes informational webinars, writing workshops, a peer review process, and individualised coaching. During the session, we will highlight some of the challenges we have faced and how we have addressed these in our approach.

39519

Evaluation Research and Development of Strategic Plan for Faculty of Public Health Burapha University

Pongthep Jiraro, Burapha University, Thailand

Patchana Hengboriboonpong Jidee, Burapha University Thailand

Deachit Noommeechi, Burapha University, Thailand

luck Chuncharoen, Burapha University, Thailand

Akkaranon Jitdee, Burapha University, Thailand

Research Objectives to evaluate and develop a strategic plan of the Faculty of Public Health Burapha University. The source of data are 349 students, 40 Executives and professors of the Faculty of Public Health and 17 Staffs. The result found that: The research summarized assessment strategic plan KPI by 64.29 per cent, KPI by goal were found that, Goal 1: 66.67 percentage pass Goal 2: 75 percent pass Goal 3: the strategic plan KPI pass by 54.55 percent. The new strategic plan found that, Strategy1: improving the quality of graduates with 5 strategies. Strategy 2: Improving Quality of Research and Outreach with 3 Strategies. Strategy3: potential development of personnel with 4 strategies. Strategy 4: participation and social responsibility with 4 strategies. Strategy 5: the development of effective internal management strategy is 1 strategy. The evaluate result of new strategic plan found that, All strategies are suitable for Very good level (100 percent), by 52 indicators found that: the good level of 15 indicators (28.85 percent).The Most of 37 indicators (71.15 per cent) are Very good level.

40155

Developing Student's Innovative Thinking in Undergraduate Programs of Business School

Bilin Xu, Tianjin University of Finance & Economics, China

How to develop students' innovative thinking is one of the core issues in business school education, and the development of students' innovative thinking is the mission of business education. Some early research show that students' creative thinking relies on teacher-inspired teaching and the relationship between students' creative thinking and teacher-inspired teaching is positive. However, little research examined, In the era of information and big data, which factors influence the effect of teacher-inspired teaching in

undergraduate programs of business education in China. On the basis of theoretical review, the survey of 1,215 students, they were in undergraduate programs of Business school, was conducted in April 2017, and 1196 sample are valid. The questionnaire included 3 latent variables and 23 observed variables in a structural equation model(SEM). The data are analyzed by SEM, and the paper found 3 dimensions(latent variables) and 6 factors(observed variables) directly or indirectly affect the development of student's innovative thinking. Finally, the implications for undergraduate programs of business school education are also discussed.

40777

To What Extent Are Universities Innovative in Teaching and Learning? A Case Study in Dubai

Emad Ata Shahrouri, American University in the Emirates, United Arab Emirates

The aim of this research is to examine the extent of using innovative strategies in teaching and learning in universities through defining three main areas: 1) Using educational technology; 2) Adopting modern pedagogical model 3) the Psycho-Social cultural background perceived by instructors and students. The research focused on two universities in Dubai which were taken as a sample. One represents the private sector and the other represents the governmental sector. In-depth analysis was conducted by interviewing instructors and students asking them about the usage of innovative strategies in the teaching-learning process. An open-ended questions session was designed for this purpose, the sample includes (30) faculty members and (40) students. The results show that although the two universities have inaudible elements of innovative strategies in teaching and learning, the universities were not perceived to be very innovative by students except by using educational technology. On the other hand, it was perceived to some extent innovative by instructors in all the three areas. Therefore, enhancing innovation in universities is one of the key requirements to improve the teaching-learning experience and context.

Saturday Session IV: 16:00-18:00Room: *To be Announced in Final Schedule*

Stream: Language Education

Session Chair: *To be Announced in Final Schedule***39664****The Translation of Humour in Chinua Achebe's Things Fall Apart**

Mary Effiong Nyong, College of Education, Ikere Ekiti, Nigeria

This paper is an in-depth study of the translation of humour in Chinua Achebe's *Things fall apart*, a novel which has been translated into the French language as *Le monde s'effondre* by Michel Ligny. Since humour is an interesting and important aspect of human life, this paper examines the cultural, linguistic and semantic challenges posed in the translation of humour in a novel originating from a culture different from that of the translator. For translation to be judged effective and faithful, the sentiments evoked in the readers of the original texts must also be felt by the readers of the target texts. Adopting the Interpretive Approach, the paper reveals that Michel Ligny has demonstrated great understanding of the culture of the source text. The paper concludes that the translator has been faithful in the translation of humour in *Things fall apart*.

40016**Linguistic Hybridity and Bicultural Identities in the United Arab Emirates**

Sarah Hopkyns, Zayed University, United Arab Emirates

In the superdiverse context of the United Arab Emirates (UAE), linguistic hybridity in the form of code-switching, translanguaging and 'Arabizi' (Arabic using the Latin script) is omnipresent. Such linguistic hybridity is not only changing the UAE's linguistic landscape but it is also reshaping identity construction. In this presentation, the pivotal theme of global English and its effects on cultural identities will be discussed. The context of the UAE will then be explored, before presenting findings from a phenomenological case study involving 100 Emirati university students and 52 faculty members. Drawing upon social constructivism, the theoretical perspective of interculturality (IC) is used as a lens in which to examine the findings, together with thematic data analysis. IC problematizes cultural differences and emphasizes the 'inter' nature of interactions, recognizing the complex, plural, changeable, fluid, and socially-constructed nature of identities. The study explores attitudes towards English, the effects of global English on various layers of cultural identity, and perspectives on English Medium Instruction (EMI). Key findings revealed although participants valued English particularly for its enabling qualities, the effects of English on cultural identity were both positive and negative, complex, and at times conflicting. In response to the current country-wide EMI policy in higher education, there was a call for a choice regarding medium of instruction. The presentation ends with a discussion of the implications of the study and recommendations for policy-making, teaching and learning. Time for questions will be allocated at the end of the talk.

39850**Conversational Code Switching in Contemporary English Radio Programs Across Oman English Foreign Radio Station 90.4 FM**

Faisal Ali Saif Al Shihhi, Sohar College of Applied Sciences, Oman

This paper examines how contemporary English language radio broadcasting in Oman uses code switching and code mixing techniques in order to promote Arabic language and culture. Drawing on English language programs from the Oman Foreign English radio Station 90.4FM the research examines how presenters present the culture, heritage, and religion of Oman to the target audience of expatriate listeners. The study draws particular attention to the use of conversational code switching within radio media context to examine the host and guest interactional work within the three program areas. The key finding is that the content of the three selected contemporary programs for this study rely heavily on borrowing (loanwords), and code

switching from Arabic to English to emphasise local Omani identity and culture in a way that sees English being given a local flavour in Arab postcolonial broadcasting.

40077

A Sociolinguistic Study on Tamil English Code-Mixing Among Urban Bilinguals: A Study on Pedagogical Perspective

Kiddinapillai Sanmuganathan, University of Jaffna, Sri Lanka

This paper analyses the various reasons for code-mixing, and the domains where a mixed code is preferred by Tamil speakers. Sri Lanka is a multilingual country where code mixing is a communication strategy used by speakers of different indigenous languages. Mixing of Tamil and English is common speech behaviour that occurs in the discourse of educated bilinguals. There are various factors that influence the use of English in a mother tongue discourse. The research design combines quantitative and qualitative approaches. The data for this study was collected by means of a questionnaire. The participants were educated urban bilinguals in the Jaffna district. The data collected from the subjects' responses were analyzed and the findings were derived. The bilinguals were required to self-report their awareness of the frequency and purposes of using code mixing in different situations in their day to day conversation. The results showed that the degree of code mixing depends on various factors such as amount of exposure to English, the medium of instruction in school and the frequency of language used in different domains, contexts and topics of discussion. This paper throws light on the fact that mixing Tamil and English facilitates communication and is performed for certain practical reasons.

Sunday, February 18

Day 3 Outline

*to be finalized

08:30-09:00 Coffee, Tea and Pastries

09:00-10:00 Parallel Session I

10:15-12:15 Parallel Session II

12:15-13:00 Featured Presentation
Christine Coombe, Dubai Men's College, UAE

13:00-13:15 Closing Session

13:15-14:30 Lunch

Sunday Session 1: 09:00-10:00

Room: *To be Announced in Final Schedule*

Workshop Presentation

39986

Automated Student Outcomes Assessment & Evaluation Based on Bloom's Three Domains of Learning Levels: Utilizing State of the Art Web-Based Software

Wajid Hussain, Islamic University, United States

In this session, stakeholders in the higher education process, such as administrators, faculty, and accreditation agencies, will be introduced to state of the art methodology, digital technology and systems that support automation, streamlining of the student outcomes assessment process for Continuous Quality Improvement (CQI). A case study with streaming video examples of actual applications of specific performance indicators to assess various student engineering activities related to ABET student outcomes using state of the art web based digital technology and collected data utilized for student, program evaluation, performance failure analysis and CQI. An analysis of culminating student outcomes is made with reference to Bloom's three learning domains and their learning levels. A hypothetical model is presented for this analysis. The necessity of the use of performance indicators is highlighted especially in reference to the measurement of course learning outcomes and development of assessments, teaching and learning activities. The correlation of culminating student outcomes, course learning outcomes and performance indicators is clearly outlined. The importance of scientific constructive alignment of learning outcomes, performance indicators, assessments, teaching and learning strategies is highlighted. A novel hybrid rubric for accurate assessment and scoring of student performances is presented. In summary, this workshop presents the benefits of using a combination of specific, generic performance indicators and their rubrics to accurately assess student engineering learning activities related to the culminating student outcomes while supporting principles of authentic OBE, scientific constructive alignment, efficient performance failure analysis and continuous quality improvement.

Sunday Session I: 09:00-10:00Room: *To be Announced in Final Schedule*

Stream: Professional Training, Development & Concerns in Education

Session Chair: *To be Announced in Final Schedule***39043****Saudi TESOL Teachers' Perspectives on the Impact of Continuing Professional Development**

Ohood Alshammary, Exeter University, United Kingdom

This is an ongoing research on Saudi TESOL teachers' perspectives on the impact of continuing professional development on their teaching practice. As the field of education is constantly undergoing change, it requires complex alterations that are hard to achieve, and CPD programs are recognized as an effective tool to facilitate this process. Not surprisingly, this has led many universities all over the world to design and implement professional programs that aim to enhance teachers' knowledge and skills. This new educational reform acknowledged that professional development is central factor for successful educational change to occur, and societies finally recognized that teachers are "not only one of the 'variables' that need to be changed in order to improve their education systems, but they are also the most significant change agents in these reforms" (Reimers, 2003, p.7). CPD for teachers is seen as the centrepiece to promote change (Sykes,1999) and literature review shows that teachers need to be provided with professional development so they can maintain their level of professionalism and keep up with educational change. Hence, this research aims to see if Saudi TESOL teachers agree with this statement, and if so, in what way? Do the different forms of professional activities enable them to be more effective in their teaching practice and coop with change? Data is going to be collected through semi-structured interviews and closed questionnaires as the research employs mixed-method methodology.

40089**The Role of Community of Practice in Staff Development: A Study of the Weekly Seminar of the Department of English**

Abdelmagid Abdelrahman Awadelkarim, Majmaah University, Saudi Arabia

The department of English /College of Education/Majma University, has been running a weekly/periodical seminar for five years. It has been a unique experience branding the department academically/ professionally. Being interdisciplinary, these seminars discuss a wide range of topics in theoretical/ applied linguistics, teacher education, EFL theories, SLA, culture studies, etc. The selected topic may be a recently published article, a personal initiative/reflection, an emerging idea/ practice, etc. Discussion will then be carried on a cyber forum created for developing/expanding the topic. The study will draw on the theory of Community of Practice (CoP) developed by Lave and Wenger (1991) and Wenger (1998). Wenger's often quoted definition of (CoP) is "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.". Relevant theories/concepts including Vygotsky's ZPD/ Bourdieu's social capital (1991)/ Bandura's social cognitive theory (1977), Norton's identity (including teacher identity), knowledge management /discourse-based theories of identity will be made use of. This study seeks to examine the possible impact of this experience on the process of staff/teacher development/training in the department/teacher identity/teaching improvement and the overall academic quality of the department. Data will be obtained via participant observations/interviews/questionnaires /focus discussions. Results are expected to be of significance, to the department/university and similar contexts.

Sunday Session I: 09:00-10:00Room: *To be Announced in Final Schedule*

Stream: Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: *To be Announced in Final Schedule***39653****Culturally Relevant Pedagogy and Inquiry in the Science Classroom: Enhancing Teacher Practices Through Observation, Feedback and Coaching**

Rashida Askia, Auburn University, United States

Ashley Hill, Auburn University, United States

Joni Lakin, Auburn University, United States

Inquiry-based approaches to learning have been demonstrated to foster cognitive strategies to support critical thinking, self-regulation, as well as motivational factors, self-efficacy and personal interest (Boddy et al., 2003). The focus of our study is a grant program that developed inquiry-focused science curriculum to enhance the interest and knowledge of science content for middle school students in rural settings. Through in-class observations a lack of congruence between how the modules were designed by the original program, the interpretation by middle grades science teachers, and a lack of insignificant growth in student science knowledge were reported--addressing a need to reexamine module design and relevance of each module. Using culturally relevant pedagogy (Ladson-Billings, 1994) as a lens to support and sustain effective classroom instruction, along with inquiry-based instruction, we sought to better understand how teachers used a combination of teaching strategies and support systems--inquiry-based instruction, tenets of culture, instructional feedback and coaching-- to enhance teacher understanding of what students needed successfully acquire science knowledge. In adhering to the mission of the grant, this required a thorough examination of what aspects of the science modules were effective and for individuals involved to explain where, and at what stage, the (mis) alignment of support (i.e., direct observation, feedback, and coaching) began.

39058**Competence Based Curriculum for Skills Development Through Dual Training: Evidence From Eastlands College of Technology, Nairobi, Kenya**

Christopher Momanyi, Strathmore University, Kenya

This research paper will address the issue of "Education for What" in the context of vocational and technical training by presenting the evidence from the Dual Training System (DTS) adopted by Eastlands College of Technology in conjunction with the motor vehicle industry. The Dual Training System is the educational model followed by Germany and some other Central European Countries that combines the classroom and on job training. The Vocational Training Institution and the Workshop in the Industry are two places of learning. DTS motivates the youth to take up vocational education enthusiastically, gives the resources to the students and the colleges to finance the training and what is more important provides the industry with trained manpower that fits its needs. Data collected from interviews and questionnaires administered to the stakeholders (college, industry, student, parents and policy making bodies) will be analyzed. The results of the data will help benchmark the local adaptation of DTS with the traditional implementation in Europe. The paper recommends to adopt the Dual Training System as one of the methods to teach Competency Based vocational training to prepare manpower for the industrial growth of the country. It also provides the resources needed to finance the training by involving all the stakeholders of the vocational education.

Sunday Session II: 10:15-12:15Room: *To be Announced in Final Schedule*

Stream: Educational Research, Development & Publishing

Session Chair: *To be Announced in Final Schedule***39212****Intercultural Conversations: Parents, School Staff and Community Members Open Discussions on Human Differences**

Omar J. Salaam, University of South Florida, United States

The objective/purpose/goal of this project was to find methods for how to navigate answering the questions of both students and their parents regarding to how best to function with an appreciation and understanding of human differences. Parents of various racial and cultural backgrounds on the PTA, along with school leadership, agreed that issues around racial, cultural and other human differences needed to be addressed by the PTA and school leadership. They wanted to learn how to better communicate with their children and other parents around the nature of these differences. One parent shared that Caucasian classmates of her African-American son called him after the Trayvon Martin killing and advised him not to wear a hoodie anymore and that they would always walk with him to make sure he never walks alone. This is just one of the many examples parents shared in our initial meeting leading to this study. "More often than not, students from kindergarten through graduate school find exploring race edgy, provocative, and nourishing (Singleton, G., & Hays, C., 2008, p. 18)." These parents and staff members were in desire of pursuing these conversations in the best manner possible regarding their children's questions about racial, ethnic, cultural and religious differences. Using a Participatory Action Research (PAR) design (Kemmit, S. & McTaggart, R., 2011), my research examined: 1- parent and community engagement, 2- participation in efforts to better understand human differences, and 3- globalization in education and the International Baccalaureate curriculum.

39233**Investigating the Connection Between Reading and Spelling Knowledge**

Fatma Elshafie, Zayed University, United Arab Emirates

Zeina Hojeij, Zayed University, United Arab Emirates

Emirati students studying EAP seem to face difficulties in spelling and reading. This presentation reports on a research study that aims at categorizing the type of spelling errors made by EAP Emirati students, investigating the correlation between their spelling knowledge and reading skills, and implementing an intervention to promote spelling ability. Research has given evidence that spelling is a developmental process and that it is linked to the development of reading and writing. The presenter will first talk about the interference and impact of participants' first language (Arabic) on their spelling performance in English. More specifically, she will report on a study that investigated the extent to which the Arabic phonological system affects the spelling of some English letters. The second part of the presentation will be devoted to reviewing the literature that links spelling to reading and presenting the results of a study that investigated the correlation between participants' spelling skills and their performance in a reading test. The last part of the presentation will focus on presenting some instructional strategies as well as the utilization of mobile technology to help enhance participants' spelling performance. The population that participated in this study were 90 Emirati female students from three levels of the Academic Bridge Program at Zayed university at the United Arab Emirates. The levels are EGAP2, 3 and 4 (EGAP stands for English for General Academic Purposes). Each level represents a level of proficiency in English roughly corresponding to lower Intermediate, Intermediate and Upper-Intermediate.

40168

The Effectiveness of Process Writing in the New Malay Language Curriculum for Primary Schools in Singapore

Salha Mohd Hussain, Ministry of Education, Singapore

In 2010, the Ministry of Education (MOE) of Singapore conducted a review of the Malay Language (ML) curriculum and pedagogy in Singapore. Through the review, some recommendations were made to nurture active learners who are able to use the ML efficiently in their daily lives. In response to the review, a new ML syllabus and teaching package were developed in stages for primary schools in Singapore. The new package, called CEKAP, was implemented for Primary 1 in all primary schools from 2015. Various resources and teaching strategies were developed so that pupils will be able to use the language and communicate orally and in writing effectively and to be able to learn independently. A research was conducted as part of the trial-run for the Primary 4 CEKAP instructional materials in 16 primary schools. The trialing project was also seen as a way of exploring the impact of the new initiatives taken by the MOE in learning ML. The process writing approach is a new feature that was included in the package at Primary 4. There have been a number of researches that shows the process writing instruction does improve the quality of students' writing and the motivation to write especially at the primary level. This paper will look into the findings of this research on the effectiveness of the process writing approach in schools in Singapore and how some forms of modifications were made to suit the profile and needs of the pupils.

Sunday Session II: 10:15-11:45Room: *To be Announced in Final Schedule*

Stream: Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: *To be Announced in Final Schedule***40255****Impactful Differentiated Instruction: A Pilot Study on Students 'at Risk' in the UAE**

Dalel Louhichi, ADVETI, United Arab Emirates

Continuous improvement plans often thrive upon the outcomes of analysis of student performance. Yet, current thinking in education does not reflect a level of awareness that 'good teaching' is not about working harder. It is about working smarter! With this motto in mind, in this presentation we report on the outcome of a pilot project that we conducted at Sharjah Institute of Science and Technology (under ADVETI). The main framework thrives upon Tomlinson's (2010, 2013 & 2014) inspirational ideas about differentiated instructions. However, rather than keeping differentiation within the confines of a single classroom, we have extended it across our institution. As such, 7 students from different classes and different stages have been identified as 'at risk', and consequently, were assigned to an on campus Learning Centre for targeted support. Pre-test and post-test results show noticeable improvement in speaking, reading, and writing skills, as well as, in responses to specific grammatical tests (i.e. quizzes, Mid-term and Final exams). Importantly, these findings provide strong arguments in favor of differentiated instructions as proactive measures that could supplement in-class reactive measures.

40261**Didactic and Pedagogical Implications in Community and Arts**

Antonella Coppi, Free University of Bolzano-Bozen, Italy

This paper explores the relationship between art practice and dialogic forms of education. Drawing on theoretical framework and interviews with selected artists and stakeholders, the text examines these practitioners' constructions of art practice and the perceptions of how they engage with learners. The reflections illuminate the opportunities afforded by artist-led teaching and learning, whilst drawing attention to some of the future challenges. The author introduces the concept of Community Arts and Music, as scientific discipline rooted in its practical origins, to the Italian artistic learning scene, engaging to provide information on the current situation of CM and to be descriptive as to the characteristics and different contexts. The model serves to help place art and music-making in the hands and voices of everyone by creating equal opportunities for people to enjoy active and creative participation in music and in the arts. The learning approach involves different groups of children, adults, young people, refugees and ethnic communities as well as other minority groups: recent research delivered strong and consistent evidence to suggest that group arts and music making is a powerful personal and social health promotion activity.

39180**The Effect of use of new Technologies on EFL Teaching Profession**

Sally Kondos, American University in Dubai, United Arab Emirates

In the past decade there is a major trend toward integrating computer technology in all the language classes. The integration has increased because the computer technology represents an accessible and instant information, enormous potential for interactivity and media-rich communication, as well as educational tools which engage the students in the classroom (Mouza, 2002). Undoubtedly the recent advancement in information technology and computer usage in the classroom is rapidly transforming the environment of the classroom. The teachers cannot ignore the reality the today's classroom must provide technology-supported learning (Angers & Machtmes, 2005). Being prepared to integrate the technology in the classroom has become a paramount skill in every teacher's professional repertoires. The traditional role of the teacher as

the center of the schooling is changing recently with all the introduction of the new technologies in the classroom. This introduces a very valid point of how the teaching profession will change in the era of digital technologies. What is the role of the teacher in a classroom where he/she is no longer the only source of knowledge? How can he/ she teach effectively in a class, where every student has his/her computer and can Google any pieces of information? In the presentation, I will share with my colleagues the result of my recent study, which investigated the effect of the implementation of the technology in the EFL classes on the nature of the teachers' profession.

Sunday Session II: 10:15-12:15Room: *To be Announced in Final Schedule*

Stream: Innovative Language Teaching and Learning Methodologies

Session Chair: *To be Announced in Final Schedule***39241****Mindful Teaching - Applying Circle Sharing in Teaching Speaking**

Thien Loc Dinh, Vietnam National University, Vietnam

One of the most challenging tasks for ESL teachers in Asian communities is to raise students' confidence and motivation to share their opinion. The problem even becomes overwhelming when it comes to speaking classes despite that one may already apply various ice breaking activities beforehand. "Circle sharing" basically originates from Native American culture as a ritual practice; however, its applications have been reported widely in many aspects. The purpose of this presentation, therefore, is to demonstrate the effectiveness and value of such a method in creating a barrier-free classroom where all participants are equal and free of judgement from the others. More than just motivating reluctant learners to reach beyond their comfort zone, "Circle sharing" allows teachers to create an emotional, yet practical activity which encourages bonding, sharing and helping experience among participants. Students can also benefit from authentic dialogues and insightful feedbacks from their peers. Attendees may find it useful to engage their students in a more dynamic environment and maximize verbal interaction. The presentation is open to teachers of all levels and requires basic classroom facilities.

38395**Effectiveness of Problem Based Learning Approach in Engineering Education at Indian Polytechnics**

Jagroop Singh, Mehr Chand Polytechnic College, India

Now-a-days Engineering students need to possess self monitoring and life long learning skills. They need to be creative, critical thinkers, problem solvers and analytical in their approach. In the present scenario, teachers at Polytechnics in India are still practicing the age old traditional and conventional methods of giving lectures in classrooms where students acquire and absorb information as provided to them. Students can no longer survive by memorizing textbooks, they now need to explore every possibility and experience genuine tasks that encounters them to the real world problems in which they can develop, master and demonstrate authentic skills. Engineering Education at the Polytechnics need to move from an Instructivist to Constructivist approach. PBL (Problem Based Learning) is one such approach where cooperative sharing and teamwork among small groups of learners in solving ill structured problems play an important role in the learning method. This approach of teaching combines problems, challenges, creativity and fun into learning. This paper provides a detailed description and comparative study of both these systems of learning and discussion at length the need, objectives, research methodology, future scope and effectiveness of PBL in improving the learning and creative skills among engineering students with a special focus on below average group.

39871**The Unplugged Class and Speaking Skills - Benefits of Autonomy**

Smriti Singh, Indian Institute of Technology Patna, India

Sadeqa Ghazal, Indian Institute of Technology and Magadh University, India

In traditional teacher-centered English as a Second Language (ESL) classes speaking skill of students are often neglected. This problem is even more pronounced in large classes where focus of the instruction is strictly limited to learning through a pre-selected coursebook and practicing grammar lessons. Students seldom get a chance to practice speaking in class. This classroom-based action research study took place in a similar context in a high school. The purpose of this study was to develop students' speaking skill and

promote learner autonomy. It also aimed to bring about informed changes in classroom teaching practices by making lessons more learner-centered. The study was conducted in three cycles over nine months and the collected data was used to inform and shape the project through each cycle. The data was collected both quantitatively and qualitatively through the students' survey, feedback, samples of their work, and through the principal investigator's observational notes. In this paper, we describe how we created 'Dogme moments' (Meddings and Thornbury, 2011) in our class to enable learners to speak more. Learners were encouraged to talk freely on the topics that interest them rather than being assigned a topic by the teacher. Appropriate classroom dynamics were developed and sustained in which the learners' contributions were welcomed and not judged solely in terms of their accuracy. Finally, we discuss the benefits of using the Unplugged approach and how it helped in creating learner talk-time in a meaningful way.

39855

A Study of an Online Community of Practice for EFL Learning in a Chinese University

Ping Wang, Ludong University/ HCT Sharjah Women's College, China

The aim of this paper is to report the investigation of an online communication group as a supplementary media for student learning English; and to report how communication online facilitated student learning and student-teacher relationship. Drawing literature on reflection and Communities of Practice (CoPs), a case study was undertaken involving 30 students in an online communication group (a QQ group with technology supported by qq.com). Data were collected from Questionnaires with students before and after the study and archives of online communication activities. It was found that after participated in the study, students were willing to communicate with their teacher and fellow students online; they discussed on a variety of topics in this CoP, such as learning English, future career, future study, and topics relating to their daily life. It was also found that Internet connection, the students' need of obtaining prompt solutions of their learning problems are the main factors that hindered their participation in the online CoP. Teacher roles in the CoP are also discussed in this paper. Consideration of building an online CoP in this study built on knowledge of how online learning communities might work to address the needs of Chinese EFL learners at the tertiary level.

Virtual Presentations

38699

Designing a 21st Century Curriculum to Promote Flexible Learning Arrangements Focused on Growth

Zohraida Sibtain Karim, Atlantic International University, United States

In today's era, the biggest challenge schools face in order to survive and thrive with education during these times of changes is the curriculum design. The school curriculums need to support multiple intelligences and diverse learning styles while simultaneously preparing students for life and work in the 21st century. Today's world is vastly different from that of 50 years ago. The pace of change is accelerating, with increasing globalization; advances in technology, communications and social networking; increased access to information; explosion of knowledge; an array of increasingly complex social and environmental issues. The world of work also is undergoing rapid change with greater workforce mobility, growth in knowledge-based work, the emergence of work teams engaged in innovation and problem solving and a much greater requirement for continual workplace learning. The school curriculum must equip students for this significantly changed and changing world. However, many features of the school curriculum haven't been re-designed to facilitate these requirements. We continue presenting disciplines largely isolated from each other, placing emphasis on the mastery of large bodies of factual and procedural knowledge, treating learning as an individual rather than collective activity. Meeting this challenge requires significant rethinking of school curriculums. Objectives should include giving greater priority to skills and attributes required for life and work in the 21st century – including skills in communicating, creating, using technologies, working in teams and problem solving – developing students' deep understandings of essential disciplinary concepts and principles and their ability to apply these understandings to complex, engaging real-world problems.

39173

21st Century Technology Tools to Provide Regular and Substantive Interaction Between Learners and Faculty

Tony Pellegrini, Southern Utah University, United States

Student learning outcomes in the 21st Century have been identified as Life and Career Skills, Learning and Innovation Skills, and Information, Media, and Technology skills. The engagement in and daily application of these skills by our learners is critical for their contribution to society. Through their contributions, they move from becoming simply utilizers of information to becoming providers of information and services. This presentation will outline emerging technology tools that are designed to engage digitally native learners and baby boomer faculty in regular and substantive connections. These connections are designed to immerse learners in the content area while providing the instructor with new approaches to connect with learners across generations. The use of learning management systems, audio and video resources, cell phones, tablets, and Chromebooks will be shared to reach out to our 21st Century learners with tools and approaches which they use to communicate and make meaning happen within their world. Synchronous and asynchronous instructional approaches will be outlined and modeled through this presentation. In part, because of its virtual format, participants will be able to engage with the presenter synchronously and have their questions addressed. Regardless of your current approach to instruction, the future is clear that technologically mediated communication will only increase in practice, not decrease. Invest in the future of your digitally native learners and reach out to connect and engage with them through the integrated application of the tools and practices in which you will engage in this presentation.