# The IAFOR Dubai Conference Series 2018
# Programme & Abstract Book

# SURVIVING
# &
# THRIVING

## IICEDubai2018 / IICLLDubai2018

The InterContinental Festival City Event Centre,
Dubai, United Arab Emirates

Organised by The International Academic Forum
(IAFOR) in association with the IAFOR Research
Centre at Osaka University and IAFOR's Global
University Partners

# www.iafor.org

# IAFOR Global Partners
## www.iafor.org/about/partners



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

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

www.iicedubai.iafor.org
www.iiclldubai.iafor.org

# ACE2018
# TOKYO, JAPAN

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

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

## www.ace.iafor.org

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

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

**Conference theme** "Surviving and Thriving: Education in Times of Change"

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

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

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

# Organising Committee

**Sufian Abu-Rmaileh**
UAE University, UAE

**Firas Al-Jubouri**
University of Sharjah, UAE

**Christine Coombe**
Dubai Men's College, UAE

**Said M. Faiq**
American University of Sharjah, UAE

**Christina Gitsaki**
Zayed University, UAE

**Joseph Haldane**
The International Academic Forum (IAFOR)

The Organising Committee of The IAFOR International Conference on Education – Dubai (IICEDubai) and The IAFOR International Conference on Language Learning – Dubai (IICLLDubai) is composed of distinguished academics who are experts in their fields. Organising Committee members may also be members of IAFOR's International Academic Advisory Board. The Organising Committee is responsible for nominating and vetting Keynote and Featured Speakers; developing the conference programme, including special workshops, panels, targeted sessions, etc.; event outreach and promotion; recommending and attracting future Organising Committee members; working with IAFOR to select PhD students and early career academics for IAFOR-funded grants and scholarships; and oversee the reviewing of abstracts submitted to the conference.

# Welcome to
# IICEDubai2018 / IICLLDubai2018

Dear Colleagues,

Dubai is a fantastic location of meetings real and metaphorical, of different tribes and peoples, of desert and sea. The city has long been a trading post for merchants and financiers, but the has also established local centres of educational, innovative and artistic excellence, as it has sought to build a new and sustainable existence and identity.

Our overarching conference theme of "Surviving and Thriving: Education in Times of Change" reflects the reality of Dubai as a place that has learned to survive and thrive in this period of rapid globalisation and change in an unstable regional environment, and will be expanded upon and unpacked in different ways over the course of the conference.
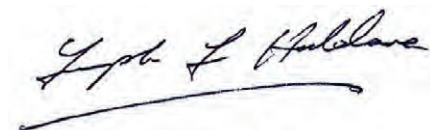
In this period of great global political and economic instability, rising inequality and social unrest, the role of education within society has never been more important, but never more vulnerable. Our conference theme references these inherent vulnerabilities in both educational systems and the individual students and teachers, as well as the necessary resilience needed to not only survive, but also thrive.

How do we teachers, administrators and policymakers adopt and adapt to change outside our control? How do we nurture and encourage positive change, through the excitement of the imagination, innovation and creativity? How can technologies be better used to help us teach, and to help students learn? How do we sustain and manage change? How can we react positively to negative change? How can we, our institutions and our students survive and thrive in these times of change? What is the role of language teaching, and how and why is it so important? Such questions will be discussed by the delegates from some 30 different nationalities; we have a lot to learn from each other.

I would like to thank the Organising Committee members, Professor Said M. Faiq of the American University of Sharjah, Dr Christina Gitsaki of Zayed University, Dr Sufian Abu-Rmaileh of the United Arab Emirates University, Dr Firas Al-Jubouri of the University of Sharjah and Dr Christine Coombe of Dubai Men's College, for their role in putting the conferences together, as well as our Keynote and Featured Speakers. I would also like to thank our university affiliates, who bring their institutional reputation and academic credibility to help make this international academic forum a reality here in Dubai. Last, though certainly not least, I would like to thank and each and every delegate for travelling here to take part in this event, and trust that your experience over the next few days will make the trip worthwhile.

We welcome your active engagement in this expanding global academic community of individuals and network of institutions, and I encourage your participation as a route to intellectual and personal empowerment, as we transcend boundaries of nation, culture and discipline, in search of new friendships and new knowledge.

I hope you enjoy the event.

**Joseph Haldane, Chairman & CEO, IAFOR**
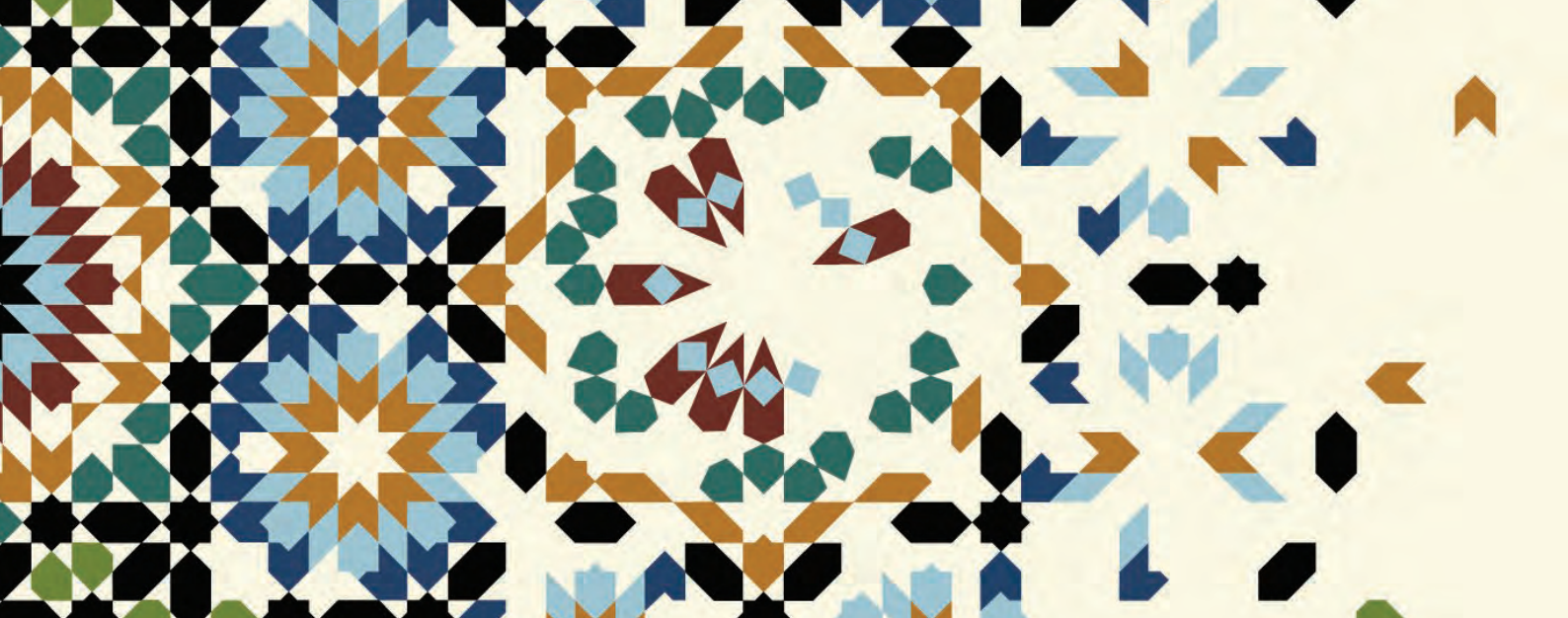
## Conference Theme
# Surviving and Thriving:
# Education in Times of Change

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

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

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

### IICLLDubai Conference Sub-Theme: World Englishes in the MENA Region

This unique international conference, organised in affiliation with IAFOR Global Partners, offers a unique location from which to consider a number of issues and trends in education. These include the different global Englishes, language distances and access, frictions between the preservation and challenging of traditional and cultures, languages and wisdoms, and how local societies are becoming the melting pots of different cultures, backgrounds and spoken Englishes. The population of the UAE, as well as those of the Arabian Gulf countries, is multicultural and rich in the difference one would expect from its geographical location at the heart of the Middle East. The region has been undergoing continuous development in academia, economics, trading and is growing as a recognizable and influential world power.

We hope and expect the 2018 conference in Dubai will bring together educators from around the MENA region specifically and the world generally to exchange ideas, research and practice from their own backgrounds and contexts, and draw on, and be inspired by, the local and international body of delegates from a multitude of different national and international backgrounds.

# Conference Guide

# Friday at a Glance
## February 16, 2018

09:00-10:00     Conference Registration & Coffee | Room: Al Noor

**10:00-10:30**     **Announcements & Welcome Address | Room: Al Noor**
Kiyoshi Mana, The International Academic Forum
Said Faiq, American University of Sharjah, UAE

**10:30-11:15**     **Keynote Presentation I | Room: Al Noor**
*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 | Room: Al Noor**
*In the Era of Disruptive Transformations: Embracing the
Imperative of Dynamic Adaptation to the Evolving World of Work*
Virginia Bodolica, American University of Sharjah, UAE

**12:00-12:15**     **IAFOR Documentary Photography Award | Room: Al Noor I**

12:15-12:20     Conference Photograph | Room: Al Noor

12:20-14:00     Lunch Break

**14:00-14:45**     **Featured Presentation II | Room: Al Noor**
*Key Trends, Challenges and Opportunities in the Field of Higher
Education in the UAE*
Martin Spraggon, Mohammed Bin Rashid School of
Government (MBRSG), UAE

# Friday at a Glance
## February 16, 2018

**14:45-15:30**
**Featured Presentation III | Room: Al Noor**
*Edutainment for Political Reconciliation in South Africa: A Comparative Analysis of Mtwa's* Bopha! *and Fugard's* Valley Song
Mustafa Taha, American University of Sharjah, UAE

**15:30-16:00**
Coffee Break | Al Noor I

**16:00-16:30**
**Featured Presentation IV | Room: Al Noor**
*Using Critical Thinking Techniques in the Classroom*
Sufian Abu-Rmaileh, UAE University, UAE

**16:30-17:30**
**Featured Panel Presentation | Room: Al Noor**
*Innovation in Education Through Curriculum Reform and Research: The Case of the UAE*
Christina Gitsaki, Zayed University, UAE
Hayley Holuj, Ministry of Education, UAE
Hanada Taha, Zayed University, UAE
Radek (Radoslaw) Janik, Ministry of Education, UAE
Zainab Al Baloushi, Ministry of Education, UAE

**17:30-19:00**
**Conference Welcome Reception | Leisure Deck**

# Saturday at a Glance
## February 17, 2018

08:30-09:00     Coffee, Tea and Pastries | Room: Al Khayma

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

11:00-11:30     Coffee Break | Room: Al Khayma

**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 | Room: Al Khayma

**16:00-18:00**     **Parallel Session  IV**

# Sunday at a Glance
## February 18, 2018

08:30-09:00    Coffee, Tea and Pastries | Room: Amwaj 1

**09:00-09:45**    **Featured Session V | Room: Amwaj 1**
*Classroom Management: Empirical and Practical Perspectives*
Christine Coombe, Dubai Men's College, UAE

09:45-10:00    Coffee Break | Room: Amwaj 1

**10:00-11:00**    **Parallel Session I**

11:00-11:15    Coffee Break | Room: Amwaj 1

**11:15-13:15**    **Parallel Session II**

13:15-13:30    Closing Comments | Room: Amwaj 1

13:30-14:30    Lunch

# Directions & Access

There are two main international airports in Dubai – Dubai International Airport (DXB) and Dubai World Central – Al Maktoum International Airport (DWC). The vast majority of international flights are routed through Dubai International Airport (DXB).

• Dubai International Airport is centrally located and is accessible by bus, taxi and Dubai Metro
• Dubai World Central is located towards the southern end of Dubai and is accessible by bus and taxi
• Visit the Dubai Bus Public Transport website (www.dubai-bus.com)

## Venue Address

The Event Centre
Dubai Festival City
Po Box 45777
Dubai
United Arab Emirates

## Around the Conference Venue

The Event Centre is Dubai's premier conference space. Two levels of flawless function space are shared by InterContinental Dubai Festival City and Crowne Plaza Dubai Festival City, creating an unparalleled event and conference proposition. Furthermore, if you're seeking an outdoor setting, you'll enjoy the waterfront promenade, wide terraces with stunning views, and the lawn at the Al Badia Golf Club.

# Lunch

## Lunch

Lunch on Friday, Saturday and Sunday is included in the conference registration fee. Lunch will be served each day at the Creekside Promenade at the times specified below. Please remember to bring your conference name badge as you will need to show this in order to claim your lunch.

## Lunch Times

| | | |
|---|---|---|
| Friday | 12:00-14:00 | Creekside Promenade |
| Saturday | 13:00-14:00 | Creekside Promenade |
| Sunday | 13:15-14:30 | Creekside Promenade |

# General Information

## Registration

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

| | | |
|---|---|---|
| Friday | 09:00-17:00 | Al Noor Foyer |
| Saturday | 08:30-18:00 | Al Khayma |
| Sunday | 08:30-13:00 | Amwaj 1 |

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

## Name Badges

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

**Red:** Presenters
**Blue:** Audience
**Yellow:** Keynote and Featured Speakers
**Black:** IAFOR Staff

## Internet Access

There is free Wi-Fi internet connection in The Event Centre. However, this can be unreliable and we would strongly suggest that you do not rely on a live connection for your presentation.

The guest Wi-Fi internet connection does not requre a password.

# General Information

## Refreshment Breaks

Complimentary coffee, tea, and water will be available throughout the conference. Light snacks and refreshments will be provided once in the morning and once in the afternoon.

## Printing

At the conference Registration Desk we are able to offer a complimentary printing service of up to ten A4 sheets should you need this. Please be advised that printing may not be available at peak times.

## Smoking

The Crowne Plaza and Event Centre have implemented a Clean Indoor Air Act; therefore, smoking is not permitted in any of the conference rooms. There are designated smoking areas next to Al Amwaj 1 & 2 and Al Ras.
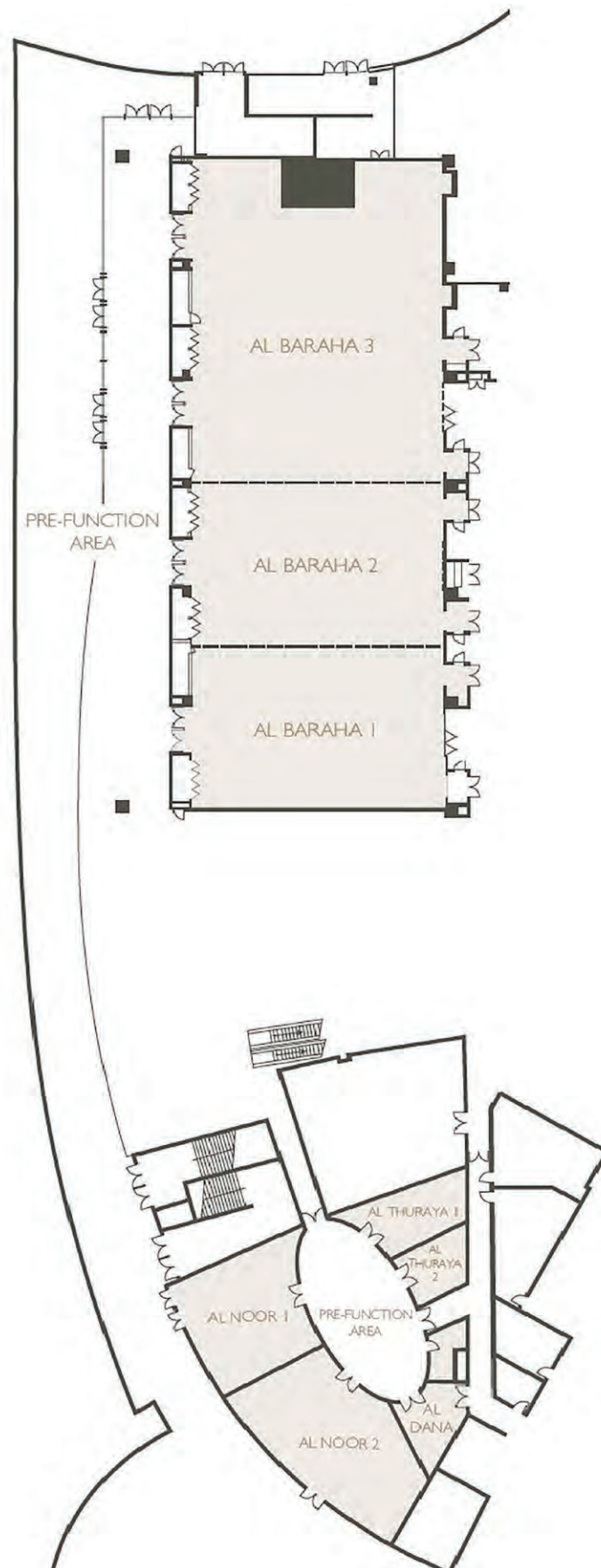
## What to Wear & Bring

Attendees generally wear business casual attire. You may wish to bring a light jacket or sweater as meeting rooms are air conditioned.

## Photo/Recording Waiver

There may be photography, audio and video recording at the conference. By entering the event premises you give consent to the use of your photograph, likeness or video or audio recording in whole or in part without restriction or limitation for any educational, promotional, or other purpose for distribution.
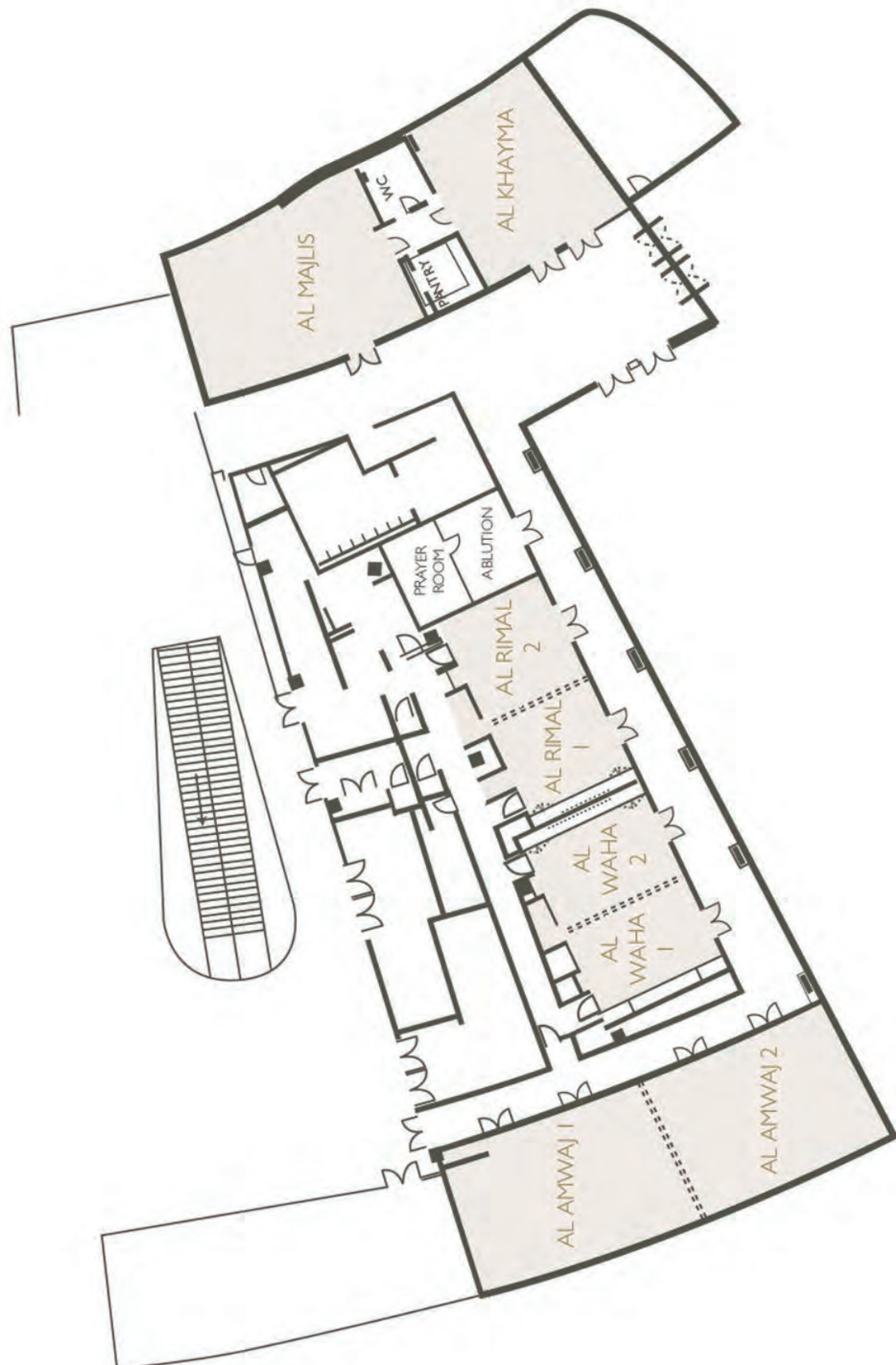
# The InterContinental
# Festival City Event Centre
## Meeting Rooms Waterfront Level

AL BARAHA 3

AL BARAHA 2

AL BARAHA 1

PRE-FUNCTION
AREA

AL THURAYA 1

AL THURAYA 2

AL NOOR 1

PRE-FUNCTION
AREA

AL DANA

AL NOOR 2

# The InterContinental
# Festival City Event Centre
## Meeting Rooms Lobby Level



AL MAJLIS

WC

PANTRY

AL KHAYMA

PRAYER ROOM

ABLUTION

AL RIMAL 2

AL RIMAL 1

AL WAHA 2

AL WAHA 1

AL AMWAJ 1

AL AMWAJ 2

# Presentation Guide

## Oral & Workshop Presentations

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

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

## Equipment

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

## Session Chairs

Session Chairs are asked to introduce themselves and other speakers (briefly) using the provided printouts of speaker bios, hand out the provided presentation certificates at the end of the session, ensure that the session begins and ends on time, and that the time is divided fairly between the presentations. Each presenter should have no more than 25 minutes in which to present his or her paper and respond to any questions. The Session Chair is asked to assume this timekeeping role, and to this end yellow and red timekeeping cards are used as a visual cue for presenters, letting them know when they have five minutes remaining, and when they must stop.

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

# Presentation Guide

## Presentation Certificates

Presenters will receive a certificate of presentation from their Session Chair or a member of staff at the end of their session.

## Conference Proceedings

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

**Full text submission is due by March 18, 2018 through the online system.** The proceedings will be published on April 18, 2018 (target publication date). Authors will have PDF copies of their offprints emailed to them by May 18, 2018.
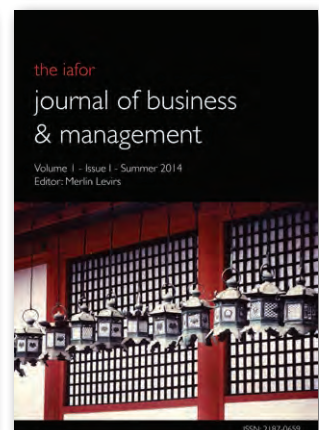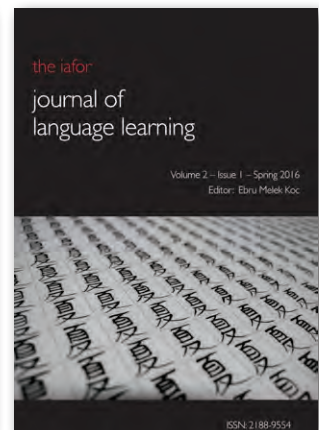
## A Polite Request to All Participants

Participants are requested to arrive in a timely fashion for all presentations, whether to their own or to those of other presenters. Presenters are reminded that the time slots should be divided fairly and equally between the number of presentations, and that presentations should not overrun.

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

# IAFOR Journals
## www.iafor.org/journals

the iafor

**journal of education**

Volume 5 – Issue 3 – Winter 2017

Editor: Bernard Montoneri

ISSN: 2187-0594

the iafor

**journal of sustainability, energy & the environment**

Volume 3 – Issue 1 – Spring 2016
Editor: Alexandru-Ionuț Petrișor

ISSN: 2187-0632

the iafor

**journal of the social sciences**

Volume 2 – Issue 1 – Winter 2016
Editor: Tingting Ying

ISSN: 2187-0640

the iafor

**journal of arts & humanities**

Volume 4 – Issue 2 – Autumn 2017
Editor: Alfonso J. García Osuna

ISSN: 2187-0616

the iafor

**journal of politics, economics & law**

Volume 3 – Issue 1 – Spring 2016
Editor: Craig Mark

ISSN: 2188-9562

the iafor

**journal of psychology & the behavioral sciences**

Volume 3 – Issue 1 – Summer 2017
Editors: Sharo Shafaie & Deborah G. Wooldridge

ISSN: 2187-0675

the iafor

**journal of ethics, religion & philosophy**

Volume 3 – Issue 2 – Autumn 2017
Editor: Lystra Hagley-Dickinson

ISSN: 2187-0624

the iafor

**journal of asian studies**

Volume 3 – Issue 1 – Summer 2017
Editor: Seiko Yasumoto

ISSN: 2187-6037

the iafor

**journal of language learning**

Volume 2 – Issue 1 – Spring 2016
Editor: Ebru Melek Koc

ISSN: 2188-9554

the iafor

**journal of media, communication & film**

Volume 4 – Issue 1 – Summer 2017
Editor: Celia Lam

ISSN: 2187-0667

the iafor

**journal of cultural studies**

Volume 2 – Issue 2 – Autumn 2017
Editor: Holger Briel

ISSN: 2187-4905

the iafor

**journal of literature & librarianship**

Volume 6 – Issue 1 – Autumn 2017
Editor: Richard Donovan

ISSN: 2187-0608

the iafor

**journal of business & management**

Volume 1 – Issue 1 – Summer 2014
Editor: Merlin Levirs

ISSN: 2187-0659

# IAFOR Journals
## www.iafor.org/journals

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

## How are journal editors appointed?

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

## How do we ensure academic integrity?

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

## How are papers selected?

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

## How are IAFOR journals related to IAFOR conferences?

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

# Journal Editors

**IAFOR Journal of Arts & Humanities**
Alfonso J. García Osuna, Hofstra University, USA

**IAFOR Journal of Literature & Librarianship**
Dr Richard Donovan, Kansai University, Japan

**IAFOR Journal of Education**
Dr Yvonne Masters, University of New England, Australia

**IAFOR Journal of Business & Management**
Dr Anshuman Khare, Athabasca University, Canada

**IAFOR Journal of the Social Sciences**
Dr Tingting Ying, Ningbo University of Technology, China

**IAFOR Journal of Ethics, Religion & Philosophy**
Professor Lystra Hagley-Dickinson, Plymouth Marjon University, UK

**IAFOR Journal of Sustainability, Energy & the Environment**
Dr Tom Houghton, Curtin Graduate School of Business, Australia

**IAFOR Journal of Media, Communication & Film**
Dr Celia Lam, University of Nottingham Ningbo, China

**IAFOR Journal of Asian Studies**
Dr Seiko Yasumoto, University of Sydney, Australia

**IAFOR Journal of Language Learning**
Dr Bernard Montoneri, National Chengchi University, Taiwan (Guest Editor)

**IAFOR Journal of Politics, Economics & Law**
Dr Craig Mark, Kyoritsu Women's University, Japan

**IAFOR Journal of Cultural Studies**
Professor Holger Briel, Xi'an Jiaotong-Liverpool University, China

**IAFOR Journal of Psychology & the Behavioral Sciences**
Dr Shahrokh Shafaie, Southeast Missouri State University, USA
Dr Deborah G. Wooldridge, Bowling Green State University, USA

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

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

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

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

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

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

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

# IAFOR Academic
# Grant & Scholarship Recipients

Our warmest congratulations go to Omneya Omar, Omar J. Salaam and Shahla Simin, recipients of IAFOR Scholarships, who have been selected by the conference Organising Committee to receive financial support to present their research at The IAFOR International Conference on Education – Dubai 2018 and The IAFOR International Conference on Language Learning – Dubai 2018.

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

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

## IAFOR Scholarship Recipient
### Omneya Omar, Lancaster University, UK

Ms Omneya Omar is currently a Doctoral Student at Faculty of Arts and Social Sciences, Higher Education Research department, Lancaster University, UK, and was previously an Academic Counseling Team Leader at American University of the Middle East, Kuwait. Ms Omar earned her MSc. in Business Psychology from Heriot Watt University. Her research focus well being through learning, with specific focus on lifelong learning and capturing informal learning experiences within the society and workplace.

**Saturday Session IV | 16:00-16:30 | Room: Al Thuraya**
*The UAE's Education Standardization Within the Global Image: A Critical Discourse Analysis to the Qualifications Framework of Emirates*
Omneya Omar, Lancaster University, UK

In this paper, I critically analyse 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 legitimise itself on a global scale as a leader in education. I argue that beneath the generalised 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 globalisation and democratisation 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 i.e. 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 globalisation 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 globalisation?

## IAFOR Scholarship Recipient
### Omar J. Salaam, University of South Florida, USA

Omar J. Salaam holds an MEd in Educational Leadership with a concentration on the Principalship, a BA in Music Education, and is scheduled for a final defence of his dissertation this semester to complete a PhD in Educational Leadership and Policy Studies from the University of South Florida, USA. His twenty-plus years of experiences in K-12 education incorporate success in private and public schools, local and international schools abroad, and as both a teacher and an assistant principal and principal. His global brand management style also resulted in the corporate experience of working as an educational consultant.

# IAFOR Academic
# Grant & Scholarship Recipients

He has worked extensively in the areas of global education, diversity and social justice endeavours. Now living and working in Saudi Arabia as a College & Careers Counselor at an International School, Omar looks forward to networking within the Middle East region in his pursuit of a professorship in this region.

**Sunday Session II | 11:15-11:45 | Room: Al Waha**
*Intercultural Conversations: Parents, School Staff and Community Members Open Discussions on Human Differences*
Omar J. Salaam, University of South Florida, USA

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- globalisation in education and the International Baccalaureate curriculum.

## IAFOR Scholarship Recipient
### Shahla Simin, Teacher Training University, Iran

Dr Shahla Simin, holds a PhD in Applied Linguistics from the University of Isfahan, Iran, and an MA and BA in TEFL. She is currently an English instructor in a teaching training program in Isfahan, Iran. Her research interests lie in the areas of pragmatics, sociopragmatics, sociolinguistics, discourse analysis, ESP/EAP and online communication.

**Saturday Session I | 10:00-10:30 | Room: Al Baraha 1**
*Pragmatic Strategies in Email Communication: A Comparative Study of Apology Emails between Iranian EFL Learners and Native English Speaking Students*
Shahla Simin, Teacher Training University, Iran
Zohreh R. Eslami, Texas A&M University, USA

This descriptive-comparative study aimed at examining how Iranian EFL learners, compared with American Native English speaking students, formulate apology emails and what differences could be observed in the realisation 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 analyse the emails, three main sequences in the apology emails - 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 offence) 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 offence: the more serious the rate of offence, the greater number of strategies used. However, the gender of instructors did not make any significant differences in the realisation patterns of apology e-mails.

# Friday
# February 16

## Plenary Session & Welcome Reception

Speakers will provide a variety of perspectives from different academic and professional backgrounds on the IICEDubai2018 and IICLLDubai2018 conference themes. These presentations will be recorded so please ensure that mobile phones are switched off or set to silent mode.

# Conference Welcome Reception
## Friday, February 16 | 17:30-19:00 | Leisure Deck

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

# Friday Plenary Session
## 09:00-17:30 | The Event Centre

09:00-10:00    Conference Registration & Coffee | Room: Al Noor

**10:00-10:30    Announcements & Welcome Address | Room: Al Noor**
Kiyoshi Mana, The International Academic Forum
Said Faiq, American University of Sharjah, UAE

**10:30-11:15    Keynote Presentation I | Room: Al Noor**
*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 | Room: Al Noor**
*In the Era of Disruptive Transformations: Embracing the Imperative of Dynamic Adaptation to the Evolving World of Work*
Virginia Bodolica, American University of Sharjah, UAE

**12:00-12:15    IAFOR Documentary Photography Award | Room: Al Noor**

12:15-12:20    Conference Photograph | Room: Al Noor

12:20-14:00    Lunch Break

**14:00-14:45    Featured Presentation II | Room: Al Noor**
*Key Trends, Challenges and Opportunities in the Field of Higher Education in the UAE*
Martin Spraggon, Mohammed Bin Rashid School of Government (MBRSG), UAE

**14:45-15:30    Featured Presentation III | Room: Al Noor**
*Edutainment for Political Reconciliation in South Africa: A Comparative Analysis of Mtwa's* Bopha! *and Fugard's* Valley Song
Mustafa Taha, American University of Sharjah, UAE

15:30-16:00    Coffee Break | Al Noor

**16:00-16:30    Featured Presentation IV | Room: Al Noor**
*Using Critical Thinking Techniques in the Classroom*
Sufian Abu-Rmaileh, UAE University, UAE

**16:30-17:30    Featured Panel Presentation | Room: Al Noor**
*Innovation in Education Through Curriculum Reform and Research: The Case of the UAE*
Christina Gitsaki, Zayed University, UAE
Hayley Holuj, Ministry of Education, UAE
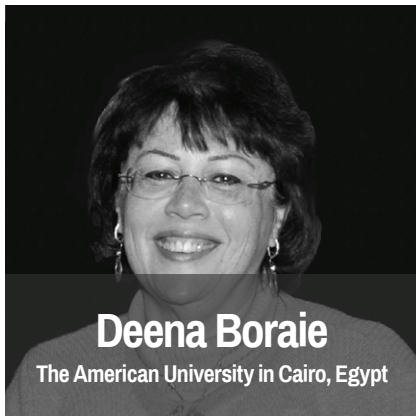Hanada Taha, Zayed University, UAE
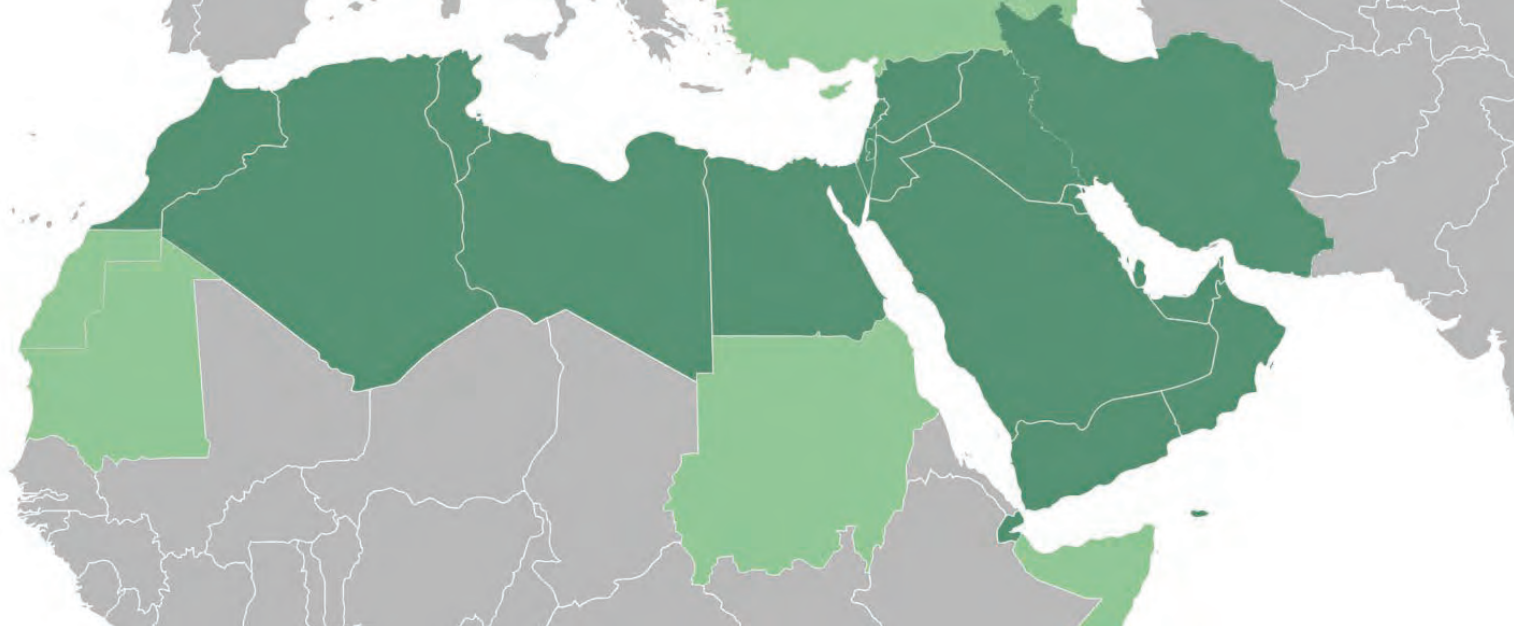Radek (Radoslaw) Janik, Ministry of Education, UAE
Zainab Al Baloushi, Ministry of Education, UAE

**17:30-19:00    Conference Welcome Reception | Leisure Deck**

# IICEDubai2018 / IICLLDubai2018
# Featured Speakers

**Deena Boraie**
The American University in Cairo, Egypt

**Virginia Bodolica**
American University of Sharjah, UAE

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

**Mustafa Taha**
American University of Sharjah, UAE

**Sufian Abu-Rmaileh**
UAE University, UAE

**Christina Gitsaki**
Zayed University, UAE

**Hayley Holuj**
Ministry of Education, UAE

**Hanada Taha**
Zayed University, UAE

**Radek (Radoslaw) Janik**
Ministry of Education, UAE

**Zainab Al Baloushi**
Ministry of Education, UAE

**Christine Coombe**
Dubai Men's College, UAE

# Keynote Presentation I: Deena Boraie

**Friday, February 16 | 10:30-11:15 | Room: Al Noor**

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

English is now an international language and is the dominant foreign language studied worldwide. Although English has played an important role in the MENA region since colonial times, according to the 2016 English Proficiency Index (EPI) published by Education First, the region ranked the lowest in the world in English language proficiency. Boraie discusses the trends and changes in English language education in the MENA region with a critical focus on Egypt highlighting the need for innovation in program design, curricula and materials that are aligned with 21st century language use demands. She presents the experience of implementing a TESOL curriculum innovation in Egypt describing the successes and the challenges faced. Finally, she reflects on the current trends in defining the construct of English which have implications on language education policies and language program design as well as the linguistic landscape worldwide.

## Biography

**Dr Deena Boraie** is the Dean and Professor of Practice of the School of Continuing Education at the American University in Cairo, Egypt. She leads a school that offers a wide range of continuing education and training programs in the areas of English language, IT and business studies, Arabic language, translation and teacher training. She is a language testing expert and an assessment and evaluation consultant and trainer. She is currently the Senior Advisor of the Minister of Education of Egypt. She is Past President (she served as President from 2013-2014) of the TESOL International Association a large US-based international association for Teachers of English to Speakers of Other Languages. She has published and presented in several countries on topics ranging from assessment literacy, language testing and assessment, language program design, teacher beliefs, student and teacher motivation, English as a lingua franca and teacher effectiveness. She is also a visiting professor in the MA / PhD Applied Linguistics program at the Faculty of Arts, English Department of Cairo University where she teaches research methods.

# Featured Presentation I: Virginia Bodolica

**Friday, February 16 | 11:15-12:00 | Room: Al Noor**

## In the Era of Disruptive Transformations: Embracing the Imperative of Dynamic Adaptation to the Evolving World of Work

Over the past years we have been witnessing a significant increase in the number of technological innovations and breakthroughs that have altered the traditional way of doing business and managing people in organizations. Artificial intelligence, driverless cars, advanced robotics, big data analytics, 3D printing, smart applications, mobile banking and cryptocurrencies are quickly reconfiguring the business landscape across regions, countries, industries and sectors. In this era of disruptive transformations that brought important consequences and many uncertainties to the world of work, all players ought to embrace the new imperative of dynamic adaptation in order to successfully navigate change. While companies need to take drastic actions to reinvent their operating models and talent management techniques, individuals should strive to develop a portfolio of value-adding skills that would be relevant for building the intelligent enterprise. After discussing the current technological trends in the macro-environment, I focus on the analysis of major organisational shifts and human skillsets that became a critical requirement in such a dynamic and rapidly evolving world of work.

## Biography

**Dr Virginia Bodolica**, PhD (HEC Montreal, Canada), is a Professor in the School of Business Administration at the American University of Sharjah, UAE. She teaches in the areas of strategy and innovation, corporate governance, family business, and human resource management. Her research interests are related to governance issues in for-profit settings, family-owned enterprises and healthcare institutions, board of directors' dynamics, and the incentive design of executive compensation packages in the context of merger and acquisition transactions. She co-authored a research-driven book on Mergers and Acquisitions and Executive Compensation, which was recently published as part of Routledge Studies in Corporate Governance. Among other journals, Bodolica has published in the *Academy of Management Annals, Strategic Management Journal, Journal of Business Research, Strategic Organisation, Journal of Business Ethics, Management Decision,* and *Health Expectations.* She received a Research and Scholarship Award from the UAE National Research Foundation for her collaborative project on corporate governance arrangements in UAE–based family businesses that culminated in the publication of the practice-oriented book titled *Managing Organisations in the United Arab Emirates: Dynamic Characteristics and Key Economic Developments.* Bodolica assumed consulting roles in private and public organisations and delivered executive education sessions and customised programs to companies in North America, Middle East, and Latin America. Her involvement in professional service activities has earned her Outstanding Reviewer Awards from the Academy of Management Business Policy and Strategy, Healthcare Management, and Management Education and Development Divisions. She was a Visiting Fellow at the Middle East Center, London School of Economics and Political Science, where she conducted research on corporate governance initiatives in publicly listed and family-run organisations located in the Gulf region.

# Featured Presentation II: Martin Spraggon

## Friday, February 16 | 14:00-14:45 | Room: Al Noor

## Key Trends, Challenges and Opportunities in the Field of Higher Education in the UAE

The field of higher education in the UAE is experiencing significant pressures for change from a variety of stakeholders. Despite the diversity of perspectives on higher education's best practices, there is an increasing consensus among academics, practitioners and students that traditional teaching methods and curricula that used to work effectively in the past are not generating the expected value due to their misalignment with the emerging trends and new challenges in the public and private sectors. Both the content and pedagogy ought to be revisited and rejuvenated to significantly enhance the learning experience of participants enrolled in educational institutions in the country. Academic curricula need to be more relevant, by accounting for the specificities of the context in which they are embedded, and also more practical, by offering pragmatic tools that are of real value to local practitioners. Delivery methods should shift away from the old-fashioned models that target a passive audience toward more experiential, interactive and self-guided approaches directed to proactive and highly-engaged students. Key trends, challenges and opportunities in the field of higher education in the UAE are highlighted and discussed.

## Biography

**Professor Martin Spraggon** is the Associate Dean of Academic Affairs at Mohammed Bin Rashid School of Government (MBRSG). Prior to joining MBRSG, he worked as a Professor of Strategic Management at the American University of Sharjah's (UAE) School of Business Administration where he has also served as the Director of Executive Education. He holds a PhD in Management from HEC Montreal (Canada), an MBA from Sherbrooke University (Canada), and a Master in Strategic Management and Entrepreneurship from Institut Superieur du Commerce de Paris (France).

Spraggon's areas of specialisation include strategic management, design thinking and innovation, organisational behaviour, international marketing, and managerial psychology. He has extensive international experience, having conducted many consulting projects and delivered leadership development programs for North American, Western European, Latin American, and Middle Eastern educational institutions and organisations from the private and public sectors.

Spraggon's research on emerging economies, behavioural governance, executive compensation, knowledge dynamics in innovative firms and healthcare management, has been published in journals such as *Strategic Management Journal, the Academy of Management Annals, Strategic Organisation, Journal of Business Research, Business Ethics: A European Review, Journal of Business Ethics, Health Expectations,* and *Public Health*. His research-driven and practice-based books, titled Mergers and Acquisitions and Executive Compensation and Managing Organizations in the United Arab Emirates: Dynamic Characteristics and Key Economic Developments, were published by Routledge (Taylor & Francis Group) and Palgrave Macmillan, respectively.

Spraggon is actively involved in case study research and practice and serves as an Associate Editor of the *Emerald Emerging Markets Case Studies* collection. He obtained a competitive research grant from the UAE National Research Foundation to analyse corporate governance practices in local family businesses and received the 2013 Rupert Chisholm Best Theory-to-Practice Paper Award of the Academy of Management Organisational Development and Change Division. He frequently assumes responsibilities as a member of international program committees at academic conferences around the world and is a regular speaker and panelist at practitioner-oriented workshops and events.

# Featured Presentation III: Mustafa Taha

**Friday, February 16 | 14:45-15:30 | Room: Al Noor**

## Edutainment for Political Reconciliation in South Africa:
## A Comparative Analysis of Mtwa's *Bopha!* and Fugard's *Valley Song*

The paper examines entertainment education with an emphasis on the role of theater in promoting political reconciliation in post-apartheid South Africa during the 1990s. It provides a historical background of the Apartheid regime and refers to its oppressive policies. The paper uses Paulo Freire's philosophy of "conscientization" as a theoretical framework and articulates it in the South African context. The paper foregrounds the role of theater in the struggle against apartheid. The paper focuses on its central theme, which is edutainment for political reconciliation in South Africa. The paper analyzes *Bopha!* which is written by Percy Mtwa, a Black South African play writer, in 1984, and *Valley Song* which is written by Athol Fugard, a white South African, in 1996.  The paper treats these two plays as a continuum. Though the emergence of democracy in 1994 constitutes a watershed in the South African history, the problems of the past remain inseparable from those of the future.  From this perspective, the paper attempts to analyze these two artistic works and to study their educational value as vehicles for promoting political reconciliation in post-Apartheid South Africa.

## Biography

**Mustafa Hashim Taha** has taught public relations and mass communication for more than 15 years. His teaching includes public relations, integrated marketing communication, and research methods. Taha's research interest includes media representation, new media and society, media and conflict, image management and public diplomacy. Prior to his academic career, he worked as a diplomat at the Sudan mission to the United Nations, New York; UN peacekeeping missions in Somalia and Liberia; and as a Sudanese diplomat and Consul General, a.i., in Ethiopia.
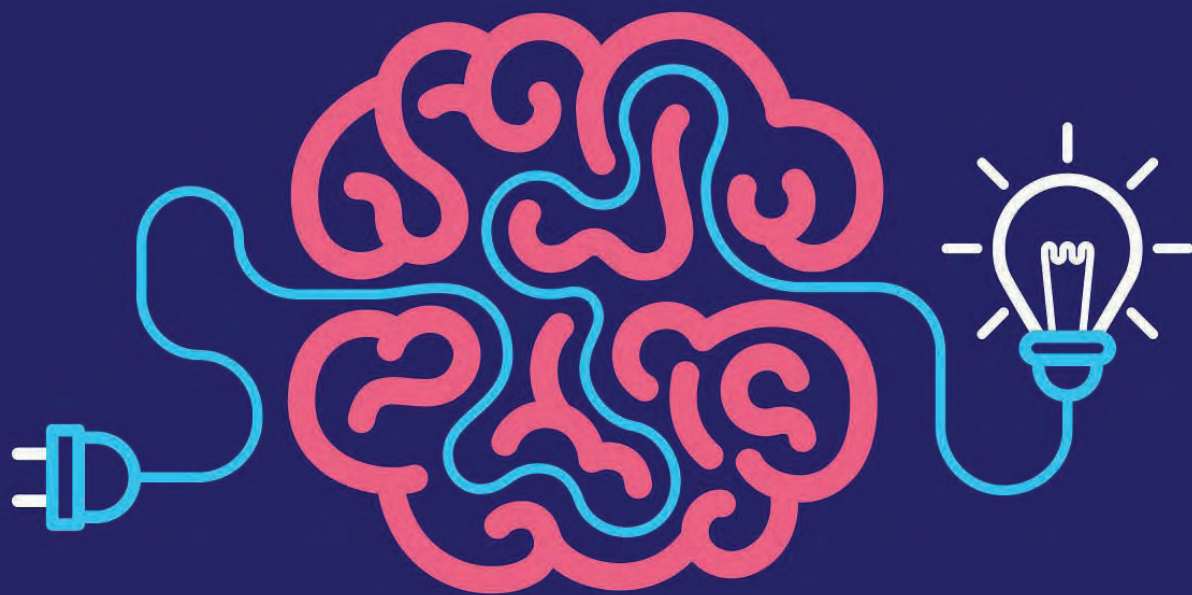
# Featured Presentation IV: Sufian Abu-Rmaileh

**Friday, February 16 | 16:00-16:30 | Room: Al Noor**

## Using Critical Thinking Techniques in the Classroom

For a long time education treated students as passive learners who are supposed to sit in the classroom, get instructions on what to do, take notes or copy what is written on the board. Students were allowed to reflect much upon discuss or argue against what was being taught. They did not have a say in what is being taught, nor on how it should be taught. They were not involved or considered a partner in the teaching and learning process.

Due to the developments that have been occurring in education, especially the technological educational advancements, researchers and educational practitioners have reached the conclusion that students can achieve better results when they are involved in their education and their learning. The process of internalising the information being transmitted to the students becomes a lot more enjoyable and pleasant. When the students are involved in the process of their learning, they feel that the information they share is part of them. They feel ownership of that information they share because they are involved in, analysing, reflecting on, generating ideas and concepts, critiquing theories and assessing the information being thrown at them. They can feely argue about, synthesise and interpret the information. The metacognitive talents and abilities are challenged and their thinking about thinking becomes natural and spontaneous.

In this paper, the author will discuss the two types of classroom learners, passive and active learners. He will talk about the different dimensions of learning and how they are linked to critical thinking. He will also explain and discuss the definition and the rationale for critical thinking in the classroom and what is meant by metacognition. He will talk about how to encourage students to use critical thinking in the classroom, identifying students' disposition to learning and the teacher's role in supporting students' use of critical thinking. Finally, the author will suggest some functional approaches and techniques to help train students on the use of critical thinking in the classroom.

## Biography

**Dr Sufian Abu-Rmaileh** is an English Lecturer at UAE University. He was the External Projects Coordinator for four years. He was also the Professional Development Coordinator for the Foundation Program. For the past thirty-four years, he has been teaching English at various levels, skills and institutions in the United States and the Middle East. He has been an administrator and a team leader for over ten years in the United States, and the UAE. He has an MA in Linguistics, and received both his TESL Certificate and his PhD in Educational Leadership from Brigham Young University, USA. Dr Abu-Rmaileh has also won many awards for his work as a leader, researcher and classroom teacher. He is a frequent presenter, invited and plenary speaker at local, national and international conferences. Dr Abu-Rmaileh has written on culture, classroom technology, motivation, stress and burnout, critical and creative thinking, emotional and social intelligences, team building, problem solving and leadership. He is TESOL Arabia's past president, past conference co-chair, and over 20 years experience as local, regional and international conference planner.

# Featured Panel Presentation
## Panellists: Christina Gitsaki, Hayley Holuj, Hanada Taha, Radek (Radoslaw) Janik & Zainab Al Baloushi

**Friday, February 16 | 16:30-17:30 | Room: Al Noor**

## Innovation in Education Through Curriculum Reform and Research: The Case of the UAE

In the whirlpool of sweeping social changes brought on by globalization in the information age, educational institutions across all sectors of education are expected to keep up with these changes by implementing much needed reforms and re-inventing educational programs. In the UAE, language education has always been at the forefront of educational reforms as the country aspires to graduate bilingual citizens with a strong national identity ready to contribute in the multicultural and plurilingual context of the UAE. This panel of experts will first discuss the most recent changes in public education in the UAE with a special focus on English and Arabic language programs. Following that, the panelists will address the role of research in effecting long term reform and innovation in education and, finally, each member of the panel will provide a set of concrete recommendations and guidelines for major stakeholders in order to further support the successful implementation of reform efforts in the UAE and other Gulf countries facing similar issues.

## Biography

**Professor Dr Christina Gitsaki** is the Research Coordinator at the Center for Educational Innovation, Zayed University, UAE. During her 20-year career in higher education she has contributed to the field in a number of different capacities such as English language teacher, applied linguistics lecturer, pre-service teacher educator, in-service teacher trainer, textbook author, project manager, curriculum leader, editor and researcher. In the past she served as the UNESCO Chair in Applied Research in Education in Sharjah and later as the Associate Dean of the Foundations program at HCT. Before coming to the UAE, she worked at The University of Queensland (UQ) in Australia, where she educated pre-service ESL teachers and supervised Masters and PhD students in language education research. She has worked with Education Queensland and The Learning Federation of the Curriculum Corporation, Australia on state and federal education projects such as the creation of digital Learning Objects for K-12 ESL students. Dr Gitsaki has presented her research at International Conferences, has been an invited speaker at various professional events and she has published

72 papers in refereed journals and book chapters on language acquisition and pedagogy. She is the author, editor and co-editor of twelve books on language education research. At the CEI she oversees the Mobile Learning Research Fund, the SoTL Certification Course, the development of resources for research and she provides advice and mentorship to faculty who are interested in engaging in research on teaching and learning.

**Hayley Holuj** is the Lead English Curriculum Specialist at the UAE Ministry of Education and heads the English Curriculum Development Unit. Her areas of expertise include ESL curriculum design, education management and education reform.

**Professor Hanada Taha** is the Endowed Professor of Arabic Language at Zayed University. Previously, she served for six years as Acting Dean & Associate Dean of Bahrain Teachers College. She also served as the Director of Arabic Programs at San Diego State University. Professor Taha has worked on a $ 6 Million MEPI literacy project with Scholastic Publishing House in addition to serving as an adviser for Arab Thought Foundation managing its Arabi21 project since 2009. She serves on the board of trustees of H.H Shaikh Mohammad Bin Rashid Arabic Award. Professor Taha reviewed the national Jordanian Arabic language curriculum and wrote an educational reform policy paper both commissioned by the Queen Rania Foundation. Moreover, Professor Taha evaluated the Arabic language national curriculum in Morocco commissioned by the MOE and USAID. Professor Taha research is mostly focused on Arabic language teaching and learning. Professor Taha holds a PhD in Education from the University of New Orleans, USA; MA in Educational Psychology and Counseling and BA in Social & Behavioral Sciences from the American University of Beirut, Lebanon.

**Radek (Radoslaw) Janik** is a PhD candidate in Theoretical Linguistics in the area of Construction Grammar. He is currently the head of the Research Development Unit within the Ministry of Education in the UAE. His interests lie within Data Science, Education Change, and Participatory Action Research to merge the use of data and educational practices into effective evidence-based practices.

**Zainab Al Baloushi** is an English Curriculum Specialist at the UAE Ministry of Education. Zainab's work experience ranges from teaching in the government schools to curriculum development and implementation. Her areas of expertise include applied linguistics and curriculum adaptation.

# THINK.IAFOR.ORG

## THE ACADEMIC PLATFORM

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

To provide an international, far-reaching platform for the best research presented at IAFOR conferences;

To make original, high-quality, thought-provoking multimedia content freely accessible to a wide readership;

To facilitate the opportunity for academics to step outside of the traditional research publishing status quo – to get creative, explore different disciplines and to have their ideas heard, shared and discussed by a diverse, global academic audience.

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

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

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## SUBMIT TO THINK

We are currently accepting submissions for publication in 2018. We welcome photographs to accompany articles, as well as topical photo-essays.

Submissions should be between 500 and 2,500 words and sent to publications@iafor.org. Please include "THINK submission" in the subject line.

# Saturday
# February 17

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|---|---|
| 08:30-09:00 | **Coffee, Tea and Pastries | Room: Amwaj 1** |
| 09:00-11:00 | **Parallel Session I** |
| 11:00-11:30 | **Coffee Break | Room: Amwaj 1** |
| 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 | Room: Amwaj 1** |
| 16:00-18:00 | **Parallel Session  IV** |

# Saturday Session I
## 09:00-11:00 | Room: Al Thuraya

## Learning Experiences, Student Learning & Learner Diversity
## Session Chair: Julia V. Clark

**40187    09:00-09:30 | Al Thuraya**
*Active Learning Class (ALC) Room at Richland Community College to Teach an Introductory Biology Course*
Srinivasan Durairaj, Richland Community College, USA

As an instructor of biology for fifteen years, teaching diverse student populations (India, Fiji, and the US) 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 Classroom (ALC) 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 controlled by the instructor. The flexible classroom supplied with round tables and wheelchairs, facilitate 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 support 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 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    09:30-10:00 | Al Thuraya**
*Student Engagement in Math and Physics Using a Flight Simulator*
Chadia Aji, Tuskegee University, USA
M. Javed Khan, Tuskegee University, USA

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    10:00-10:30 | Al Thuraya**
*Collaborating in a Diverse World: Towards a Utilization of Interdisciplinary Group Communication Workshops*
Rachel Furman, Carlow University, USA

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    10:30-11:00 | Al Thuraya**
*Closing the STEM Achievement Gap From an International Perspective*
Julia V. Clark, Program Director/National Science Foundation (NSF), USA

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 US), 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 US Research conducted around the world (Australia, Brazil, Canada, China, UK, Korea, Mexico, Singapore, South Africa, Turkey, and the US (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
## 09:00-11:00 | Room: Al Noor 2

### Professional Training, Development & Concerns in Education
### Session Chair: Adam Al Sultan

**40236    09:00-09:30 | Al Noor 2**
*The Inside and Outside School Literacy Practices of UAE High Schoolers*
Mona Aljanahi, United Arab Emirates University, UAE

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.

**38900    09:30-10:00 | Al Noor 2**
*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    10:00-10:30 | Al Noor 2**
*Technology-Enhanced Professional Development: Supporting HEA Associate Fellowship Applicants*
Christine Lampe, Higher Colleges of Technology, UAE

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    10:30-11:00 | Al Noor 2**
*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, USA
Peter Fadde, Southern Illinois University, USA

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: Al Noor 1

### International Education
### Session Chair: Richard R. Marcus

**40244     09:00-09:30 | Al Noor 1**
*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     09:30-10:00 | Al Noor 1**
*A Midsummer Student Dream - Short Experiential ESP Courses*
Branka Visnjic, Aston University, UK

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     10:00-10:30 | Al Noor 1**
*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     10:30-11:00 | Al Noor 1**
*Unpacking Global Learning Outcomes Across the Curricula Using a Global Learning Inventory*
Richard R. Marcus, California State University, Long Beach, USA

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: Al Baraha 1

### Language Education
### Session Chair: Ilene Winokur

**40154    09:00-09:30 | Al Baraha 1**
*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 (textbook, workbook 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    09:30-10:00 | Al Baraha 1**
*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    10:00-10:30 | Al Baraha 1 | IAFOR Scholarship Recipient**
*Pragmatic Strategies in Email Communication: A Comparative Study of Apology Emails between Iranian EFL Learners and Native English Speaking Students*
Shahla Simin, Teacher Training University, Iran
Zohreh R. Eslami, Texas A&M University, USA

This descriptive-comparative study aimed at examining how Iranian EFL learners, compared with American Native English speaking students, formulate apology emails and what differences could be observed in the realization patterns of their emails. 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 emails - 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 emails.

**40112    10:30-11:00 |  | Al Baraha 1**
*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
## 11:30-13:00 | Room: Al Thuraya

## Educational Policy, Leadership, Management & Administration
## Session Chair: Maxime Jaffré

**38890    11:30-12:00 | Al Thuraya**
*Remote Learning - Supporting Rural Education Throughout the World*
Robert Mitchell, University of Colorado – Colorado Springs, USA

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    12:00-12:30 | Al Thuraya**
*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    12:30-13:00 | Al Thuraya**
*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
## 11:30-13:00 | Room: Al Noor 2

### Higher Education
### Session Chair: Huiming Yu

**40231     11:30-12:00 | Al Noor 2**
*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     12:00-12:30 | Al Noor 2**
*Adapting the HEA UKPSF to the Gulf Context: A Dialogue with Higher Education Practitioners*
Mahinour Ezzat, Higher Colleges of Technology, UAE

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     12:30-13:00 | Al Noor 2**
*Challenging of Teaching Cybersecurity*
Huiming Yu, North Carolina A&T State University, USA

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
## 11:30-13:00 | Room: Al Noor 1

### Interdisciplinary, Multidisciplinary & Transdisciplinary Education
### Session Chair: Liliana Dozza

**39395    11:30-12:00 | Al Noor 1**
*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    12:00-12:30 | Al Noor 1**
*Is Science Education Naturalistic?*
Shoaib Ahmed Malik, Zayed University, UAE

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    12:30-13:00 | Al Noor 1**
*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, Tailor, 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
## 11:30-13:00 | Room: Al Baraha 1

### Language Education
### Session Chair: Yanyan Wang

**40191    11:30-12:00 | Al Baraha 1**
*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    12:00-12:30 | Al Baraha 1**
*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.

**39241    12:30-13:00 | Al Baraha 1**
*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.

# Saturday Session III
## 14:00-15:30 | Room: Al Thuraya

## Educational Change Through Technologies
## Session Chair: Soyoung Park

**39244    14:00-14:30 | Al Thuraya**
*YouNow – Look at Me! Chances and Risks of Media Usage Amongst Youth*

Yvonne Herzig Gainsford, University of Applied Sciences HTW Chur, Switzerland
Amina Ovcina Cajacob, University of Applied Sciences HTW 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    14:30-15:00 | Al Thuraya**
*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 the 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    15:00-15:30 | Al Thuraya**
*Effect of Mobile SPAT on Learning*

Soyoung Park, Education Research Institute at Seoul National University, South Korea
Ilju 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 III
## 14:00-15:30 | Room: Al Noor 2

## Education, Sustainability & Society: Social Justice, Development & Political Movements
## Session Chair: Antonella Coppi

**39174    14:00-14:30 | Al Noor 2**
*Management Education for Global Sustainability*
Robert Taylor, Montclair State University of New Jersey, USA

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 US 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    14:30-15:00 | Al Noor 2**
*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. 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.

**40261    15:00-15:30 | Al Noor 2**
*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 artistical 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.

# Saturday Session III
## 14:00-15:30 | Room: Al Noor 1

## Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability
## Session Chair: Sheilah Marion Paul

**39167    14:00-14:30 | Al Noor 1**
*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    14:30-15:00 | Al Noor 1**
*Teachers' Perceptions of Successful Transitioning for Children with and Without Down Syndrome*
Rachel Allison Takriti, United Arab Emirates University, UAE
Hala Elhoweris, United Arab Emirates University, UAE
Susan Atkinson, Leeds Beckett University, UK

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    15:00-15:30 | Al Noor 1**
*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, USA

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
## 14:00-15:30 | Room: Al Baraha 1

### Language Education
### Session Chair: Imed Louhichi

**39992    14:00-14:30 | Al Baraha 1**
*On the Influence L1 Training onto L2 Learning: Evidence from the use of 'From', 'Out of' and 'Off'*
Imed Louhichi, The American University of Ras Al Khaimah, UAE

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    14:30-15:00 | Al Baraha 1**
*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 J. Richards and W. Renandya raises 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.

**40585    15:00-15:30 | Al Baraha 1**
*Patterns of Grammaticalization of the Lexical Verb Yi in Temne*
Sullay Mohamed Kanu, Abu Dhabi University, UAE

Studies carried out on grammaticalization in African languages (Heine 1984, 2002; Lord 1993, 1976; Hopper & Traugott 2003) have shown that certain verbs are susceptible to grammaticalize into function words such that they shed off some of their semantic meaning as they take on new syntactic functions. Although this phenomenon has been reported in many Niger-Congo languages, including Ewe, Twi, Efik, Ga and Yoruba for cases in which a number of verbs have become redeployed as prepositions, auxiliaries, conjunctions, and complementizers, there has been little or no discussion of this process in Temne. In this paper, I examine the morpheme yi 'be/exist' and show that it is highly multi-functional and polysemous in Temne, displaying about eight distinct usages. Syntactically, it functions as a lexical verb, auxiliary verb and preposition. It also has various grammatical functions such as locative, possessive marker, auxiliary verb, comitative, coordinator, attributive marker and instrumental. I argue that the diverse usage patterns of this verb are not random. Rather, they have developed from a common source in patterns that are similar phenomenon in genetically-related languages. I analyze these semantic usages and map out the grammaticalization channels involved in this transition.

# Saturday Session IV
## 16:00-18:00 | Room: Al Thuraya

### Educational Policy, Leadership, Management & Administration
### Session Chair: Asnah Said

**39053    16:00-16:30 | Al Thuraya | IAFOR Scholarship Recipient**
*The UAE's Education Standardization Within the Global Image: A Critical Discourse Analysis to the Qualifications Framework of Emirates*
Omneya Omar, Lancaster University, UK

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    16:30-17:00 | Al Thuraya**
*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    17:00-17:30 | Al Thuraya**
*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, UAE
Zeina Hojeij, Zayed University, UAE

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.

**39981    17:30-18:00 | Al Thuraya**
*Analysis of Student Satisfaction and Concerns on Administrative Academic Services Open University Indonesia*
Asnah Said, Open University, Indonesia

Open University is a State University that organizes higher education with Distance Learning System. The purpose of this research is to get a picture of student's satisfaction and interest in academic administration service of Open University. Which includes services in the field of academic administration are: general service aspects, registration, tutorials, practice, teaching materials, and the conduct of exams. This study aims to examine the relationship between the satisfaction and concerns of Open University students toward these six components. This research method using Survey. To analyze the result data from survey used Importance Performance Analysis method, which consists of: Quadrant Analysis and Gap Analysis (Gap). Quadrant Analysis to measure the relationship between consumer perception and priority of product / service quality improvement is divided into four parts. Gap Analysis to see the gap between the performance of a variable with the expectation of the consumer against the variable. The Quadrant analysis results are as follows: Quadrant One (Maintain Performance "High Importance & High Performance"). Quadrant Two (Increase Performance "High Importance & Low Performance"). Quadrant Three (Low Priority "Low Importance & Low Performance. Quadrant Four (Tendering Excessive Low Importance & High Performance). The results of the gap analysis of service satisfaction and service interests are as follows: gap values obtained in all aspects are not too large, still below 0, 50. All aspects of service is considered good. Improvements should be prioritized / started on aspects, completeness of practical / practicum equipment, quality of tutorial facilities.

# Saturday Session IV
## 16:00-18:00 | Room: Al Noor 2

### Learning Experiences, Student Learning & Learner Diversity
### Session Chair: Kun Yan

**38723    16:00-16:30 | Al Noor 2**
*"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    16:30-17:00 | Al Noor 2**
*The Impact of Students Dropout of School in Sokoto State: A Challenge to Human Security*
Bello 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    17:00-17:30 | Al Noor 2**
*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    17:30-18:00 | Al Noor 2**
*Building Peace through the Arts at the American University in Dubai: Middle Eastern Studies Students Tell Their Stories*
Pamela Chrabieh, American University in Dubai, UAE

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: Al Noor 1

### Higher Education
### Session Chair: Emad Ata Shahrouri

**40164    16:00-16:30 | Al Noor 1**
*Supporting HEA Fellowships in the UAE Higher Education Context*
Mahinour Ezzat, Higher Colleges of Technology, UAE
Christine Lampe, Higher Colleges of Technology, UAE

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    16:30-17:00 | Al Noor 1**
*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    17:00-17:30 | Al Noor 1**
*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    17:30-18:00 | Al Noor 1**
*To What Extent are Universities Innovative in Teaching and Learning? A Case Study in Dubai*
Emad Ata Shahrouri, American University in the Emirates, UAE

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
## 16:00-18:00 | Room: Al Baraha 1

### Language Education
### Session Chair: Kiddinapillai Sanmuganathan

**39664     16:00-16:30 | Al Baraha 1**
*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     16:30-17:00 | Al Baraha 1**
*Linguistic Hybridity and Bicultural Identities in the United Arab Emirates*
Sarah Hopkyns, Zayed University, UAE

In the super-diverse 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     17:00-17:30 | Al Baraha 1**
*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     17:30-18:00 | Al Baraha 1**
*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.

# The IAFOR Silk Road Initiative
## *Nurturing interdisciplinary research in the global public interest*

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

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

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

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

## Rationale

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

In a world of rankings, algorithms, unedited "news", and self-referential "centres of excellence", it is facile to conclude that the centre and pinnacle of all knowledge is held by a few pockets of venture-capital-backed open-plan offices in Silicon Valley, or schools and universities in which the cloistered architecture does not even offer the pretence of openness. Globalisation, and the technology that has enabled it, has allowed an immense flowering of possibilities in communication and access to knowledge, while at the same time increasing alienation from self and society, encouraging "virtual" worlds, creating and cementing fissures, and encouraging fear of the foreign.

It is only through encounters with difference that we are able to shape ourselves and our ideas, and physical human interaction is and remains at the source of all value. The international, intercultural and interdisciplinary meetings that lie at the heart of IAFOR and this research initiative have never been more important in our globalised world.

## Lead Institutions

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

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# Sunday
# February 18

| | |
|---|---|
| 08:30-09:00 | **Coffee, Tea and Pastries \| Room: Amwaj 1** |
| 09:00-09:45 | **Featured Session \| Room: Amwaj 1**<br>**Classroom Management: Empirical and Practical Perspectives**<br>**Christine Coombe, Dubai Men's College, UAE** |
| 09:45-10:00 | **Coffee Break \| Room: Amwaj 1** |
| 10:00-11:00 | **Parallel Session I** |
| 11:00-11:15 | **Coffee Break \| Room: Amwaj 1** |
| 11:15-13:15 | **Parallel Session II** |
| 13:15-14:30 | **Lunch & Closing Comments** |

# Featured Presentation V: Christine Coombe

**Sunday, February 18 | 09:00-09:45 | Room: Amwaj 1**

## Classroom Management:
## Empirical and Practical Perspectives

Both new and veteran teachers consider the development of effective classroom management to be the most important – and the most difficult – skill a language teacher can master. Classroom management refers to the procedures, strategies, and instructional techniques teachers use to manage student behaviour and learning activities in their classrooms. It is one of the most talked about topics in English language teaching professional development. Why is it so important? Effective classroom management creates an environment that is conducive to teaching and learning. Ineffective classroom management often creates chaos as teachers must discover new ways of dealing with problematic classroom situations. In this presentation, we will explore the research surrounding why classroom management is sometimes difficult to achieve and why past techniques no longer work with modern-day students. We will look at the causes of classroom management issues and some ways to overcome them. Finally, based on a review of the literature, techniques and strategies that work with teachers worldwide with be shared.

## Biography

Christine Coombe has a PhD in Foreign/Second Language Education from The Ohio State University. She is currently on the English faculty of Dubai Men's College. She is the former Testing and Measurements Supervisor at UAE University and Assessment Coordinator of Zayed University. Christine is co-editor of *Assessment Practices* (2003, TESOL Publications); co-author, *A Practical Guide to Assessing English Language Learners* (2007, University of Michigan Press); co-editor, *Evaluating Teacher Effectiveness in EF/SL Contexts* (2007, UMP); co-editor, *Language Teacher Research in the Middle East* (2007, TESOL Publications), *Leadership in English Language Teaching and Learning* (2008, UMP) *Applications of Task-based Learning in TESOL* (2010, TESOL Publications), *The Cambridge Guide to Second Language Assessment* (2012, Cambridge University Press) and *Reigniting, Retooling and Retiring in English Language Teaching* (2012, University of Michigan Press). Christine's forthcoming books are on research methods in EF/SL and life skills education.

Christine has lived and worked in the Arabian Gulf for the past 21 years. In this capacity, she has served as the President and past President of TESOL Arabia and as the Founder and Co-chair of the TESOL Arabia Testing Special Interest Group who organise the Current Trends in English Language Testing (CTELT) Conference. Christine is also the Founder and Chair of the TESOL Arabia Leadership & Management SIG.

During her tenure in the Middle East, she has won many awards including: 2002 Spaan Fellowship for Research in Second/Foreign Language Assessment; 2002-03 TOEFL Outstanding Young Scholar Award; TOEFL Board Grant for 2003-04, 2005-06, 2007-08 and 2009-10 for her work in delivering assessment training assessment in developing countries. Most recently she served on the TESOL Board of Directors as Convention Chair for Tampa 2006 and was the recipient of the Chancellor's Teacher of the Year for 2003-04. She served as TESOL President (2011-2012) and was a member of the TESOL Board of Directors (2010-2013). Christine received the British Council's International Assessment Award for 2013.

# Sunday Session I
## 10:00-11:00 | Room: Al Waha

### Workshop Presentation

**39986     10:00-11:00 | Al Waha**

*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, USA

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
## 10:00-11:00 | Room: Al Majlis

### Professional Training, Development & Concerns in Education
### Session Chair: Abdelmagid Abdelrahman Awadelkarim

**39043    10:00-10:30 | Al Majlis**
*Saudi TESOL Teachers' Perspectives on the Impact of Continuing Professional Development*
Ohood Alshammary, Exeter University, UK

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    10:30-11:00 | Al Majlis**
*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 at the 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, and focus discussions. Results are expected to be of significance, to the department, university, and similar contexts.

# Sunday Session I
## 10:00-11:00 | Room: Al Rimal

### Teaching Experiences, Pedagogy, Practice & Praxis
### Session Chair: Christopher Momanyi

**39653     10:00-10:30 | Al Rimal**
*Culturally Relevant Pedagogy and Inquiry in the Science Classroom: Enhancing Teacher Practices Through Observation, Feedback and Coaching*

Rashida Askia, Auburn University, USA
Ashley Hill, Auburn University, USA
Joni Lakin, Auburn University, USA

Culturally relevant pedagogy is an instructional approach that uses the culture and predisposed knowledge of the student as a vehicle for learning (Ladson-Billings, 1995). 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 interests and knowledge of science content for middle school students in rural settings. Through the evaluation process we noted a lack of congruence between module development, interpretation by middle grade science teachers, and a lack of significant growth in student science knowledge. The data addressed a need to reexamine the module design and applicability of each lesson in relation to the student population. Using culturally relevant pedagogy (Ladson-Billings, 1995) and inquiry-based instruction as a lens to support effective classroom instruction, we sought to better understand how teachers used a combination of instructional strategies and support systems to enhance teacher practice and student understanding of complex science concepts. In adhering to the mission of the grant, this required a thorough examination of what aspects of the science modules were (in)effective and how additions to the evaluation process helped teachers' augment the material to enhance the learning of others.

**39058     10:30-11:00 | Al Rimal**
*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
## 11:15-12:45 | Room: Al Waha

## Educational Research, Development & Publishing
## Session Chair: Salha Mohd Hussain

**39212    11:15-11:45 | Al Waha | IAFOR Scholarship Recipient**
*Intercultural Conversations: Parents, School Staff and Community Members Open Discussions on Human Differences*
Omar J. Salaam, University of South Florida, USA

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    11:45-12:15 | Al Waha**
*Investigating the Connection Between Reading and Spelling Knowledge*
Fatma Elshafie, Zayed University, UAE
Zeina Hojeij, Zayed University, UAE

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    12:15-12:45 | Al Waha**
*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
## 11:15-12:45 | Room: Al Majlis

## Teaching Experiences, Pedagogy, Practice & Praxis
## Session Chair: Prayekti

**40255    11:15-11:45 | Al Majlis**
*Impactful Differentiated Instruction: A Pilot Study on Students 'at Risk' in the UAE*
Dalel Louhichi, ADVETI, UAE

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.

**39180    11:45-12:15 | Al Majlis**
*The Effect of use of new Technologies on EFL Teaching Profession*
Sally Kondos, American University in Dubai, UAE

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.

**39823    12:15-12:45 | Al Majlis**
*Learning Materials for Atomic Physics Course Corresponding to Students' Characteristics Using Research and Development*
Prayekti, Open University of Indonesia, Indonesia
Raihanati, University of Jakarta, Indonesia

Development of teaching materials using Research and Development for Atomic Physics course was conducted in preparing learning materials that are in accordance with various characteristics of students who come from different backgrounds and cultures as well as learning abilities. The materials developed consisted of audio, visual, and conventional materials supporting the learning process of Atomic Physics course using Research and Development method. It was expected to answer problems that the students had according to their individual characteristics as learners. The Atomic Physics course was considered as one of the hardest courses to be learned independently, which is one main characteristic of the Open University students. It was expected that the students can utilize the developed learning materials in order to help them understand the course materials based on their characteristics in the form of conventional, blended, or online learning settings. The material development was in compliance with the technological developments that have got more developed and advanced and the arrangement of the learning materials was no longer separate from, but intertwined with, the learning media integrally and indispensably. In conclusion, 1) the development of the learning materials using R&D was quite laborious, especially in terms of revising the module arrangement from the conventional method to R&D model, most of the module writers experienced difficulties understanding the concept of R&D which was very much different from the module composition that they usually had; 2) Having mutual perceptions between the material, media, and IT experts on R&D concept was time-consuming, even though at the end of the day the final points can be agreed by all; 3) When a trial-test was conducted to the students, there were many things to prepare well in case that the students experienced any difficulties, especially changing their conventional learning materials to the new ones, which are more suitable to the students' characteristics; 4) It required a great patience for the material developers to do their task and the researcher to prepare the subsequent steps of R&D.

# Sunday Session II
## 11:15-13:15 | Room: Al Rimal

### Innovative Language Teaching and Learning Methodologies
### Session Chair: Ping Wang

**38395    11:15-11:45 | Al Rimal**
*Effectiveness of Problem Based Learning Approach in Engineering Education at Indian Polytechnics*
Jagroop Singh, Mehr Chand Polytechnic College, India

Nowadays 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    11:45-12:15 | Al Rimal**
*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    12:15-12:45 | Al Rimal**
*A Study of an Online Community of Practice for EFL Learning in a Chinese University*
Ping Wang, Ludong University, China / HCT Sharjah Women's College, UAE

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.

**40783    12:45-13:15 | Al Rimal**
*The Impact of Model Essays, Writing Process Approach, Blogs, and Wikis on the Writing Proficiency of Seventh and Eighth Graders*
Reem Antably, Lebanese University, Lebanon

The current study attempted to investigate the impact of using the writing process approach, native model essays, blogs, and wikis on the academic fluency and accuracy of seventh and eighth graders. Participants were 107 seventh and eighth graders from eight intact classes of a private school in Lebanon. Four classes were randomly assigned as the control classes who were engaged in the traditional collaborative process writing approach. Four other classes were assigned as experimental classes where participants had to post their essays on two class blogs and wikis in addition to using the traditional collaborative process writing approach. Before the treatment, the control and the experimental classes had to write descriptive essays which served as the pre- tests. The treatment lasted one academic year during which all classes completed eight collaborative writing tasks. After the treatment, students also had to write descriptive essays which served as the post-tests. Towards the end of the inception of the study, a questionnaire was used in order to survey students' perception towards the implementation of such tools. Quantitative and qualitative analyses were conducted to analyze the data. It was found that online collaborative academic writing seems to be more effective than traditional collaborative writing in motivating students to write more responsibly.

# Virtual Presentations

Virtual presentations afford authors the opportunity to present their research to IAFOR's far-reaching and international online audience, without time restrictions, distractions or the need to travel. Presenters are invited to create a video of their presentation, which is then uploaded to the official IAFOR Vimeo channel and remains online indefinitely. This is a valuable and impactful way of presenting in its own right, but also an alternative means for those delegates who may be unable to travel to the conference due to financial or political restrictions.

## www.vimeo.com/iafor

# Virtual Presentations
## www.vimeo.com/iafor

**38699**

*Designing a 21st Century Curriculum to Promote Flexible Learning Arrangements Focused on Growth*
Zohraida Sibtain Karim, Atlantic International University, USA

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, USA

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.

# Conference Highlights: The Past 12 Months

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

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

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

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

**Below left:** Dr Xiaoyan Liang is a Lead Education Specialist in the World Bank, with a focus on educational development in Africa and East Asia. Her wide ranging keynote, "Education in a Changing World: New Partnership and Changing Paradigm for Education Development", was sponsored by the World Bank. **Below right:** Dr Andy Curtis of Anaheim University, USA, a language educator with an international reputation, and past president of TESOL International, delivered a funny but stinging keynote entitled "'Ignorance is Bliss': The New Anti-Education Movement", that looked at educators navigating a world in which political leaders often boast of their ignorance, rather than education.
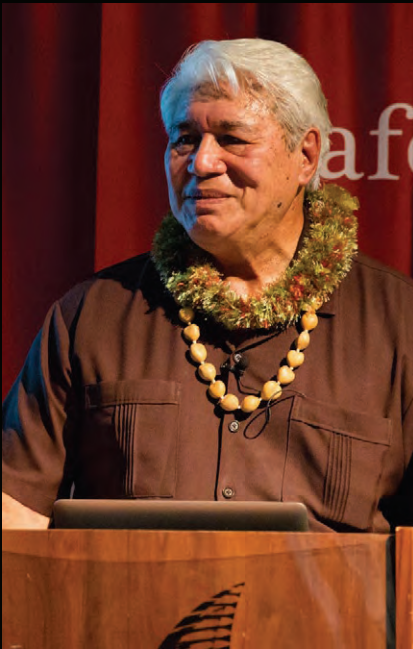
**Above left:** Dr Failautusi 'Tusi' Avegalio is the director of the Pacific Business Center Program and the executive director of the Honolulu Minority Business Enterprise Center at the University of Hawai'i at Mānoa's Shidler College of Business. Descended from a long line of Samoan chiefs, Dr Tusi was raised in the coastal village of Leone in American Samoa before receiving university education in the United States, and becoming a professor. Here he delivers a keynote address that looks at the importance of respecting indigenous knowledge and wisdom in the context of modern educational systems. **Above centre:** Dr Sela V. Panapasa of the University of Michigan, USA, addresses the "Surviving and Thriving in Times of Change" theme of the conference in her excellent keynote address entitled, "Anticipating Educational Needs That Ensure a Diverse, Equitable, and Inclusive Workforce for a Changing U.S. Population". Dr Panapasa is a sociologist who was born in Fiji, and who has worked extensively throughout the Pacific Islands. **Above right:** Dr Sheri-Ann Daniels is the executive director of Papa Ola Lōkahi, the Native Hawaiian health board, and chair of Nā Limahana o Lonopūhā, the Native Hawaiian Health Consortium. Here she delivers a keynote presentation entitled "Native Hawaiian Health: Opportunities to Develop A Healthy Leadership and Workforce".

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

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

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

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

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

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

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

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

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

**Below left:** Dr Connie Guberman of the The University of Toronto, listens to questions following her featured address on an initiative using oral history as a means of educating for change by challenging traditional institutional structures of knowledge creation. **Below middle:** Dr Jack Frawley of the  University of Sydney's National Centre for Cultural Competence delivers a plenary address on leadership and intercultural studies. **Below right:** Dr Tzu-Bin Lin of the National Taiwan Normal University explains how professional development and leadership programs are developing on Taiwan to raise standards in secondary schools.
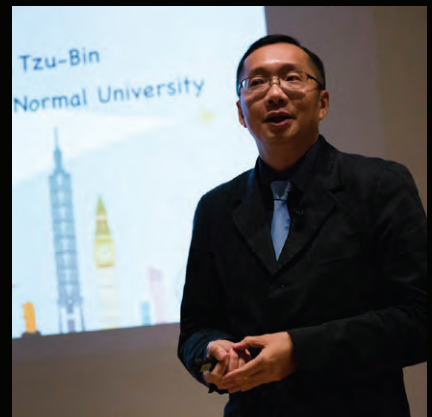
**Opposite Bottom:** After an amazing taiko drum performance and interactive music workshop, delegates from around the world mix with local students from AIE International High School's drum club.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Above left:** At The European Conference on Education 2017 (ECE2017), Professor Kwame Akyeampong of the Centre for International Education (CIE), University of Sussex, UK, gives a Keynote Presentation on transforming the educational experience of African children through emancipatory research. Professor Akyeampong has been a senior policy analyst at UNESCO, and also consulted for the Ghanaian Ministry of Education. **Above right:** ECE2017 Keynote Speaker Matthew Taylor, Chief Executive of the Royal Society for the Encouragement of Arts, Manufactures and Commerce, UK, delivers an address entitled "Think Like a System, Act Like an Entrepreneur" as part of the conference Plenary Panel. Prior to becoming Chief Executive of the RSA, Matthew Taylor was Chief Adviser to Prime Minister Tony Blair, as head of the Number 10 Policy Unit, and is the author of the 2017 Taylor Review of Modern Working Practices, commissioned by the incumbent UK government.

**Below left:** Professor Svetlana Ter-Minasova engages the audience at The European Conference on Language Learning 2017 (ECLL2017) with a Keynote Presentation on how to shatter the linguistic, cultural and psychological barriers to international communication. Professor Ter-Minasova is founding President of the Faculty of Foreign Languages and Area Studies at Lomonosov Moscow State University, Russia and a public intellectual in Russia. **Below right:** Professor Anne Boddington, Professor of Design Innovation and Dean of the College of Arts and Humanities, University of Brighton, UK, moderates the Plenary Panel "Think Like a System, Act Like an Entrepreneur" at ECE2017.

**Bottom left:** ECE2017 Featured Speaker Professor David Hicks of Virginia Tech, USA, addresses delegates on the topic of "Teaching Difficult Histories Through Film: Examples and Perspectives from the Field", highlighting the pedagogical challenges that emerge when film is used to teach about the complex business of the representations of "the other". **Bottom right:** Professor Brian Hudson, Professor of Education and Head of the School of Education and Social Work at the University of Sussex, UK, moderates a Plenary Panel entitled "Education for Change: Addressing the Challenges of UN Sustainable Development Goal 4" at ECE2017.

The Asian Conference on Social Sciences 2017 (ACSS2017), The Asian Conference on Sustainability, Energy & the Environment 2017 (ACSEE2017) and The Asian Conference on Aging & Gerontology (AGen2017), were held in Kobe, Japan, June 8–11, 2017. **Above left:** His Excellency Dr Toshiya Hoshino gives an incisive Keynote Presentation as part of an ACSS2017 Plenary Panel entitled "East Meets West", giving a historical overview of recent trends in International Relations. Dr Hoshino is now Japanese Ambassador to the United Nations in New York, having been seconded from Osaka University, where he is Professor at the Osaka School of International Public Policy (OSIPP). A former Vice-President of the university, he is also a member of IAFOR's Board of Directors. **Above center:** Professor Haruko Satoh of Osaka School of International Public Policy (OSIPP), Osaka University, Japan, addresses delegates as part of the same ACSS2017 Plenary Panel. Professor Haruko Satoh is a member of IAFOR's Academic Governing Board. **Above right:** Political Philosopher, Professor Michael Anthony C. Vasco, Dean of the Faculty of Arts and Letters at the University of Santo Tomas in the Philippines, sits on the same Plenary Panel at ACSS2017.

**Below left:** Director of the NACDA Program on Aging and Vice-President of IAFOR Dr James W. McNally gives a Featured Presentation on methodologies for the collection of comparative community-level public health data at AGen2017. **Below right:** Dr Hiroshi Ishida, Professor of Sociology at the Institute of Social Sciences, University of Tokyo, Japan, sits on an AGen2017 Plenary Panel entitled "Easts Meets West – Healthy, Active and Beautiful Aging in Asia".

**Bottom left:** ACSS2017 Featured Speaker Dr Philip Sugai of Doshisha Business School, Japan, examines the concept of value in marketing. **Bottom right:** ACSEE2017 Spotlight Speaker Dr Maxime Jaffré, Assistant Professor in Sociology of Culture at the Ecole des Hautes Etudes en Sciences Sociales and a member of IAFOR's International Academic Advisory Board, questions whether data science can do without the field survey.

The Asian Conference on Cultural Studies 2017 (ACCS2017), The Asian Conference on Asian Studies 2017 (ACAS2017) and The International Conference on Japan & Japan Studies (IICJ2017), held June 1–4, 2017, brought together delegates from all over the world to explore the theme of "Global Realities: Precarious Survival and Belonging".

**Above left:** Professor Gaurav Desai of the University of Michigan, Ann Arbor, USA, examines the figure of the migrant in recent Anglophone fiction from Africa and South Asia in his ACCS2017 Keynote Presentation entitled "Precarious Futures, Precarious Pasts: Migritude and Planetarity". **Above right:** In a Featured Panel Presentation at ACCS2017, Professor Donald E. Hall, Professor Emerita Sue Ballyn and Professor Emeritus Yasue Arimitsu discuss the challenges of doing Cultural Studies today, exploring the emerging geo-political constraints on their work, as well as their respective national and institutional contexts, and interact with the audience on the topic of strategies for individual and collective response to the challenges that we face.

**Below left:** The University of Barcelona's Professor Emerita Sue Ballyn gives a Spotlight Presentation at ACCS2017 on the subject of surgeons on eighteenth-and-nineteenth-century female convict transports, often the unsung heroes of hazardous passages to the Antipodes, discussing the importance of their power at sea and on land, their care of their charges and how medical improvisation very often saved a patient's life. **Below right:** In his ACAS2017 Featured Presentation entitled "Buddhist Terrorism?", Dr Brian Victoria of the Oxford Center for Buddhist Studies examines the long history of those calling themselves Buddhists who engaged in warfare, despite Buddhism's long-standing reputation in the West as a religion of peace.
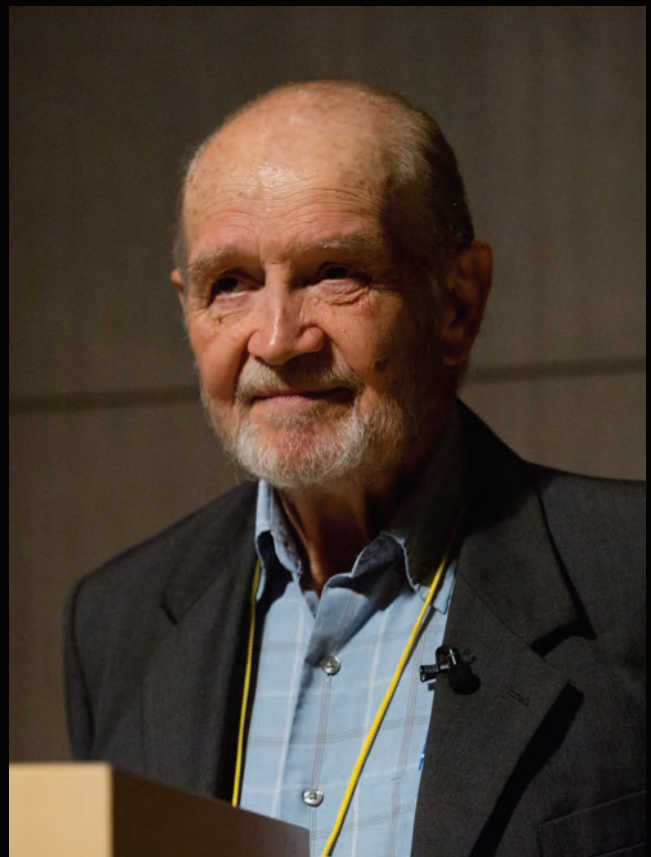
**Above:** To ensure that delegates have an especially memorable experience, IAFOR conferences include tours to places of historic and cultural interest, led by experienced tour guides.

Fushimi Inari Grand Shrine in Kyoto, Japan, features an iconic pathway lined with orange torii, each donated by a Japanese business, that creates a 4 km tunnel leading up a mountain behind the shrine.

**Below left:** Professor Ted O'Neill of Gakushuin University, Tokyo, Vice-President (at large) of IAFOR, gives a Keynote Presentation entitled "Change in Japanese Tertiary Education: Implementing Content and Language Integrated Learning (CLIL) in Japan" at The Asian Conference on Language Learning 2017 (ACLL2017). **Below center:** Featured Speaker Professor Mark Pegrum presents on moving beyond web 2.0 when designing authentic mobile learning for everyday contexts in Asia at The Asian Conference on Technology in the Classroom 2017 (ACTC2017). Mark Pegrum is an associate professor in the Graduate School of Education at The University of Western Australia, where he specialises in mobile learning and, more broadly, e-learning. **Below right:** Professor Barbara Lockee, Associate Director of the School of Education and Associate Director of Educational Research and Outreach at Virginia Tech, USA, explores the changing landscape for instructional design professionals in educational contexts and their potential to serve as change agents in the adoption of learning innovations at ACTC2017. Dr Lockee is Vice-President of IAFOR's Education Division.

**Above left:** During the annual haiku workshop at The Asian Conference on Literature 2017 (LibrAsia2017), Hana Fujimoto of the Haiku International Association, Japan, gives a background and history to haiku and invites participants to write their own poems. **Above right:** Also at the LibrAsia2017 haiku workshop, Emiko Miyashita, a prominent haiku poet who is also a councillor for the Haiku International Association, and a board member of the JAL Foundation, reads world-famous haiku before inviting audience members to compose haiku of their own. In addition to the yearly haiku workshop, LibrAsia2017 features the IAFOR Vladimir Devidé Haiku Award Ceremony, at which all award-winning entries are read out. The IAFOR Vladimir Devidé Haiku Award is an open competition for previously unpublished haiku written in the English language. The award is for haiku regardless of whether in the traditional or modern style; it transcends haiku divisions and is based only on literary merit.

**Below left:** Celebrated international pianist and former Fulbright scholar Marusya Nainggolan of the University of Indonesia, Indonesia, gives a resounding performance at The Asian Conference on Arts & Humanities 2017 (ACAH2017). Marusya Nainggolan performs music nationally and internationally, as well as teaching European Studies at the University of Indonesia and serving as a music counsellor for studies on music and health in the Indonesian National Health Department. **Below right:** At The Asian Conference on Arts & Humanities 2017 (ACAH2017) Dr Yutaka Mino, Director of the Hyogo Prefectural Museum of Art and the Yokoo Tadanori Museum of Contemporary Art, and Honorary Director of the Abeno Harukas Museum of Art, Japan, speaks on "Art and Narrative in the Public Sphere", examining art as a medium for telling stories and creating narrative, and how curation can be used to contextualise and situate works of art.

**Bottom left:** Professor Georges Depeyrot is a monetary historian at the French National Center for Scientific Research (CNRS) in Paris. As part of a Featured Panel Presentation on "Constructing History" at The Asian Conference on Literature 2017 (LibrAsia2017), he discusses the importance of the construction of national history in the creation of personal and national identity. **Bottom right:** In the same Featured Panel Presentation at The Asian Conference on Literature 2017 (LibrAsia2017), Professor Myles Chilton, a member of the Department of English Language and Literature at Japan's Nihon University, explores how history shapes our political decisions today, and how we go about building, revising and deconstructing history.

**Above left:** In a Featured Panel Presentation on the right to education at The Asian Conference on Education & International Development (ACEID2017), Osaka University's Professor Haruko Satoh, Chair of the Politics, Law & International Relations section of IAFOR's International Academic Advisory Board, examines the conference theme, "Educating for Change", in the context of the conference screening of *Among the Believers*, and the friction between preserving culture and challenging culture in areas of the world where education is highly politicised. **Above right:** At the same conference, Professor Adrian Ziderman, Sir Isaac Wolfson Professor in Economics and Business Administration at Bar-Ilan University, Israel, gives an interactive Spotlight Workshop on publication ethics as part of his role as Research Chair and Trustee at the Committee on Publication Ethics (COPE).

**Below left:** Also at ACEID2017 Featured Speaker Jessica Loh gives an engaging presentation entitled "Values for Global Citizenship: Fostering Innovation and Access with the Higher Education Context". Jessica Loh is Director of Outreach at the Institute of International Education, Thailand. **Below center:** In a Featured Presentation at ACEID2017, Dr Rachel Lam of the Department of Learning Sciences and Higher Education at ETH Zurich in Switzerland, discusses the importance of environmental education in primary school. **Below right:** Professor Hiroshi Nittono, Full Professor of Experimental Psychology at the Graduate School of Human Sciences, Osaka University, Japan, gives a Keynote Presentation on the psychology of Japanese "kawaii" culture at The Asian Conference on Psychology & the Behavioral Sciences 2017 (ACP2017).

**Bottom left:** ACP2017 Featured Speaker Professor Ronald Mellado Miller of Brigham Young University – Hawaii, USA, presents on "A Poverty of Hope: Towards a Psychology of Humanitarian Success", discussing how programmes and implementations can meet both physical and psychological needs and how taking into account psychology can enhance humanitarian success and achieve far more than simply extending life. **Bottom center:** In a Featured Panel Presentation at The Asian Conference on Ethics, Religion & Philosophy 2017 (ACERP2017), Professor Koji Higashikawa of Kanazawa University, Japan, engages the audience on the subject of free speech and hate speech in the context of the conference theme, "History, Story, Narrative". **Bottom right:** In the same ACERP2017 Featured Panel Presentation, Shiki Tomimasu discusses the important ethical issues surrounding Japan's recent Hate Speech legislation, drawing on his experience as lead counsel for the Hate Speech Legislation Japanese Supreme Court test case.

The IAFOR Dubai Conference Series was held in February 2017 at the The InterContinental Festival City Event Centre in Dubai, UAE. This interdisciplinary event considered the joint themes of "Educating for Change" and "East Meets West: Innovation and Discovery".

**Top left:** Professor Donald E. Hall, Dean of the College of Arts and Sciences at Lehigh University, USA, gives a compelling Keynote Presentation at The IAFOR International Conference on Education – Dubai 2017 (IICEDubai2017) on "Interdisciplinary Education for Innovation and Change". Professor Hall is Vice-President of IAFOR. **Top right:** IICEDubai2017 Keynote Speaker Professor Christina Gitsaki of Zayed University, UAE, addresses delegates on the topic of "Education: A Supertanker in an Ocean of Change and Innovation", discussing change in education from a number of different perspectives, at The IAFOR International Conference on Education – Dubai 2017 (IICEDubai2017).

**Below left:** In a Featured Presentation at The IAFOR International Conference on Education – Dubai 2017, Dr Fadi Aloul speaks on bringing education to schools and universities to help create future innovators. Dr Fadi Aloul is Professor and Department Head of Computer Science and Engineering and the Director of the HP Institute at the American University of Sharjah (AUS), UAE. **Below right:** As a Featured Speaker at the same conference, Dr Sufian Abu-Rmaileh of UAE University, UAE, presents on "Leadership Skills & Styles for Successful Administrators". Dr Abu-Rmaileh is President of TA Toastmasters and former President of TESOL Arabia.

**Bottom left:** In a lively Featured Presentation at The IAFOR International Conference on the Social Sciences – Dubai 2017, Dr Virginia Bodolica, American University of Sharjah, UAE, discusses "Managing for Innovation and Sustainability: Lessons from the Gulf Region", illustrating the recent accomplishments of several Gulf-based nations in espousing the principles of the knowledge-based economy and delineating strategic priorities for attaining sustainable development goals. **Bottom right:** Dr Christine Coombe of Dubai Men's College, UAE, gives a Featured Presentation as part of The IAFOR International Conference on Education – Dubai 2017 on educators' productivity, sharing the results of a research project investigating how the most productive TESOLers "fit it all in" and attain the ever-elusive work-life balance. Dr Coombe is a past president of both TESOL Arabia and TESOL International.

# Introducing IAFOR's Academic Grants & Scholarships
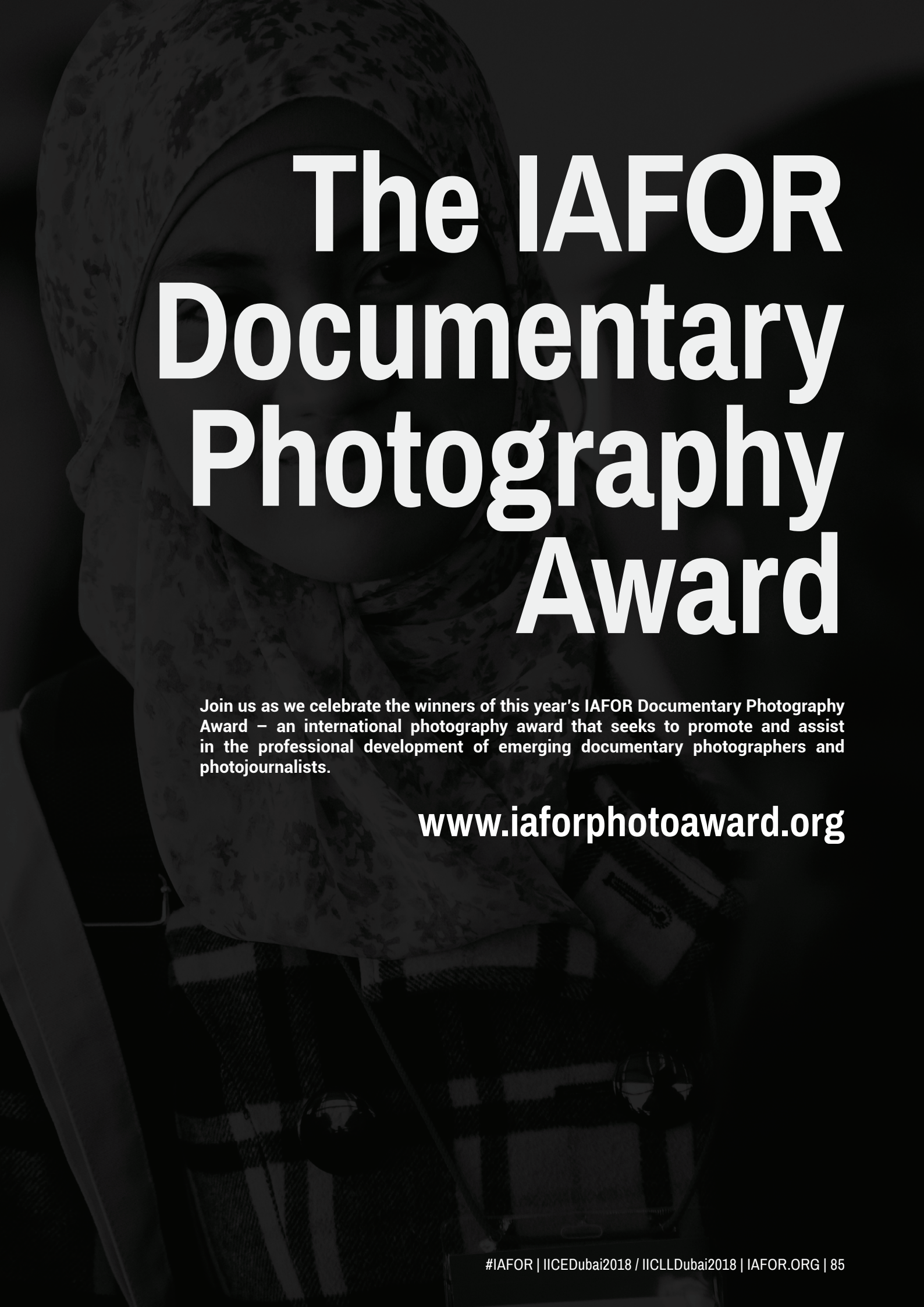
IAFOR is dedicated to helping young scholars achieve their research and academic goals, while also encouraging them to apply the principles of interdisciplinary study to their work. IAFOR offers travel and accommodation grants and full or partial scholarships covering conference registration fees to PhD students and early career academics who might not otherwise have the financial resources to be able to attend our academic conferences.

**Who can receive an IAFOR grant or scholarship?** Awards are based on the appropriateness of the educational opportunity in relation to the applicant's field of study, financial need, and contributions to their community and to IAFOR's mission of interdisciplinarity. Scholarships will be awarded based on availability of funds from IAFOR and will vary with each conference.

**How are recipients of an IAFOR grant or scholarship selected?** The Organising Committee of the relevant IAFOR conference will award scholarships to eligible applicants who have submitted exceptional abstracts that have passed the blind peer review process and have been accepted for presentation at one of our conferences.

**How can I apply for an IAFOR grant or scholarship?** If you are eligible for an IAFOR grant or scholarship and would like to be considered, please submit your abstract to the conference you would like to attend and select the checkbox for the relevant award during the submission process. Abstracts must be submitted by the initial submission deadline of the relevant conference in order to be considered for funding. Applicants will be notified of results within three to four weeks of the initial submission deadline.

For more information please visit **www.iafor.org/financial-support**

# The IAFOR Documentary Photography Award

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

## www.iaforphotoaward.org

# Award Judges

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

**Paul Lowe**
Founding Judge

He is a consultant to the World Press Photo Foundation in Amsterdam, an independent, non-profit organisation that is a major force in developing and promoting visual journalism worldwide. His book, *Bosnians*, documenting 10 years of the war and post-war situation in Bosnia, was published in April 2005 by Saqi Books. He regularly contributes to international and national conferences in photography, media and education, and has published chapters in edited books on these themes as well.
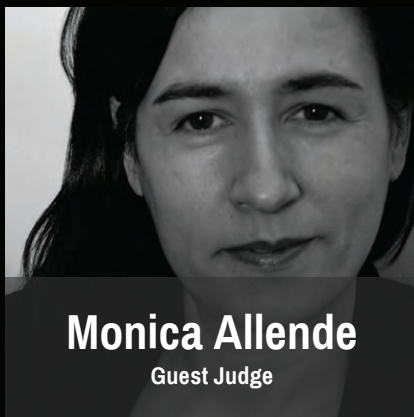
**Monica Allende** is a photo editor, curator, cultural producer and educator. She is GetxoPhoto Festival Artistic Director from 2017 to 2019, and is the Director of FORMAT17 International Photography. She is currently producing several multidisciplinary projects with artists worldwide, has collaborated with screen projects, and is co-founder of Offspring Photo Meet, London. Previously she was Photo Editor at *The Sunday Times Magazine*, where she launched the award-winning photography section "Spectrum". She is a visiting lecturer at the London College of Communication and lectures and teaches workshops in photography at, among others, ScreenLab, London; EFTI, Madrid; Tashkeil, Saudi Arabia; Mentorship Business Programme DEVELOP at the University of Sunderland; Festival di Internazionale a Ferrara; WPP workshop Angola; Magnum Professional Practice Workshops.

**Monica Allende**
Guest Judge

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

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

**Jocelyn Bain Hogg**
Guest Judge

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

# IAFOR Documentary Photography Award 2017

## Friday, February 16 | 12:00-12:15 | Room Al Noor

## Award Winners Screening

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

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

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

# Supporters

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

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



# Sponsorship Opportunities

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

# Photojournalism is in our DNA

**Think Tank Photo is proud to recognize the winners of the 2017 IAFOR Documentary Photography Award.**

Your work delivers awareness of those in need to those who can help, and we truly appreciate your contribution.

IAFOR DOCUMENTARY PHOTOGRAPHY AWARD

Think Tank got its start helping photojournalists be prepared to "capture the moment" though innovative camera carrying solutions. Today, we are the choice of working professionals, offering high-quality products with exemplary customer service.

©Dani Tapia Daza

©Fernando Llano

**think**TANK®

www.thinktankphoto.com

# Submit your research to the
# IAFOR Journal of Education

The *IAFOR Journal of Education* is an internationally reviewed and editorially independent interdisciplinary journal associated with IAFOR's international conferences on Education.

Like all IAFOR publications, it is freely available to read online, and is free of publication fees for authors. The first issue was published in May 2013, and the journal continues to publish three issues per year.

The *IAFOR Journal of Education* is calling for submissions for a special issue on "Teacher Education: Challenges and Opportunities", with a target publication date of September 30, 2018.

**Guest Editor:** Dr Yvonne Masters, University of New England, Australia
**Submission deadline:** March 1, 2018

The aim of this special issue is to discuss teacher education and its opportunities and challenges. In the current accountability climate, where everything is expected to be measurable, the words evidence and impact are at the forefront in new policies, all in the pursuit of quality teachers. The quality imperative has raised questions in many areas of teacher education: who is selected for teacher education courses? Can prior experience be recognised? What capstone assessment will measure compliance with standards? What is good evidence? These are only a few of the questions surrounding a much contested education arena.

We are calling on anyone who is working and/or researching within the teacher education field to submit an article to this special issue. We welcome articles about one of the issues mentioned above or about any other topic within the wider field. Our aim is to publish about teacher education around the globe, highlighting similarities and differences in multiple countries.

We encourage you to submit your manuscript (as a Word file) via the manuscript submission form available on the journal homepage (www.ije.iafor.org). Please include "Special Issue" at the beginning of your article title in the submission form and article file. Submissions open on October 1, 2017. Please read the information on the journal homepage and follow the journal's Author Guidelines before submitting your paper.

We look forward to receiving your submissions. If you have any questions, please don't hesitate to contact the special issue Guest Editor, Dr Yvonne Masters (yfmasters@gmail.com), or the IAFOR Publications Team (publications@iafor.org).

For more information about the *IAFOR Journal of Education* please visit:
## www.ije.iafor.org

# Presenters
# & Reviewers

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

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

# A-Z Index of Presenters

# A-Z Index of Presenters

# Thank You

To show our appreciation for your participation, IAFOR would like to offer you a 10% discount off your next IAFOR conference registration. This offer covers any IAFOR conference that you may choose to attend. For more information, please visit **www.iafor.org/conferences**.

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IAFOR's peer review process, which involves both reciprocal review and the use of Review Committees, is overseen by conference Organising Committee members under the guidance of the Academic Governing Board. Review Committee members are established academics who hold PhDs or other terminal degrees in their fields and who have previous peer review experience.

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

# ECE/ECLL2018
# BRIGHTON, UK

## www.ece.iafor.org | www.ecll.iafor.org

IICEDubai2018 / IICLLDubai2018 conference delegates receive a 10% registration discount

# ECE/ECLL2018 Conference Theme

# "Surviving and Thriving: Education in Times of Change"

**Venue & Location: The Jurys Inn Brighton Waterfront, Brighton, UK
Dates: Friday, June 29, 2018 to Sunday, July 01, 2018**

**Final Abstract Submission Deadline: April 16, 2018
Advance Registration Deadline for Presenters: April 16, 2018
Final Registration Deadline for Presenters: May 16, 2018**

For the fifth consecutive year, The European Conference on Education (ECE) will be held alongside The European Conference on Language Learning (ECLL) bringing together delegates from many different national, cultural and linguistic backgrounds to Brighton, UK, to present new research and exchange ideas. This exceptional platform welcomes speakers and delegates for challenging debate and stimulating discussions around the latest concepts and approaches in Education and Language Learning.

These two events are scheduled simultaneously to maximise opportunities for interdisciplinary discussion and interaction. Registration for either conference allows participants to attend sessions in the other.

In conjunction with our Global Partners, including the University of Sussex (UK) and Birkbeck, University of London (UK), we look forward to extending you a warm welcome in 2018.

For more information and to submit an abstract visit:
**www.ece.iafor.org** or **www.ecll.iafor.org**

Image | The Royal Pavilion, Brighton, UK

# Upcoming Events
## www.iafor.org/conferences

## Kobe, Japan, 2018

### March 22–24
**The Asian Conference on
Psychology & the Behavioral Sciences**
(acp.iafor.org)
**The Asian Conference on
Ethics, Religion & Philosophy**
(acerp.iafor.org)

### March 26–28
**The Asian Conference on
Education & International Development**
(aceid.iafor.org)

### March 30 – April 1
**The Asian Conference on Arts & Humanities**
(acah.iafor.org)

### April 27–30
**The Asian Conference on Language Learning**
(acll.iafor.org)

### June 1–3
**The Asian Conference on Cultural Studies**
(accs.iafor.org)
**The Asian Conference on Asian Studies**
(acas.iafor.org)

### June 8–10
**The Asian Conference on the Social Sciences**
(acss.iafor.org)
**The Asian Conference on
Sustainability, Energy & the Environment**
(acsee.iafor.org)
**The Asian Conference on Aging & Gerontology**
(agen.iafor.org)

## Tokyo, Japan, 2018

### October 5–7
**The IAFOR Conference on Innovation – Tokyo**
(ici-tokyo.iafor.org)

### October 9–11
**The Asian Conference on
Media, Communication & Film**
(mediasia.iafor.org)

### October 13–15
**The Asian Conference on Education**
(ace.iafor.org)
**The Asian Undergraduate Research
Symposium (AURS)**
(aurs.iafor.org)

# Upcoming Events
## www.iafor.org/conferences

## Brighton, UK, 2018

### June 29 – July 1
**The European Conference on Education**
(ece.iafor.org)
**The European Conference on
Language Learning**
(ecll.iafor.org)

### July 3–4
**The European Conference on
Psychology & the Behavioral Sciences**
(ecp.iafor.org)
**The European Conference on
Ethics, Religion & Philosophy**
(ecerp.iafor.org)

### July 6–7
**The European Conference on the Social Sciences**
(ecss.iafor.org)
**The European Conference on
Sustainability, Energy & the Environment**
(ecsee.iafor.org)

### July 9–10
**The European Conference on Arts & Humanities**
(ecah.iafor.org)
**The European Conference on
Media, Communication & Film**
(euromedia.iafor.org)

## Barcelona, Spain, 2018

### July 13–15
**The IAFOR International Conference on the City**
(city.iafor.org)
**The IAFOR International Conference on
Global Studies**
(global.iafor.org)

## Hong Kong, 2018

### December 5–7
**The IAFOR Conference on Heritage – Hong Kong**
(heritage-hongkong.iafor.org)

## Honolulu, USA, 2019

### January 3–5
**The IAFOR International Conference on
Education – Hawaii**
(iicehawaii.iafor.org)
**The IAFOR International Conference on
Sustainability, Energy & the Environment – Hawaii**
(iicseehawaii.iafor.org)

# Learn more about the IAFOR Research Centre at Osaka University



**THE IAFOR RESEARCH CENTRE
OSAKA SCHOOL OF INTERNATIONAL PUBLIC POLICY
OSAKA UNIVERSITY**

**大阪大学大学院国際公共政策研究科OSIPP
IAFOR研究センター**

The IAFOR Research Centre (IRC) is a politically independent international interdisciplinary think tank based at Osaka School of International Public Policy (OSIPP), at Japan's Osaka University, that conducts and facilitates international and interdisciplinary research projects. The main focus is to encourage mutual international and intercultural understanding and cooperation in line with IAFOR's mission of encouraging interdisciplinary discussion, facilitating heightened intercultural awareness, promoting international exchange, and generating and sharing new knowledge.

The IRC helps to nurture and capacity build by encouraging students to take part in international conferences and research projects, in line with the Osaka University's Global 30 commitments from Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT).

For more information about the IAFOR Research Centre visit:
**www.osipp.osaka-u.ac.jp/iaforresearchcentre/**