



the iafor european conference series 2014

ece2014

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Eye Magazine

The Magazine of The International Academic Forum | Issue 3 | Spring 2014

Exclusive Interview Severn Cullis-Suzuki

From the Midwest to the
Middle East

Gary Swanson interviews Richard Roth
about his life and work in journalism

Progressively Worse Classrooms

How Long Can We Tolerate Declining
Standards? by Craig Sower

University Rankings

Crossing Disciplines, Borders,
and Credulity by Jerry Platt

Japan's Abenomics Story

A quintessential dialogic news event
by Beryl Hawkins and Barry Natusch

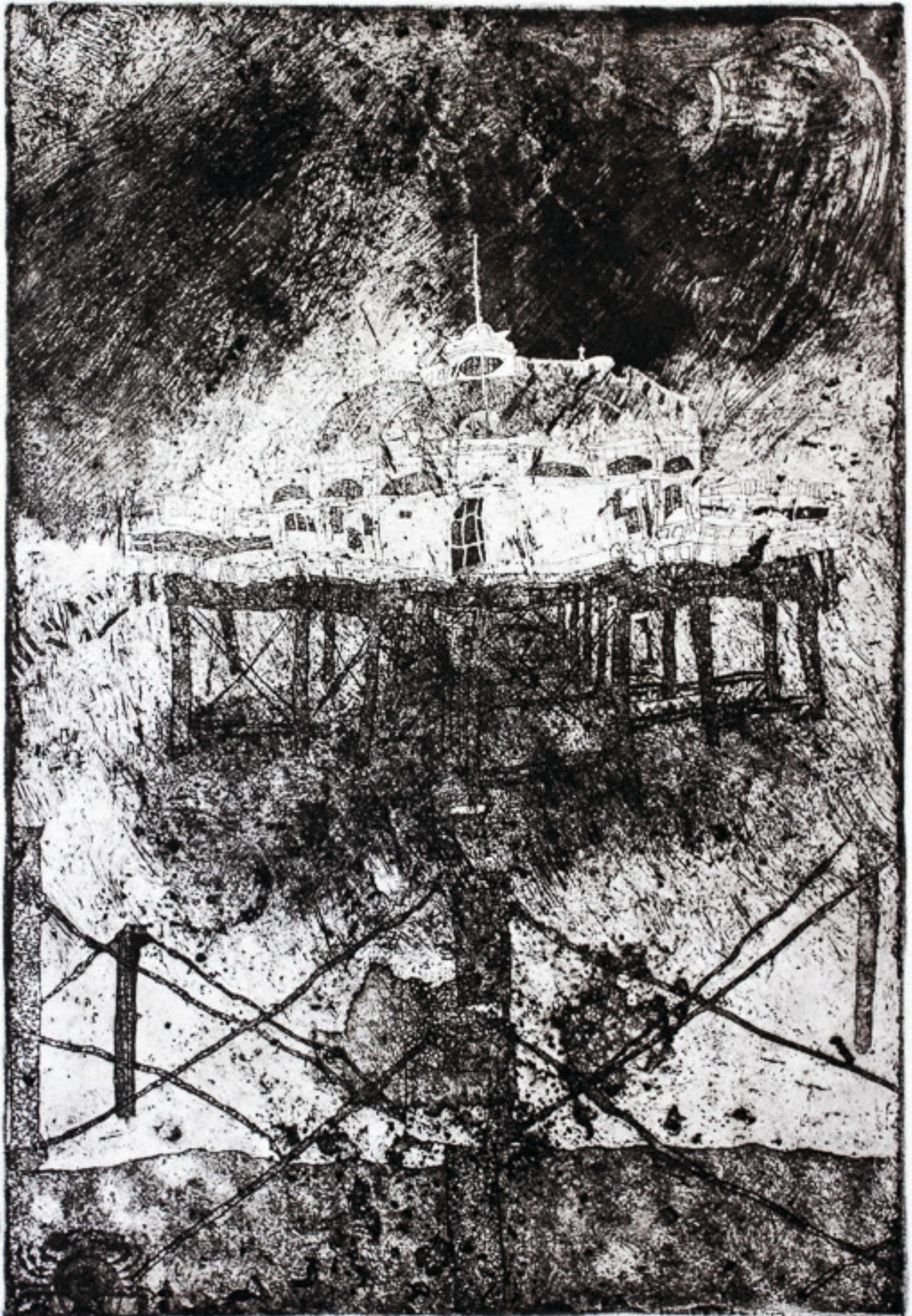
One Big Happy Family?

Subverting Reaganism in Peggy Sue
Got Married by Douglas Forster



Read the Latest Edition of Eye Magazine

The Spring 2014 edition of Eye magazine includes an exclusive interview with Severn Cullis-Suzuki, a new design layout, as well as some other great articles, op-eds and essays. Eye magazine is available on the IAFOR website and through the ISSUU reader on your browser or mobile device.

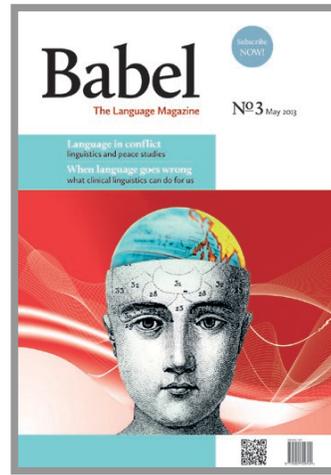
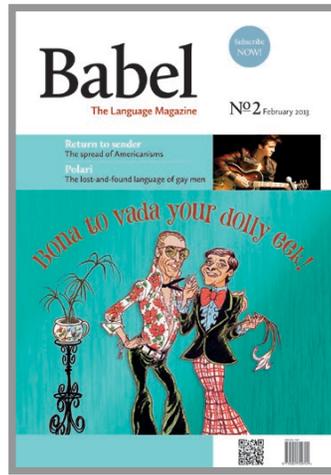




ECE/ECLL/ECTC 2014 Programme Cover Image:
“The Royal Pavillion” by Jim Haldane

The spectacular seaside palace of the Prince Regent (George IV) was transformed by John Nash between 1815 and 1822 into one of the most dazzling and exotic buildings in the British Isles. The Pavilion houses furniture and works of art including original pieces lent by the current monarch, Queen Elizabeth II, and a magnificent display of Regency silver-gilt. The Royal Pavilion Tearoom, with its fabulous balcony, overlooks the Pavilion gardens, which have also been returned to their original Regency splendour. The site continued as a royal residence until the time of Queen Victoria, who had the contents of the Pavilion moved to London or sold. The whole estate was purchased by Brighton in 1850 to be used as public assembly rooms and gardens.

Multimedia guides in various languages are available free to all visitors.
Open daily during July 09:30 - 17:30. Admission for adults is 11 GBP.



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Babel is published four times a year.

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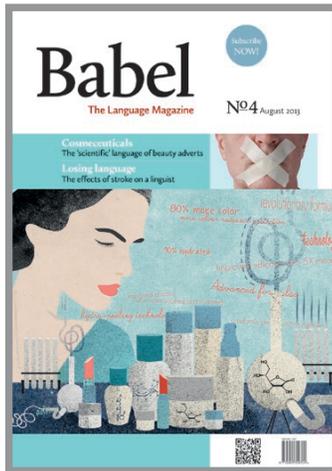
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Each issue of Babel is 52 pages of language-lovers' lore. Topics include:

- The vagaries of English spelling
- The lost language of gay men
- How language can be used as forensic evidence
- The scientific discourse of beauty adverts
- A linguist's personal account of the effects of stroke on his language abilities

Each issue of Babel also includes regular features, such as:

- **Meet the Professional:** an interview with someone who uses linguistics in their career.
- **Linguistic Lexicon:** a glossary of linguistic terms
- **Languages of the World:** a description of a lesser-known language
- **Ask a Linguist:** a reader's question is posed to an expert linguist
- **Lives in Language:** a biography of a legendary linguist
- **Language Games:** puzzles and quizzes to test your skills
- **Reviews** of general interest language books

 Babel: The Language Magazine

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welcome to brighton



Dear Delegates,

Welcome to the UK and to the wonderful city of Brighton & Hove, a vibrant and diverse center of the arts and culture, as well as home to two universities. Welcome to the conference home of the International Academic Forum's European Conference Series.

An International Academic Forum (IAFOR) conference is an international, interdisciplinary, intercultural and inter-professional event that invites academics, practitioners, scholars and researchers from around the world to meet, network, share intellectual developments, explore challenges to dominant paradigms, and exchange ideas in a supportive environment.

Since 2009, IAFOR has promoted and facilitated research synergies and partnerships between individuals and institutions in, and between Asian countries, and between Asian countries and the outside world. This function as a network hub has seen IAFOR grow to develop partnerships with many of the world's foremost institutions of learning, and this event is strongly supported by the global partnership, including Waseda University (Japan), Birkbeck University of London (UK), The National Institute of Education (Singapore), The National University of Tainan (Taiwan), Lincoln University (UK), the Hong Kong Institute of Education (HKSAR), Auburn University (USA), and our newest partner, Virginia Tech (USA), among many others.

IAFOR provides an international academic forum that encourages the development of collaborative links and connections between researchers, academics, scholars and practitioners, and I strongly encourage your active and open-minded engagement with the conference over this long weekend together.

These joint conferences are held as part of four interdisciplinary weekends for IAFOR in the UK, and the programme promises to be exciting, with thematic topics that address the central international, intercultural and interdisciplinary aims of the conference in different but complementary ways, including through papers that draw on empirical research, that develop theoretical and conceptual insights, and that engage with education, teaching and learning from varied research approaches. The conference will be enhanced through its wide variety of presenters, who will draw on their diverse experiences and knowledges, and on their academic, personal and geographical contexts, in a programme that promises stimulating and challenging discussion, intellectual discovery, and the generation of new knowledge.

This weekend we are more than 250 delegates from over 40 countries, as we come together to seek insights and answers from each other in search of multidisciplinary research synergies.

I would like to thank the conference chairs and the keynote and featured speakers, as well as each and every delegate, and I look forward to meeting you all.

Respectfully

Joseph Haldane
IAFOR Executive Director



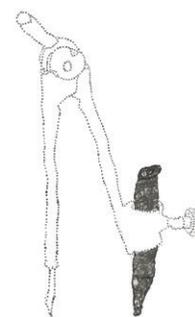
letter of welcome



About 3 min walk 

The Lanes and Seafront

Visit Brighton
www.visitbrighton.com



conference at a glance

Getting to the Conference Venue

By Rail from London

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

- London Victoria – 52 minutes (direct)
- London Bridge – 58 minute (direct)
- London St Pancras – 1 hour 16 minutes (direct)

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

Central Brighton (including the Thistle Brighton) is easily walkable (about 10 minutes) from Brighton Station, but if you require a bus or taxi - these are both available at the front of the station.

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

Travelling to Brighton from the London Airports

London Gatwick Airport

Trains from Gatwick to Brighton take approximately 30 minutes direct and run regularly. The Gatwick South rail station is directly linked to Gatwick's South Terminal and just a few minutes away from North Terminal via a transit train link. You do not need to reserve tickets in advance.

London Heathrow Airport

By Rail: Take the London Underground to London Victoria and connect with a mainline train to Brighton. Alternatively, take the Heathrow Express to Paddington and then the Underground to Victoria. The Heathrow Express is probably quickest but the Underground is the cheaper option. Journey time takes approximately 2 hours 15 minutes, depending on your chosen route and connection times.

By Coach: National Express is the major coach operator serving Brighton. Most international flights arrive at Terminal 4 and 5. From Terminal 4 & 5 there are coach departures every hour. The journey takes 2 hours to 2 hours 30 minutes depending on the airport terminal you are departing from, and costs around 20 GBP each way. Brighton Coach Station is located next to Brighton Pier and is a 2 minute walk from the Thistle Brighton. Full information is available on the National Express website.

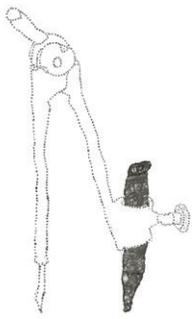
Information and Registration

If you have already paid online or by bank transfer, you will be able to pick up your registration pack at the Conference Registration and Information Desk. This will include a tote bag, the conference programme, and your official certificate of participation and receipt of payment. At this time you will also be given a name card, and lanyard. For those wishing to pay on the day, please note that we are able to accept credit cards, however, we cannot accept payment in foreign currencies.

The **Conference Registration and Information Desk** will be located on the Library Terrace in the Atrium on the first floor of the hotel throughout the conference at the following times during the conference:

Wednesday	15:00-17:00
Thursday	08:00-18:00
Friday	08:00-18:00
Saturday	08:00-18:00
Sunday	08:00-16:00

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



conference at a glance

Wednesday, July 9, 2014

8:30-17:00: Pre-Conference Tour of Sussex and Kent

This is ticketed at GBP 70.00 and there are a limited number of places. For more information, please email us at conferences@iafor.org. Please meet in the lobby at 8:30 AM for a prompt 9:00 AM departure.

15:00-17:00: Conference Registration & Information Desk Open (Library Terrace)

18:00-19:30: Conference Welcome Reception (Lobby Bar Area 1F)

To open the conference, come and enjoy a few glasses of beer, wine, or a choice of soft drinks if you prefer. You can meet with fellow delegates, network, and enjoy the night view of Brighton Beach. All registered attendees and spouses/partners are welcome.

Thursday, July 10, 2014

8:00-18:00: Conference Registration & Information Desk Open (Library Terrace)

9:00-12:15: Welcome, Keynote Speaker, and Featured Speaker Session (Renaissance Suite)

9:00-9:15: Welcome & Introductory Addresses (Renaissance Suite)

Alexander Pratt, Conference Manager
Joseph Haldane, IAFOR Executive Director

09:15-10:00: ECE Keynote Speaker (Renaissance Suite)

Penny Jane Burke, The University of Roehampton, London, UK

10:00-10:15: Coffee Break

10:15-11:00: ECE Keynote Speaker (Renaissance Suite)

Heidi Safia Mirza, Goldsmith's College, University of London, UK

11:00-11:15: Coffee Break

11:15-12:15: ECTC Featured Panel Discussion (Renaissance Suite)

Monica Kimbrell, Virginia Tech, USA
Barbara Lockee, Virginia Tech, USA
Peggy Meszaros, Virginia Tech, USA

12:15-12:20 Conference Photograph (Renaissance Suite)

12:20-13:30: Lunch Break

13:30-15:00 Parallel Session I (various rooms)

15:00-15:15 Break

15:15-16:45: Parallel Session II (various rooms)

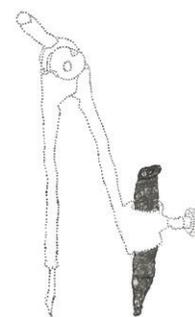
16:45-17:00: Break

17:00-17:45 Thursday Spotlight Session I (Renaissance North)

Cindy Walters, Walters & Cohen Architects, UK

18:30-21:30: A Night Out in Brighton: Official Conference Dinner

The official conference dinner will be held at the Hilton Brighton Metropole, and provides a relaxed and enjoyable environment to meet and network with other delegates. This is ticketed at 50GBP and there are a limited number of places; pre-reservation is required. The party will leave the Thistle Brighton 1F Lobby at 18:30, so please be there in good time. The venue is a short walk away. The conference dinner will begin at 19:00 at the venue and will finish at 21:00. Afterwards, a group will be lead back to the hotel or you can continue the party with other delegates.



conference at a glance

Friday, July 11, 2014

8:00-18:00: Conference Registration & Information Desk Open (Library Terrace)

9:00-10:30: Parallel Session I (various rooms) & Workshop Session I (Renaissance North)

10:30-10:45: Break

10:45-12:15: Parallel Session II (various rooms) & Workshop Session II (Renaissance North)

12:15-13:00: Lunch Break

13:00-14:00: ECLL Featured Speaker (Renaissance Suite)

Ken Wilson, Author, UK

14:00-14:15: Break

14:15-15:45: Parallel Session III (various rooms) & Poster Session II (Library Terrace)

15:45-16:00: Break

16:00-17:00: ECE Featured Speakers (Renaissance Suite)

Barbara Merrill, University of Warwick, UK

Linden West, Canterbury Christ Church University, UK

Saturday, July 12, 2014

8:00-18:00: Conference Registration & Information Desk Open (Library Terrace)

9:00-10:30: Parallel Session I (various rooms) & Workshop Session I (Noblesse)

10:30-10:45: Break

10:45-12:15: Parallel Session II (various rooms) & Poster Session I (Library Terrace)

12:15-13:15 Lunch Break

13:15-14:45: Parallel Session III (various rooms)

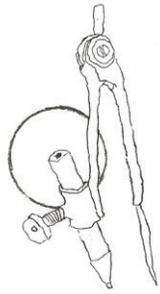
14:45-15:00: Break

15:00-16:30: Parallel Session IV (various rooms) & Workshop Session I (Wordsworth)

16:30-16:45 Break

16:45-17:45: ECE Featured Speaker (Tennyson Suite)

Sue Jackson - Birkbeck, University of London & Conference Co-Chair



conference guide

Sunday, July 13, 2014

8:00-17:00: Conference Registration & Information Desk Open (Library Terrace)

9:00-10:30: Parallel Session I (various rooms)

10:30-10:45: Break

10:45-12:15: Parallel Session II (various rooms)

12:15-13:15: Lunch Break

13:15-14:15: Parallel Session III (various rooms)

14:15-14:30: Break

14:30-15:00: Conference Chair's Address (Tennyson Suite)

Sue Jackson, Birkbeck, University of London, UK
Barbara Lockee, Virginia Tech, USA

15:00-15:15: Conference Closing Address (Tennyson Suite)

Join us for a conference highlights photography slideshow and closing remarks from Joseph Haldane, IAFOR Executive Director

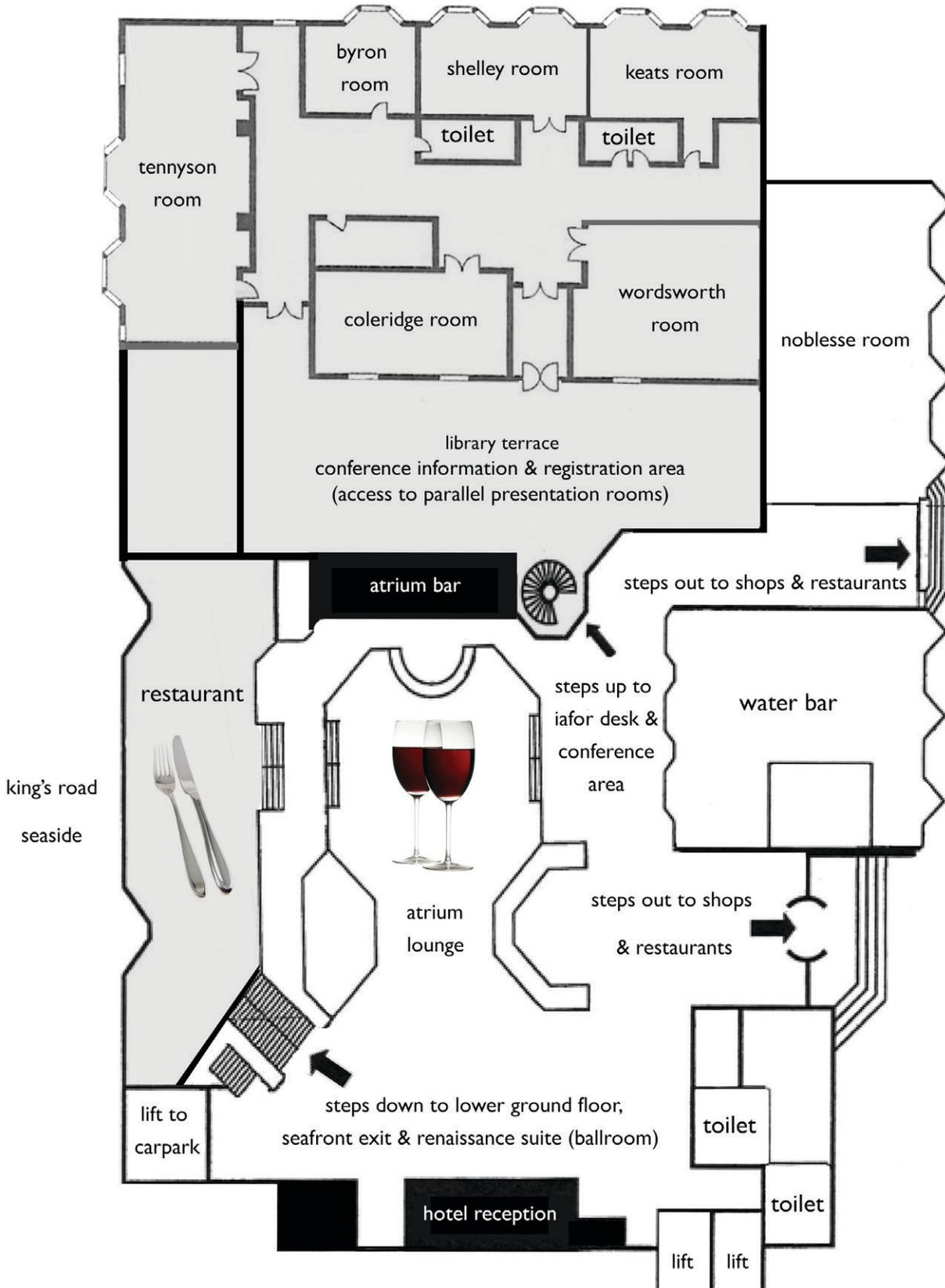
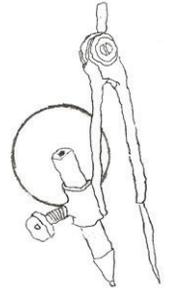
Monday, July 14, 2014

8:00-18:30 Post-Conference Tour of Blenheim Palace and Oxford

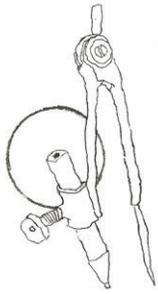
This is ticketed at GBP 100.00 and there are a limited number of places. For more information, please check with the Registration and Information Desk. Please meet in the lobby at 8:00 AM for a prompt 8:30 AM departure.

Conference Map

Floor Guide



thistle brighton conference map



conference guide

What to Wear & Bring

Attendees generally wear business casual attire. You may want to bring a light jacket or sweater as the temperature in meeting rooms is often difficult to control.

Security

Do not leave personal items or conference bags unattended anywhere in the Thistle Brighton as they will be taken away by security. For the enjoyment of all participants, inappropriate behavior will not be tolerated and offenders will be removed from the premises.

Smoking

Smoking is not permitted in the Thistle Brighton.

Internet Access

There will be a free WiFi internet connection throughout the conference areas. However, this can be unreliable and we would strongly suggest that you do not rely on a live connection for your presentation.

For your convenience, there will also be a limited number of computers at the Conference Information Desk.

Printing

There will be a printer behind the Information Desk in the base room, and 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 in peak times.

Badges

When you check in, you will receive a conference package, which includes your name badge. Wearing your badge is required for entrance to the sessions. If you lose your badge it can be replaced for a fee of 40GBP. You must wear your badge at all times during the Conference. If you are not wearing your badge, security will stop you and ask you to show your ID and evidence that you are registered. Those unable to show proof may be escorted from the Conference by security.

There are 4 colours of badges indicating the type of conference participant:

BLUE: Presenters, Exhibitors, and General Audience

YELLOW: Keynote and Featured Speakers

BLACK: IAFOR Staff & Board Members

RED: Single Day Audience

Photo/Recording Waiver

There will 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 any purpose for distribution.

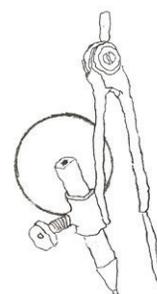
Refreshment Breaks

Complimentary coffee, tea, and water is available throughout the day in the Atrium. Light snacks will be provided once in the morning and once in the afternoon.

Meals & Drinks

On check in at the Conference Registration Desk you will receive lunch ticket(s) for the conference. Packed lunch will be provided by IAFOR. Please exchange a ticket for a lunch at the registration desk between 12:00-13:00. If you have special dietary requirements please let us know in advance.

Meals can be purchased at any of the restaurants or convenience stores in and around the Thistle Brighton.



conference guide

Conference Welcome, Keynote Speaker & Featured Speaker Session: Thursday 9:00-12:20

The plenary session will be held on Thursday morning, with the event beginning at 9:00 AM in the Renaissance Suite on the lower ground floor. Please arrive in good time if you wish to attend the session. There will be an interval after the first featured address and complimentary refreshments and snacks will be served. The plenary session will be followed by the official conference photograph.

Parallel Speaker Sessions

Parallel Sessions will run from 13:00 on Thursday afternoon, and from 9:00 AM on Friday, Saturday & Sunday morning. They are generally organized into streams. Sessions include two, three or sometimes four presenters. Each presenter has thirty minutes which includes Q and A time. The session length reflects the number of presenters.

Presentations and Equipment

All rooms will be equipped with a MacBook computer pre-installed with PowerPoint and Keynote, that is connected to a wide-screen TV. 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 the case that one fails, and suggest sending yourself the presentation by email as a third and final precaution.

Session Chairs

Session Chairs are expected to introduce themselves and other speakers (briefly), and ensure that the session begins and ends on time, and that the time is divided fairly between the presentations. Each presenter should have no less than 30 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, a yellow and red coloured timekeeping card is used as a visual cue for presenters, letting them know when they have 5 minutes remaining, and when they must stop.

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

A Polite Request to All Participants

Participants are requested to arrive in a timely fashion for all addresses, whether to their own, or to those of other presenters. Presenters are reminded that the time slots should be divided fairly and equally between the number of presentations, and that they should not overrun. We recommend that the 30 minutes presentation timeslot be divided as follows: 20 minutes for the paper and 10 minutes for Q and A.

Please don't talk during sessions and please turn off your phone or set it to silent during presentations.

Poster Sessions & Poster Requirements

The poster frames are B1 and so it is recommended that posters be no larger than B1 (707mm x 1000mm/27.8 inches x 39.4 inches). A1 (594mm x 841mm/23.4 inches x 39.4 inches) is also fine. If your poster is oversized, then we will be able to provide tape. Please be aware that there are no on-site poster facilities for printing posters.

Conference Proceedings

The Conference Proceedings are published on the IAFOR website (www.iafor.org), and can be freely accessed as part of the research archive.

All authors may have their full paper published in the online conference proceedings. Full text submission is due by September 1, 2014 through the online system. The proceedings will be published on October 1, 2014.

Authors will have PDF copies of their offprints emailed to them by the IAFOR office by the end of October 2014.

Returning Delegate Discount

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

This offer is valid for the next 12 months and covers any IAFOR conference in Asia, Europe, or the United States that you may choose to attend.

European Journal of Language Policy

Revue européenne de politique linguistique

The *European Journal of Language Policy / Revue européenne de politique linguistique* is a peer-reviewed journal published by Liverpool University Press, in association with the Conseil européen pour les langues / European Language Council.

EJLP addresses major developments in language policy from a European perspective, but it is alert to policy developments in the wider world.

The journal invites proposals or manuscripts studying any aspect of language policy, and any aspect of the area of languages for which policies may need to be developed. It particularly welcomes proposals that provide greater understanding of the factors that contribute to policy-making, and proposals that examine effects of particular policies on language learning or use.

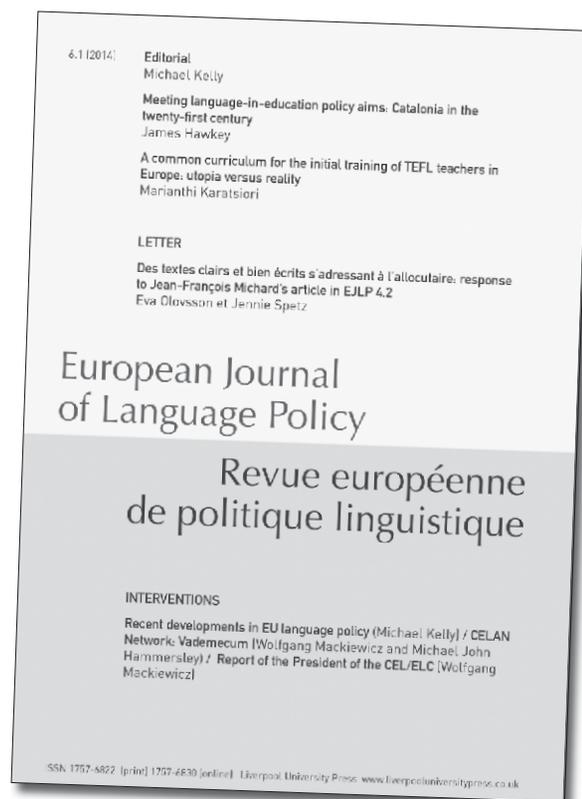
EJLP also presents policy documents, particularly where these contribute to debates and decision-making on language policy. It invites suggestions for such documents.

Editor:

Michael Kelly, *University of Southampton*

Editorial correspondence:

Dr Eleanor Quince, *University of Southampton*
Email: E.M.Quince@southampton.ac.uk



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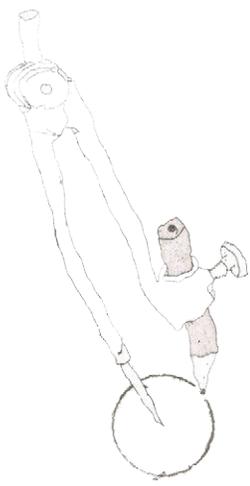

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Conference Chairs,
Keynote Speakers
&
Featured Speakers



Sue Jackson

Birkbeck, University of London, UK



ence 2014
conference co-chair
& featured speaker

Sue Jackson is Pro-Vice-Master for Learning and Teaching and Professor of Lifelong Learning and Gender at Birkbeck University of London, where she is also Director of Birkbeck's Centre for Transformative Practice in Learning and Teaching. She publishes widely in the field of gender and lifelong learning, with a particular focus on identities. Sue's recent publications include *Challenges and Inequalities in Lifelong Learning and Social Justice* (Routledge, 2013); *Innovations in lifelong learning: critical perspectives on diversity, participation and vocational learning* (Routledge, 2011); *Gendered choices: learning, work, identities in lifelong learning* (Springer, 2011, with Irene Malcolm and Kate Thomas); and *Lifelong learning and social justice communities, work and identities in a globalised world* (NIACE, 2011). Sue has recently been awarded a prestigious National Teaching Fellowship from the UK's Higher Education Academy.

Professor Jackson is a member of the Executive Council of IAFOR's International Advisory Board, and International Director of Program for Education.

Featured Presentation

Saturday, July 12, 2014

16:45-17:45

Tennyson Suite

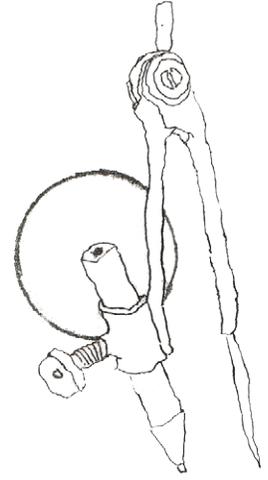
Conference Closing Session

Sunday, July 12, 2014

14:30-15:15

Tennyson Suite

Barbara Lockee
Virginia Tech, USA



ectc 2014
conference co-chair

Barbara Lockee is Professor of Instructional Design and Technology at Virginia Tech., USA, where she is also Associate Director of the School of Education. She teaches courses in instructional design, message design, and distance education. Her research interests focus on instructional design issues related to technology-mediated learning. She has published more than 80 papers in academic journals, conferences and books, and has presented her scholarly work at over 100 national and international conferences. Dr. Lockee is Past President of the Association for Educational Communications and Technology, an international professional organization for educational technology researchers and practitioners. She earned her Ph.D. in 1996 from Virginia Tech in Curriculum and Instruction (Instructional Technology), M.A. in 1991 from Appalachian State University in Curriculum and Instruction (Educational Media), and B.A. in 1986 from Appalachian State University in Communication Arts.

Professor Lockee is a member of the Executive Council of IAFOR's International Advisory Board, and International Director of Program for Technology, Education, Information and Society.

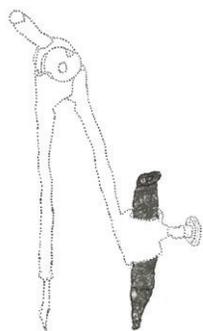
Conference Closing Session

Sunday, July 12, 2014

14:30-15:15

Tennyson Suite

Marjo Mitsutomi
Osaka Gakuin University, Japan

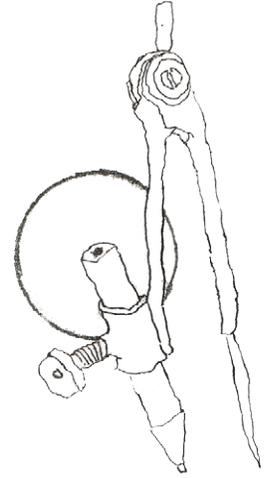


ecll 2014
conference co-chair

Marjo Mitsutomi is multilingual, and Professor and Executive Director of the Language Education Institute (LEI) at Osaka Gakuin University, Japan. Prior to her current position at OGU, she was academic director of three language acquisition programs at Akita International University, Japan. For many years, Dr. Mitsutomi was on faculty at the University of Redlands in Southern California, where she taught in the School of Education's graduate program, represented the entire university faculty as their elected president for academic governance, and served as director on the Orange County campus. A native of Finland, Dr. Mitsutomi holds a Ph.D. in Applied Linguistics, is fluent in three languages and conversational in another three. Dr. Mitsutomi has participated in several cross-disciplinary projects involving language development, planning and policy. She has consulted with the California Commission on Teacher Education and the United States Federal Aviation Agency (FAA). Her most notable contribution as a linguist was as co-author of the International Civil Aviation Organization (ICAO) aviation English proficiency standards for pilots and air traffic controllers worldwide. This ICAO proficiency standard (adopted by vote at the United Nations) governing both native and non-native speakers of English is the first global language mandate of its kind.

Steve Cornwell

Osaka Jogakuin University, Japan
International Programme Director of Language Learning

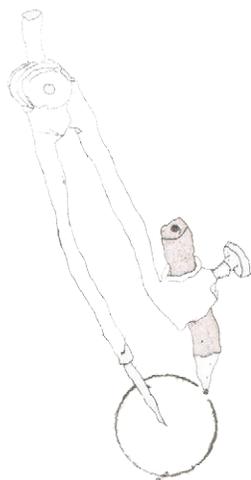


Steve Cornwell is Professor of English and Interdisciplinary Studies at Osaka Jogakuin University, and also teaches in the online portion of the MATESOL program for the New School in New York. He helped write and design several of the New School courses and has been involved with the program since its inception. He is involved with the Japan Association for Language Teaching (JALT) serving on its National Board of Directors. Since 2012 he has been the Committee Chair of Osaka Jogakuin University's Lifelong Learning Committee and is responsible for their evening extension program geared at alumni and community members. He is also the Vice-Chair of Osaka Jogakuin University's English Education Committee and recently served as the country coordinator for Teachers Helping Teachers' Bangladesh Team. An American who has made Osaka his home, Professor Cornwell first became involved with IAFOR as a featured speaker at the first ACE conference in 2009, and has gradually become more involved in the organization, and in his capacity of Local Conference Chair; now assists in the logistical and administrative side of every event. He advises extensively on academic matters too, with particular responsibility for overseeing and developing the programs of the ACLL/ACTC conference in Japan, and the ECE/ECLL/ECTC event in the UK.

ecll 2014
conference co-chair

Penny Jane Burke

The University of Roehampton, London, UK



ece 2014
keynote speaker

Penny Jane Burke is Professor of Education at Roehampton University, London, where she is co-Founder and Director of the Paulo Freire Institute-UK (PFI-UK). Previously she was Professor of Education, University of Sussex and Reader of Education; Head of School, Educational Foundations and Policy Studies; Chair of the Widening Participation Committee and Course Leader of the MA in Higher and Professional Education at the Institute of Education, University of London. As a sociologist of gender and education, she is particularly dedicated to the development of methodological and pedagogical frameworks that support critical and transformative levels of understanding of issues of access, equity and social justice in the field of higher education. She was awarded a full-time ESRC doctoral studentship from 1998-2001, which resulted in the publication of her book *Accessing Education effectively widening participation* (2002). Her most recent sole-authored book *The Right to Higher Education: Beyond widening participation* was published by Routledge in 2012. Her co-authored book *Reconceptualising Lifelong Learning: Feminist Interventions* (with Sue Jackson) was nominated for the 2008 Cyril O. Houle World Award for Outstanding Literature in Adult Education. Penny was recipient of the Higher Education Academy's prestigious National Teaching Fellowship award in 2008 and is the Access and Widening Participation Network co-Convenor for the Society for Research in Higher Education (SRHE). She is an Executive Editor of *Teaching in Higher Education*, on the editorial board of *Gender and Education* and is a member of SRHE's Governing Council and Publication Committee.

Keynote Speech - Transforming Pedagogical Spaces: Knowledge, Becoming and Belonging

In this keynote, I explore possibilities for developing 'transformative pedagogies' in higher education. This is connected to a broader project of social justice in relation to the politics of knowledge, belonging and recognition. Transformative pedagogies understand curriculum and assessment as part of teaching and learning processes and frameworks, not as separate entities. Thus, transformative pedagogies are concerned not only with teaching and learning practices but also with the ways that certain forms of knowledge and identity are often privileged in higher education, whilst others are marginalised. Transformative pedagogies draw on the seminal work of Paulo Freire in his critique of 'banking education' as a form of domination. Freire suggested that dialogic and democratic approaches to education are potentially transformative, by creating opportunities to reshape knowledge in collaboration with those whose experiences have often been socially, culturally and historically excluded. At the same time, transformative pedagogies aim to grapple with the complexity of power as unpredictable, shifting and struggled over, and always tied to struggles over knowledge, becoming and belonging. Although power operates in deeply regulatory ways, it is also tied to structural and intersecting inequalities and identities (such as age, class, gender and 'race'), as well as generative possibilities of resistance, redistribution and reconstruction. This keynote will draw on these perspectives to explore the possibilities for changing pedagogical spaces in higher education, taking into account the significant constraints posed by the increasing dominance of neoliberalism.

Keynote Speech

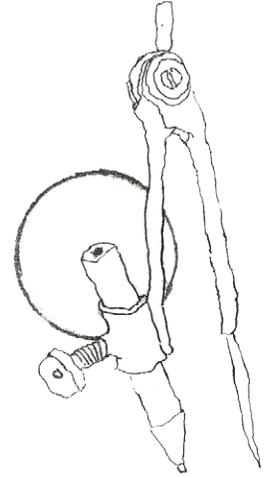
Thursday, July 10, 2014

09:15-10:00

Renaissance Suite

Heidi Safia Mirza

Goldsmith's College, University of London, UK



Heidi Safia Mirza is Professor of Race, Faith and Culture at Goldsmith's College, University of London. She is known for her pioneering research on race, gender and identity among black and Muslim young women in school and processes of racialisation in higher education. Her recent work explores current debates on multiculturalism and diversity in education, as well as cultural and religious difference, Islamophobia and gendered violence. Professor Mirza's research includes the European Union (EU) project 'Young Migrant Women in Secondary Education, and the Ethnicity Strand of 'Understanding Society', the ESRC's UK Household Longitudinal Study. She directed the Rayne Foundation study 'Unlocking the potential of refugee teachers' and 'Respecting Difference' a TDA project on race, faith and culture for teacher educators. Professor Mirza established the Runnymede Collection at the BCA (Black Cultural Archives) which documents the 20th Century civil rights struggle for Multicultural Britain and is also an expert consultant to English Heritage on bringing in under-represented groups to the English national story. Professor Mirza is author of several best-selling books including *Young Female and Black* (Routledge); *Black British Feminism* (Routledge); *Race Gender and Educational Desire: why black women succeed and fail* (Routledge 2009); *Black and Postcolonial Feminisms in New Times: Researching Educational Inequalities* (Routledge 2010), and most recently, *Respecting Difference: Race, Faith, and Culture for Teacher Educators* (IOE press 2012).

Keynote Speech - Decolonizing Pedagogies: Black feminist reflections on teaching race, faith and culture in higher education

In this keynote I draw on black and postcolonial feminist perspectives to explore ways in which professional black and female academics engage in 'embodied' work towards decolonizing dominant regimes of 'diversity' in higher education. In the context of the significant numbers of Muslim, Black and Asian students who are now entering British higher education I unpack the ways in which 'just being there' creates unsettling spaces of contestation in our still overwhelmingly white and male universities. Drawing on my research on the pedagogic practices of teacher educators and their dilemmas of teaching race, faith and culture, I explore the challenging and difficult concepts of 'white hurt' and 'spaces of safety' which offers us the radical possibility of transcending the 'stuck' institutional discourses of 'race equality' and 'social inclusion' that dominate higher education.

keynote speaker
e 2014

Keynote Speech

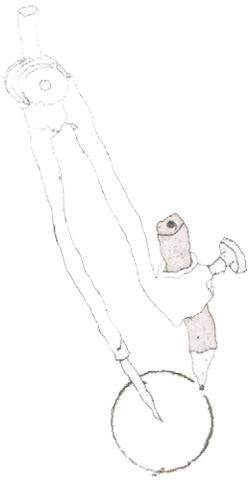
Friday, July 10, 2014

10:15-11:00

Renaissance Suite

Monica Kimbrell, Barbara Lockee, Peggy Meszaros

Virginia Tech, USA



ectc 2014
featured panel

Monica Kimbrell (pictured left) is a graduate of the Virginia Tech Human Development program and a native Virginian. She started her career in higher education as an undergraduate student in Human Development working in staffing in the Human Resources Department at Virginia Tech. Later she served as an academic advisor, admissions representative, and as the assistant director of graduate and professional studies at universities in Virginia and Tennessee. She earned a MBA in 2008 from King University. She served on the board of directors of two chamber of commerces and is a past president of the Clinch River Kiwanis Club. She returned to Virginia Tech in 2010 as a Graduate Research Assistant while earning a Ph.D in Human Development in 2013. Dr. Kimbrell teaches human development and businesses courses and her research focuses on career decisions of underserved students and developing community partnerships for economic, workforce, and human development. Currently, she serves as the Project Manager of a multi-state project funded by the National Science Foundation that seeks to attract more women to technology jobs. In July, she will begin her next adventure as the Director of Recruitment and Career Development for the Virginia Tech College of Liberal Arts and Human Sciences.

Barbara Lockee (pictured center) is Professor of Instructional Design and Technology at Virginia Tech., USA. See page xvi for her full profile.

Peggy S. Meszaros (pictured center) is the William E. Lavery Professor of Human Development and Director of the Center for Information Technology Impacts on Children, Youth and Families. She has the distinction of being the highest ranking female in the history of Virginia Tech as she served as the Senior Vice President and Provost from 1994-2000 with President Paul Torgersen. She received her degrees from Austin Peay State University, the University of Kentucky, and University of Maryland, College Park. During the over 28 years of her work in higher education, her research interests have focused on positive youth development, leadership, human ecological, family and gender issues. She has published over 80 scholarly articles, 3 books, numerous book chapters and received over 6 million dollars in external research grants. She is currently the Principal Investigator (PI) on the National Science Foundation (NSF) funded research grant, "Appalachian Information Technology Extension Services" and the PI on two Virginia Tobacco Settlement Foundation research grants, "The Development and Implementation of a Family Based Substance Abuse Prevention Model for Youth Receiving Behavioral Health Services" and "Partnering with Youth, Parents, and Community Leaders to Develop an Intervention for Substance Abuse in a Rural Community". She has received many honors and awards including being named a Truman Scholar Mentor at Oklahoma State University and being inducted into the University of Kentucky Distinguished Hall of Fame.

Featured Panel Discussion - IT Pathways: Utilizing Game-based Learning to Enhance Girls' Interest in IT Careers

Featured Panel

Thursday, July 10, 2014

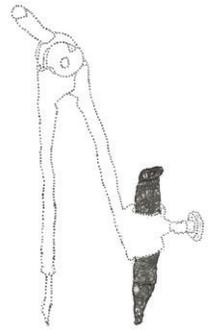
11:15-12:15

Renaissance Suite

In an effort to address a significant shortage of women in the IT industry in the Appalachian region, the Appalachian Information Technology Extension Services (AITES) Project funded by the National Science Foundation (GSE/EXT 0832913) works with communities within this geographic area to promote girls' interest in and awareness of IT jobs. One aspect of the AITES project involves the development of an interactive web-based game entitled "IT Career Pathways". This game uses a contextualized approach to engage, educate, and support individuals that work with middle and high school girls. The game is situated in the Appalachian region and leads participants on a bike trail to complete "challenges" designed to assess skills, interests, or preferences important in many IT careers. Customizing IT career education through this online game creates a relevant and motivational learning experience for girls and their mentors.

Cindy Walters

Walters & Cohen Architects, UK



spotlight speaker

Cindy Walters is an architect and co-founder of successful architectural practice Walters & Cohen. Cindy has worked on a diverse range of education, leisure, cultural and commercial projects, including award-winning work for Bedales School in Hampshire, Colston's Girls' School in Bristol and the Shirley Sherwood Gallery of Botanical Art at Kew Gardens.

Outside the practice, Cindy is currently an external examiner at Westminster University and the Welsh School of Architecture in Cardiff. From 2007 to 2012 she was involved with the RIBA Awards Group, including roles as a member of the Lubetkin Prize jury, and judge for the President's Research Awards in 2012. She is also one of Design Council Cobe's Built Environment Experts.

In 2012 Cindy and co-founder Michal Cohen were awarded the inaugural AJ Woman Architect of the Year Award.

Thursday Spotlight Session - A Case Study: Regent High School

This presentation will center on a description of one major construction project, Regent High School, located in the deprived Somers Town area of north London and will show how this project has become a catalyst for the regeneration of Somers Town.

Cindy will first give a brief description of the practice's progress in the education sector, from nursery schools to primaries, secondaries and recently the new UTCs (University Technical Colleges). This will be followed by a look into the design principles that continue to inform their work in the education sector; and how these can be adapted to suit different schools and their pupils e.g. different age groups, state school and independents, different physical and social contexts.

Spotlight Presentation

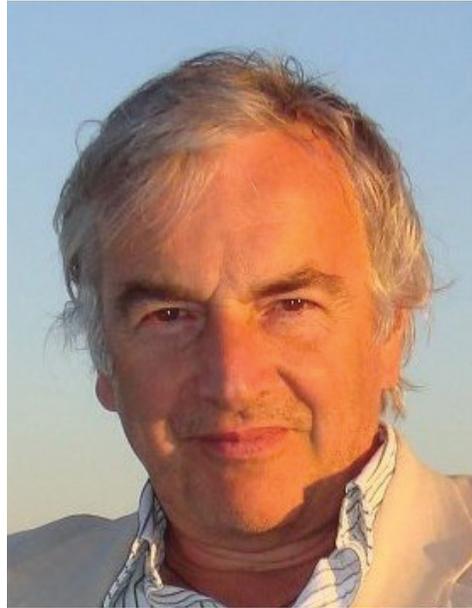
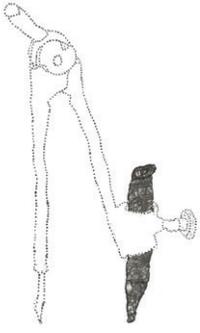
Thursday, July 10, 2014

17:00-17:45

Renaissance Suite

Ken Wilson

Author, UK



ecfl 2014
keynote speaker

Ken Wilson is an ELT author and trainer. He has written about 30 titles, including a dozen series of course books. His most recent course material includes *Smart Choice*, an American English course for young adults published by OUP, and *You and Me*, a six-level primary course for Indonesia. He is also one of the team of authors who wrote the *New Standard English*, a course for China which takes learners from primary to college level, which was co-published by Macmillan UK and Foreign Language Teaching and Research Press, Beijing. More recently, he has worked as Editor-in-Chief of a new primary series co-published by Macmillan China and VEPH Vietnam.

His first ELT publication was a collection of songs called *Mister Monday*, which was released when he was 23, making him at the time the youngest-ever published ELT author. Since then, he has written and recorded more than 200 language teaching songs, published as albums or as integral parts of course material.

He has also written more than a hundred ELT radio and television programmes, mostly for the BBC, including fifty radio scripts for the *Follow Me* series, thirty *Look Ahead* TV scripts and a series of plays called *Drama First*. He also contributed material to *Extr@ English*, an ELT sitcom commissioned by Channel 4.

For many years, Ken was artistic director of the *English Teaching Theatre*, a company which toured the world performing stage-shows for learners of English. The ETT made more than 250 tours to 55 countries in Europe, Latin America, Africa, the Middle East and Asia. Ken lives in London with his wife Dede and three cats and works in a shed at the end of his garden. He divides his time between writing and training. In September, he will start a Masters course in Creative Writing at University of London.

Featured Speech - Motivating the unmotivated - ten ways to get your students to DO something

Materials available to language teachers are sophisticated and various, but to get the best out of them, you need to engage your students' interest. This isn't always easy, especially if they are at the end of a long, hard week or 'aren't in the mood'. At times like this, you need to challenge them, make them curious and/or encourage them to be imaginative. Sometimes you simply have to find out what they're good at or even give them responsibility for what happens in the class. Often, giving them a team-task can inspire renewed engagement with the lesson. In this talk, I will suggest ten ways that you can engage their interest and access their knowledge. It's all there, waiting to be exploited.

Keynote Speech

Friday, July 11, 2014

13:00-14:00

Renaissance North

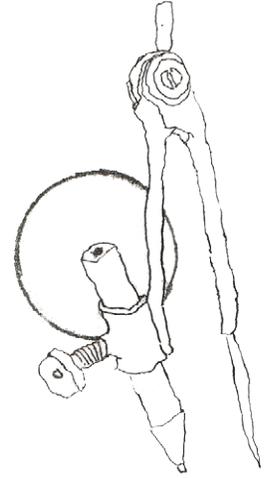
Linden West

Canterbury Christ Church University, UK



Barbara Merrill

University of Warwick, UK



featured presentation
e 2014

Linden West is a Professor and Director of Research Development in the Faculty of Education at Canterbury Christ Church University, Kent, UK and Visiting Professor at the University of Paris Ovest, La Défense. His books include the highly acclaimed *Beyond fragments*, (published by Taylor and Francis) *Doctors on the edge*, (FABooks) and *Using life history and biographical approaches in the study of adult and lifelong learning*, published by Peter Lang. He is co-author, with Barbara Merrill, of *Using biographical methods in social research* published by Sage, which was recently translated into Italian. He was co-editor of *Psychoanalysis and Education: Minding a Gap*, with Alan Bainbridge, published by Karnac Books; and has also coedited a new book, to be published in 2014 by Routledge, *Narratives of Continuity and Change: transdisciplinarity and subversion*. Linden has guest edited the journal *Cliopsy* and has authored many articles and chapters on themes such as managing change, transitions and transformative processes in learning, in informal, formal and professional contexts. He also works on psychosocial perspectives and how these can inform understanding of the construction and experience of selfhood, of fundamentalism as well as of more open and democratic relationships. He has written too on the use of auto/biographical methods in research, while his writing is translated in many languages, including French, Italian, Spanish, Chinese and Polish. Linden co-coordinates a European Life History and Biographical Research Network and is also a qualified psychoanalytical psychotherapist.

Barbara Merrill is a Reader in Lifelong Learning/ Associate Professor and Director of Research in the Centre for Lifelong Learning at the University of Warwick, UK. Her research interests include issues of class and gender in relation to the learning experiences and the learner identity of adult students, European comparative research as well as biographical approaches to research. Barbara's publications include two co-authored books with Linden West entitled *Using Biographical in Social Research* (2009) published by Sage and *Using Life History and Biographical Approaches in the Study of Adult and Lifelong: European Perspectives Learning* (2007) by Peter Lang; *Student Voices on Inequalities in European Higher Education*, (2014) edited with Fergal Finnegan and Camilla Thunborg; and *Learning to become an adult student: Experiences in a UK university* (2012) in the *International Journal of Continuing Education and Lifelong Learning*. She is a member of ESREA (European Society for Research on the Education of Adults) and co-ordinates the ESREA Access, Learning Careers and Identities Network.

Featured Presentation - 'Transforming learning, selves and institutions: student narratives from European biographical research'.

This presentation draws on recently completed auto/biographical, narrative research into the experiences of samples of non-traditional learners in universities, across 7 European countries. The project – RANLHE (Access and Retention of non-traditional learners in Higher Education) - illuminated, longitudinally, experiences of diverse groups of learners through their eyes ('non-traditional' encompassed factors such as class, age, ethnicity, disability, gender etc., and their intersections), as well as the eyes of some of the lecturers with whom they interacted. The study developed an interdisciplinary, psychosocial interpretive framework, including the work of Pierre Bourdieu (in relation to the social reproduction function of universities, and the concepts of habitus and capital); of Donald Winnicott and his notions of transitional space and self-negotiation; as well as of Axel Honneth and his theory of recognition. Barbara and Linden will discuss processes of transition, transformation - drawing on particular narratives – as well as the potential of auto/biographical narrative research to illuminate the complexity of student experience and 'voice'. They suggest that transformative learning is a deeply intersubjective, embodied, narrative and, at times, fragile process, in which students can shape the habitus of the university as well as it shaping them.

Featured Presentation

Friday, July 11, 2014

16:00-17:00

Renaissance North

INTERNATIONAL INTERCULTURAL INTERDISCIPLINARY

iafor

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

The International Academic Forum provides new perspectives to the thought-leaders and decision-makers of today and tomorrow by offering constructive environments for dialogue and interchange at the intersections of nation, culture, and discipline. Headquartered in Nagoya, Japan, and registered as a Non-Profit Organization (一般社団法人), IAFOR is an independent think tank committed to the deeper understanding of contemporary geo-political transformation, particularly in the Asia Pacific Region.

For more information about the International Academic Forum and its activities,
please visit our website at www.iafor.org

Hear the latest news and developments by joining our mailing list.
Find us on facebook at IAFORJapan or follow us on twitter @iafor

IAFOR
The International Academic Forum
Academic Vision and Mission

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

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

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

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

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

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

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

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

Rev. Professor Stuart DB Picken
Order of the Sacred Treasure (瑞宝章), M.A. (Hons), BD., Ph.D., F.R.A.S.
Chairman, Japan Society of Scotland
Chairman, IAFOR Advisory Board

Dr Joseph Haldane
B.A. (Hons), Ph.D FRAS.
Executive Director, IAFOR

Chairman of the International Advisory Board

The Reverend Professor Stuart D. B. Picken, Order of the Sacred Treasure, M.A. (Hons), B.D., Ph.D. (Glasgow), F.R.A.S.

Professor Picken is the Chairman of the IAFOR International Advisory Board. The author of a dozen books and over 130 articles and papers, he is considered one of the foremost scholars on Japan, China, and Globalization in East Asia. As an academic, Professor Picken has devoted more than 30 years to scholarship in Japan, notably as a Professor of Philosophy at the International Christian University in Tokyo, where he specialized in ethics and Japanese thought, and as International Adviser to the High Priest of Tsubaki Grand Shrine (Mie prefecture). He has also served as a consultant to various businesses, including Jun Ashida Ltd., Mitsui Mining & Smelting Corp., Kobe Steel, and Japan Air Lines. In November 2008, the Government of Japan awarded Professor Picken the Order of the Sacred Treasure for his pioneering research, and outstanding contribution to the promotion of friendship and mutual understanding between Japan and the UK. The honour is normally reserved for Japanese citizens and is a mark of the utmost respect in which Professor Picken is held by the Japanese Government. More recently, in 2012 he was invited to London to attend a reception at the Japanese Embassy, hosted by Emperor Akihito and Empress Michiko as an expression of their gratitude towards Britons who had helped support Japan after the 2011 Tohoku earthquake and tsunami. Professor Picken helped organize fundraising efforts through both the Japan Society of Scotland, of which he is the chair, in the UK, and IAFOR in Japan. As Chairman of the IAB, Professor Picken is responsible for the academic affairs and direction of the organization. He is also responsible for the development of the IAFOR Research Institute. Although now resident in Scotland, Professor Picken maintains his interests in Japan, as Chair of the Japan Society of Scotland, and through the IAFOR IAB. He is also the Chairman of the Academic Board of New College, Birmingham. He lives near Glasgow with his wife and two children.



Vice-Chairman of the International Advisory Board

Professor Jerry Platt, B.S. (Michigan State), MBA (Wayne State), MA, PhD (Ohio State), MS (Stanford)

Jerry Platt is Professor of Global Business at Akita International University, Japan and Professor Emeritus at San Francisco State University. Professor Platt holds a B.S. in Multidisciplinary Social Sciences from Michigan State University, an MBA from Wayne State University, an M.A. in Public Administration, and a Ph.D. in Public Policy and Management from the John Glenn School of Public Affairs at Ohio State University, and an M.S. Statistics Post-Doctoral Degree from Stanford University. His research interests span business, technology and public policy and he is the author of over 85 peer-reviewed papers in these and associated fields. Balancing industry with academic interests, Jerry also served as head of financial analysis for a Bay Area Fortune 500 company, and as CEO of an aviation firm. He has been Principal Investigator on more than twenty U.S. federal research grants. From 1976-2004, Professor Platt was on the faculty of the School of Business at San Francisco State University, and was named Dean in 2001. From 2004 he was Senecal Endowed Dean of the Business School at the University of Redlands, California, before holding concurrent professorships at Redlands and Akita International University, Japan from 2010 until 2012. As Vice-Chair of the IAFOR International Advisory Board, Professor Platt advises the organization on matters pertaining to IAFOR's development and strategy, as it faces the challenge of sustainable growth as both a regional and global organization.



Executive Director

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

Joseph Haldane is the Executive Director of the International Academic Forum. He was Academic Director from IAFOR's inception in 2009 until January 2011, when he assumed his current enlarged role. He is responsible for setting policies, forging institutional partnerships, implementing projects, and overseeing the research and publications of the organization, as well as maintaining responsibility for overseeing IAFOR's growing global operations. Joe's academic interests include politics and international affairs, literature, history, and the history of ideas, and he holds a PhD from the University of London in French Studies. He has taught at the University of Paris XII [2002-2004], at the French Press Institute in the University of Paris II - Pantheon-Assas [2003-2004] and was a full-time lecturer at Sciences Po in Paris, where he directed a postgraduate course on British Politics and Media in the School of Journalism [2004-2005]. In 2005 he moved to Japan, and immediately prior to this post was an Associate Professor at Nagoya University of Commerce and Business in both the undergraduate and graduate schools, teaching the Ethics course in the graduate school. He is a fellow of the Royal Asiatic Society.



people - The Executive Council of the International Advisory Board

IAB Chair: Professor Stuart D.B. Picken

IAB Vice-Chair: Professor Jerry Platt

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

Mr Mitsumasa Aoyama

Director; The Yufuku Gallery, Tokyo, Japan

Professor David N Aspin

Professor Emeritus and Former Dean of the Faculty of Education, Monash University, Australia
Visiting Fellow, St Edmund's College, Cambridge University, UK

Professor Don Brash

Former Governor of the Reserve Bank, New Zealand
Former Leader of the New National Party, New Zealand
Adjunct Professor; AUT, New Zealand & La Trobe University, Australia

Lord Charles Bruce

Lord Lieutenant of Fife
Chairman of the Patrons of the National Galleries of Scotland
Trustee of the Historic Scotland Foundation, UK

Professor Judith Chapman

Professor of Education, Australian Catholic University, Australia
Visiting Fellow, St Edmund's College, Cambridge University, UK
Member of the Order of Australia

Professor Chung-Ying Cheng

Professor of Philosophy, University of Hawaii at Manoa, USA
Editor-in-Chief, The Journal of Chinese Philosophy

Professor Steve Cornwell

Professor of English and Interdisciplinary Studies, Osaka Jogakuin University, Osaka, Japan
Osaka Local Conference Chair

Professor Michael A. Cusumano

SMR Distinguished Professor of Management and Engineering Systems, MIT Sloan School of Management, Massachusetts Institute of Technology, USA

Professor Dexter Da Silva

Professor of Educational Psychology, Keisen University, Tokyo, Japan

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Dean, College of Human Sciences, Auburn University, USA

Professor Michael Hudson

President of The Institute for the Study of Long-Term Economic Trends (ISLET)
Distinguished Research Professor of Economics, The University of Missouri, Kansas City

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Professor of Media and Cultural Studies & Director of the Monash Asia Institute, Monash University, Australia

Professor Sue Jackson

Professor of Lifelong Learning and Gender & Pro-Vice Master of Teaching and Learning, Birkbeck, University of London, UK

Professor Sing Kong Lee

Director; The National Institute of Education, Singapore

Professor Sir Geoffrey Lloyd

Senior Scholar in Residence, The Needham Research Institute, Cambridge, UK
Fellow and Former Master, Darwin College, University of Cambridge
Fellow of the British Academy

Professor Keith Miller

Orthwein Endowed Professor for Lifelong Learning in the Science, University of Missouri-St. Louis, USA

Professor Kuniko Miyanaga

Director; Human Potential Institute, Japan
Fellow, Reischauer Institute, Harvard University, USA

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The Hong Kong Institute of Education, Hong Kong SAR

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

Professor Monty P. Satiadarma

Clinical Psychologist and Lecturer in Psychology & Former Dean of the Department of Psychology and Rector of the University, Tarumanagara University, Indonesia

Mr Mohamed Salaheen

Director; The United Nations World Food Programme, Japan & Korea

Mr Lowell Sheppard

Asia Pacific Director, HOPE International Development Agency, Canada/Japan

His Excellency Dr Drago Stambuk

Croatian Ambassador to Brazil, Brazil

Professor Mary Stuart

Vice-Chancellor; The University of Lincoln, UK

Professor Gary Swanson

Distinguished Journalist-in-Residence & Mildred S. Hansen Endowed Chair; The University of Northern Colorado, USA

Professor Jiro Takai

Secretary General of the Asian Association for Social Psychology & Professor of Social Psychology
Graduate School of Education and Human Development, Nagoya University, Japan

Professor Svetlana Ter Minasova

President of the Faculty of Foreign Languages and Area Studies, Lomonosov Moscow State University

Professor Yozo Yokota

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

Professor Kensaku Yoshida

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

The International Advisory Board is composed of distinguished academics, business executives, former and current government officials, and community leaders. Its role is to consult and provide counsel on the business and affairs of IAFOR, and suggest areas of scholarly investigation. Membership of the International Advisory Board is by invitation only. For a full list please see the IAFOR website.

The Japan Liaison Committee (JLC)

The Japan Liaison Committee is a consultative committee that provides support in the form of advice and guidance in specific aspects of the planning and projects of the Forum held in Japan. The Chairman of the International Advisory Board is also chair of the JLC. Members of the JLC are ex-officio members of the International Advisory Board.

Prof Stuart D. B. Picken, Chairman, IAFOR IAB (chair)

Mr Tom M. Aoyama, Founder of the PHP Institute, Kyoto, Japan & Director; the Yufuku Gallery, Tokyo, Japan

Prof Kuniko Miyanaga, Director; the Human Potential Institute, Tokyo, Japan and Fellow, Reischauer Institute, Harvard University, USA

Prof Michiko Nakano, Professor & Director of the Distance Learning Center; Waseda University, Tokyo, Japan

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

Dr Joseph Haldane, Executive Director, IAFOR

people - IAFOR Journal Editors

Editors of IAFOR Journals are ex-officio Members of the International Advisory Board

IAFOR Journal of Arts and Humanities

Dr Thomas French, Ritsumeikan University, Japan

IAFOR Journal of Literature & Librarianship

Dr Richard Donovan, Doshisha University, Japan

IAFOR Journal of Education

Dr Bernard Montoneri, Providence University, Taichung, Taiwan

IAFOR Journal of Business and Management

Dr Merlin Levirs, Ritsumeikan University

IAFOR Journal of the Social Sciences

Dr Andrea Molle, Chapman University, USA

IAFOR Journal of Ethics, Religion and Philosophy

Dr Michael O'Sullivan, The Chinese University of Hong Kong, Hong Kong SAR

IAFOR Journal of Sustainability, Energy and the Environment

Dr Alexandru-Ionut Petrisor, The National Institute for Research and Development in Construction, Urban Planning and Sustainable Spatial Development (URBAN=INCERC), Romania

IAFOR Journal of Media, Communication & Film

Dr James Rowlins, Singapore University of Design and Technology

IAFOR Journal of Cultural Studies

Professor Elvira Sanatullova-Allison, St. Lawrence University, New York, U.S.A

IAFOR Journal of Asian Studies

Dr Seiko Yasumoto, The University of Sydney, Australia

IAFOR Journal of Language Learning

Dr Radhika Jaidev, National University of Singapore
Dr. Ebru Melek Koç, Izmir Institute of Technology, Turkey

IAFOR Journal of Politics, Economics & Law

Dr Craig Mark, Kwansai Gakuin University, Japan

people - IAFOR Staff



Mr Kiyoshi Mana - Director of Business Development

Kiyoshi Mana is the Director of Business Development as well as project director for the 2014 Events Team, overseeing IAFOR's conferences in Asia, Europe, and North America. An American of Japanese descent, Kiyoshi has long been fascinated by the country of his ancestors, studying both Japanese language and culture at San Francisco State.



Ms Megumi Mukudai - Executive Assistant to the Executive Director

Megumi Mukudai provides support and assistance to the Executive Director; and is involved with general administration of the organization. Megumi trained as a primary school teacher; specializing in music education and English at Kobe Women's University. She spent one year in Dublin studying English, and a year in Paris studying French at the Sorbonne.



Mr Thomas Haldane - Creative Director

A photographer and designer by training and graduate of London College of Communication, Tom was Director for Design, Media and Communications from 2009-2011, and Chief Operations Officer (non-academic) from 2011 until 2013. He is currently Creative Director at IAFOR.



Ms Mai Hasuno - Events, Marketing and Domestic Relations Manager

Mai oversees the organisation's conferences in Japan, and is responsible for developing and implementing IAFOR's marketing strategy within Japan. She also acts as special assistant to the Executive Director and the IAB Chairman in the administration of the Japan International Liaison Committee. Previous to joining IAFOR, Mai worked for the Aioi Nissay Dowa Insurance Corporation. She is also the project manager for IAFOR's Asian Events.



Mr Michael Kedzlie - Research and Policy Manager

Michael Liam Kedzlie is a New Zealander who currently works as the Research and Policy Manager. He is responsible for formulating legal policy as well as liaising with the organisation's university partners and the International Directors of Program. He is also editor of Eye Magazine. He has a Master's degree in Education from Massey University as well as a Law degree from the University of Waikato Law School. He is an enrolled Barrister and Solicitor of the High Court of New Zealand.



Mr Alexander Pratt - Business Development Manager

A civil engineering graduate from the University of Nottingham, UK and a self-confessed jack of all trades, Alex first came to Japan in 1997. At IAFOR he helps with the general administration and operation of conferences, as well as with the website, and works alongside the Director of Business Development to expand IAFOR's operations in Japan and internationally. He is also the project manager for IAFOR's European Events.



Mr Thaddeus Pope - Media and Design Manager

Born and raised in Brighton, UK, Thaddeus Pope is an experienced commercial and editorial photographer with a BA in Photography from the London College of Communication (University of the Arts London). Thaddeus's duties at IAFOR include overseeing the design and media output of the organisation.



Mr Bryce Platt - Technology & Operations Manager

After growing up in the Silicon Valley in California, Bryce graduated from Gustavus Adolphus College (Saint Peter, Minnesota) with a degree in sociology, and in 2013 earned a Master's degree in Global Communication from Akita International University in Japan. As well as coordinating IAFOR's technology strategy, he is also responsible for managing the organisations' internal and systems operations, and is the project manager for IAFOR's North American events.



Mr David George - Coordinator: Events and Marketing

Raised in Brisbane, Australia, Dave graduated from the University of Queensland with a Bachelor of Arts specialised in Psychology. Dave has a background in project based media and public relations work with experience at events in Australia, India, Singapore and Dubai.



Mr Takumi Saito - Coordinator: Finance and Administration

Born and raised in Yamagata, Japan, Takumi studied English literature at Waseda University. A language lover, he has also studied German, Spanish, French and Polish and can also speak Italian. Takumi recently joined IAFOR to handle its finance and administration.



Ms Lindsay Lafreniere - Coordinator: Publications and Communications

Originally from Canada, Lindsay Lafreniere came to Japan in 2012. She holds a Bachelor of Arts degree in Psychology and English and a graduate diploma in Journalism. Lindsay brings her experience of media, publishing, and broadcast work in Canada to IAFOR.



Mr Shawn Mahler - Coordinator: Video and Media

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



iafor conference highlights: the past 12 months

global
thought
leaders

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



Above left: Professor Mary Stuart, Vice Chancellor of the University of Lincoln (UK) delivering the Keynote address at The First European Conference on Education 2013, entitled "Transformative Spaces - Learning, Teaching & Social Mobility". **Above right:** Professor Valerie Hey of the University of Sussex speaks in the ECE/ECTC plenary session on "Transforming Universities: What's Love (hate, envy, pain, privilege) got to do with it - a provocation about the intractability of emotion with/in education".

The First European Conference on Education was held alongside the First European Conference on Technology in the Classroom. Our largest European event attracted 350 delegates from over forty countries in a program chaired by Professor Sue Jackson, Pro-Vice Master of Teaching & Learning at Birkbeck, University of London (UK), and Professor Barbara Lockee of Virginia Tech (USA), and to consider the conference theme, "Learning and Teaching Through Transformative Spaces".

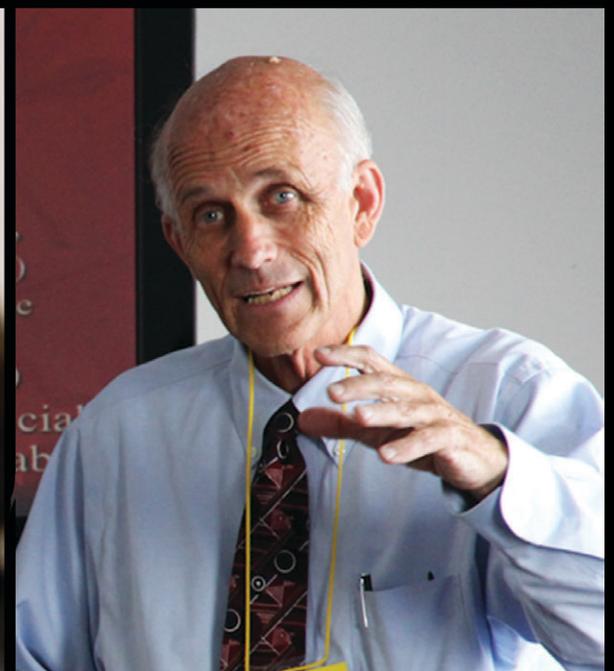
Below left: Professor Rosemary Deem OBE, Vice-Principal (Education) and Professor of Higher Education Management at Royal Holloway, University of London delivers a featured address at ECE2013 on "Transforming Universities: Transforming HE - In Whose Image?". **Below center:** Professor Miriam David, Emeritus Professor at the Institute of Education in the University of London delivers a featured presentation on "Transforming Universities: Synopsis of Feminism, Gender & Universities". **Below right:** Conference Co-Chair Professor Sue Jackson chairing the plenary session.





Above Left: Addressing the ECSS/ECSEE 2013 conference theme of governance was featured speaker, **Dr Rob Gill**, Discipline Leader for Public Relations and Advertising at Swinburne University of Technology, giving a thought-provoking address entitled, "Using Corporate Storytelling to Build Internal and External Trust". **Above Right:** **Professor Yvonne Hillier** from the University of Brighton, and **Dr Linda Morrice** of the University of Sussex discuss issues surrounding current Transformations within Higher Education, at the First European Conference on Education 2013.

Below Left: **Dr Daniela Nadj** of the University of Westminster delivered a powerful and wide-ranging address on "The Juridicalisation of Gender-Based Violence against Women in the Current Political and Legal Moment - A Critical Feminist Observation of International Wartime Sexual Violence jurisprudence". The paper provided a critical feminist analysis of international wartime sexual violence jurisprudence, as it is constructed in current feminist scholarship and the surrounding debate, and elicited much debate among the international delegates. **Below Right:** **Professor Dan Sullivan**, Cowles Chair in Media Management and Economics at the University of Minnesota School of Journalism and Mass Communication, delivered the ECSS/ECSEE 2013 conference closing presentation on "Unrecognized Conflicts Between the Online Revenue Strategies and Social Media Strategies of Major Newspapers in the United States and Europe". Professor Sullivan's research involves helping advance the thinking of traditional media organizations regarding how they deal with change in the communities they serve and with changes in technologies that are altering their competitive and business landscapes.





Above left: Professor Svetlana Ter-Minasova, President of the Faculty of Foreign Languages and Area Studies at Lomonosov Moscow State University (Russia) delivering the Keynote address at The Fifth Asian Conference on Education 2013, entitled "ELT in a Changing Russia: Traditions and Innovations". **Above upper right:** Professor Marjo Mitsutomi of Osaka Gakuin University (Japan) speaks in the ACE/ACSET closing session on "From Bonsai to Banzai: A Mind Shift in the Approach to Teaching and Learning English in Japan". **Above lower left:** Associate Professor Ted O'Neill, College of Liberal Arts and Sciences, TMDU (Japan) delivers his featured speech "Getting to the Point: The Least Educators Need to Know About Massively Open Online Courses Now" at ACSET 2013.

The Fifth Asian Conference on Education was held alongside the First Asian Conference on Society, Education and Technology. Our largest event of 2013 attracted over 500 delegates from over fifty countries in a program chaired by Professor Sue Jackson, Pro-Vice Master of Teaching & Learning at Birkbeck, University of London (UK), Professor Michiko Nakano of Waseda University (Japan), Professor Barbara Lockee of Virginia Tech (USA), Professor Keith Miller of the University of Missouri - St. Louis (USA), and Associate Professor Robert Logie, Osaka Jogakuin University (Japan) to consider the conference theme, "Learning and Teaching in Changing Times".

Below left: Conference Co-Chair Professor Keith Miller delivers a keynote address at ACSET 2013 on "Discerning Rights and Wrongs while Teaching and Learning in the Age of Robotics". **Below center:** Conference Co-Chair Professor Sue Jackson delivers the closing address. **Below right:** Conference Co-Chair Associate Professor Robert Logie delivers the opening address.





Above left: Bradley J. Hamm, Dean of the Medill School of Journalism, Media, Integrated Marketing Communications at Northwestern University delivers his keynote speech at MediaAsia FilmAsia 2013 on "The Power of Journalism in a Post-Mass Media Age".

Above right: Conference Chair Professor Gary E. Swanson, Mildred S. Hansen Endowed Chair in Journalism of the University of Northern Colorado, delivers his keynote speech at MediaAsia FilmAsia 2013 on "Cheating and the Breakdown of Fundamental Values Within Education and Society".

Below left: Dr Jerry Platt, Professor Emeritus at San Francisco State University, and Vice-Chair of the International Academic Forum's IAB speaks at MediaAsia FilmAsia 2013 on "The Evolution of Public Opinion Regarding Japan".

Below right: Dr James Rowllins, the Editor of the IAFOR Journal of Media, Communication & Film, announces category winners of the IAFOR International Open Film Competition 2013 at MediaAsia FilmAsia 2013.



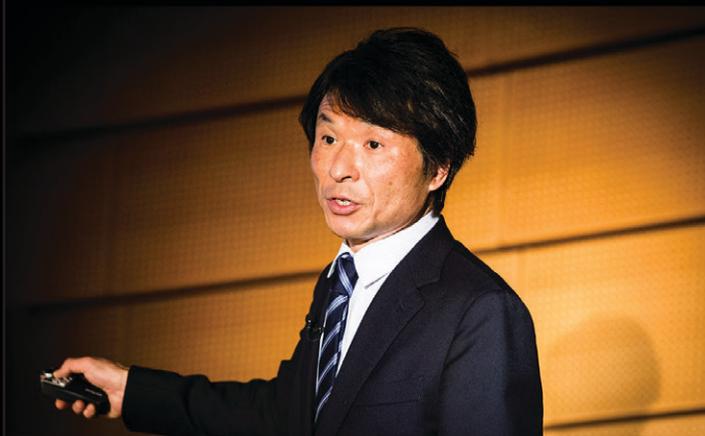


The Fourth Annual Asian Business and Management Conference (ABMC) 2013 and the Inaugural Asian Conference on Politics, Economics and Law 2013 (ACPEL) welcomed 150 delegates from over 30 countries. This joint Asian Business and Management Conference and Asian Conference on Politics, Economics and Law offered a great opportunity for in-depth interdisciplinary discussions covering a wide range of topic from management and public policy, through to civil court processes and financial economics.

Above left: Keynote Speaker Professor Yozo Yokota, President of the Japanese Center for Human Rights, spoke on the relationship of Business and Human Rights and sought to illuminate the delegates with the current attitudes and expectations surrounding this area of business thought. His key message and evidence was that businesses and societies that do not promote human rights are not as effective, productive nor successful as those, which do. **Above right: Professor Edward Yagi**, a business faculty leader at Nanzan University, Japan presents 'When Problem Solvers Never Solve the Problem'.

Below left: Professor Nicholas Benes of The Board Director Training Institute of Japan, presents 'Director Training: The Easiest, Most Obvious Way to Improve Japanese Boards'. **Below right: Conference Chair Professor Jerry Platt** of Akita International University hosts his workshop titled "Data Science for Luddites".





Top left: Conference Co-Chair, **Dr Monty Satiadarma** – Clinical Psychologist, and Former Rector, Tarumanagara University, Indonesia delivers his featured speech: "Being Responsible: A Personal Challenge in Resolving Conflicts" at ACP/ACERP 2014. **Top Right:** **Mr Lowell Sheppard** – Asia Pacific Director, HOPE International Development Agency speaks at the ACP/ACERP 2014 plenary session.

Above left: ACP/ACERP 2014 Keynote presenter **Professor Minoru Karasawa** of Nagoya University, Japan, addresses the conference with a speech titled "Blameworthy Character Invites Harsher Punishment: A Social Psychological Approach to Punitive Motives against Individuals and Groups". **Above right:** Conference Co-Chair, **Professor Jiro Takai** of Nagoya University, Japan delivers a featured speech at the ACP/ACERP 2014 plenary session.

Below: **Professor Frank S. Ravitch**, Walter H. Stowers Chair in Law and Religion at the Michigan, delivers his keynote speech titled, "Government Officials' Visits to the Yasukuni Shrine: Constitutional and Ethical Struggles".





Top left: Professor Georges Depeyrot, Member of the Board of Trustees of the French National Center for Scientific Research, France, introduces the DAMIN Program at the ACAH/LibrAsia 2014 plenary session. **Top right:** Mr. Paul Lowe from the University of the Arts London, UK, addresses ACAH/LibrAsia 2014 with a featured speech titled, "Testimony of Light: Using Photography to Bear Witness to Genocide in the Former Yugoslavia"

Above left: Akiyoshi Suzuki, professor of American literature and world literature at Nagasaki University, Japan, speaks at ACAH/LibrAsia 2014. **Above right:** His Excellency Dr Lars Vargö, Ambassador of Sweden, delivers a featured speech before announcing the winner of the 4th Vladimir Devidé Haiku Award.

Below left: Professor Bill Ashcroft from the University of New South Wales, Australia, world renowned expert of Post-Colonial Literature and author of "The Empire Writes back", delivers his ACAH/LibrAsia 2014 keynote speech titled, "Revolution, Transformation and Utopia: the Function of Literature". **Below right:** Emiko Miyashita & Hana Fujimoto from the Haiku International Association, give a workshop introducing the Japanese poetry form of haiku at ACAH/LibrAsia 2014. Ms Miyashita is a prominent haiku poet and director of the JAL Foundation.





Top left: Professor Roger Palmer from Konan University, Japan, delivers his featured speech at the ACLL/ACTC2014 closing session. **Top right:** ACLL2014 Keynote Speaker Professor Kuniko Miyanaga, from the Human Potential Institute, Japan, addresses the conference on "Globalization, Culture and the Individual--in an example from English education in Japan".

Above left: ACLL/ACTC2014 Conference Co-Chair Professor Steve Cornwell of Osaka Jogakuin University delivers his featured speech at the plenary session. **Above right:** Dr. Shamim Ali from Allama Iqbal Open University, Pakistan, delivers her featured speech at ACLL/ACTC2014 titled "Teaching English as a Foreign Language: Curriculum Development for Communicative Competence".

Below left: Dr John Hope, Associate Dean for International Relations from the University of Auckland, New Zealand, delivers his keynote address at ACTC2014 titled "Improving School/Home Communication With Online Blogs". **Below right:** ACLL/ACTC2014 Featured Speakers Professor Marjo Mitsutomi & Professor Minna Kirjavainen, from Osaka Gakuin University, address the conference with a featured speech titled, "First and Second Language Acquisition Researchers: the things that unite and separate us".





Top left: Professor Hsiao-Chuan Hsia of Shih Hsin University, Taiwan presents her featured speech, "Gender, Citizenship and Empowerment of Marriage Migrants in East Asia" at the Asian Conference on Cultural Studies 2014 (ACCS2014), held with the Asian Conference on Asian Studies 2014 (ACAS2014). **Top right:** Featured Speaker Professor Donald E. Hall, Dean of the College of Arts and Sciences at Lehigh University, USA presents at the ACCS/ACAS2014 plenary session: "Looking Beyond Our Horizons: Interdisciplinary Education as Our Best Hope for the Future."

Above left: ACCS2014 Spotlight Presenter Maria Grajdian of Nagasaki University, Japan, delivering a presentation on Japanese anime. **Above right:** ACAS2014 Spotlight Presenter Voon Pow Bartlett of the Tate Research Centre:

Below left: Professor Koichi Iwabuchi, Director of Monash University's Asian Institute, (Australia) delivers his Keynote Speech entitled, "On the Predicament of the Borderland Imagination". **Below right:** ACCS/ACAS2014 Conference Chair Professor Baden Offord, Professor of Cultural Studies and Human Rights at Southern Cross University, and Vice-President of the Cultural Studies Association of Australasia, addresses delegates at the conference closing session.





Above left: Professor Eric Uslaner, one of the world's leading academics in the field of trust, and in particular the role of trust in society and public life, delivers his Keynote Speech on "Segregation and Mistrust" at ACSS/ACSEE 2013. Professor Uslaner is professor of Government and Politics at the University of Maryland-College Park, as well as as being Senior Research Scholar at the Center for American Politics and Law, Southwest University of Political Science and Law, Chongqing, China, and Honorary Professor of Political Science, Aarhus University (Denmark). **Above right: Professor Thomas Simon** is Resident Professor in International Law in the Johns Hopkins School of Advanced International Studies, and based in Nanjing, China. A featured speaker at ACSS/ACSEE, Professor Thomas delivered a wide ranging featured speech entitled "Future Governance and Disappearing Nations: Canaries in the Sustainability Mine?"

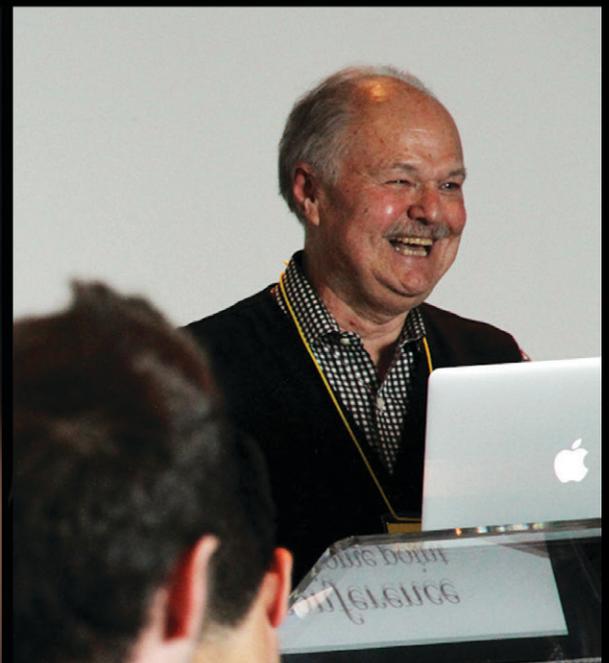
Below: Panelists in the Sustaining Good Governance discussion. **From left-right: Dr Lililan Woo** of the Ecodesign Research Center (USA); **Dr Alex Petrisor** of URBAN-INERC (Romania) and IAFOR Journal of Sustainability, Energy and the Environment Editor; **Professor Stuart Picken**, Chairman of the IAFOR International Advisory Board, and **Dr Ernie Ko**, Vice Executive Director of Transparency International, Taiwan, and former TV journalist and White House Correspondent, turned academic. The panel followed a presentation by Dr Ko on the work of Transparency International, and the challenges the organization faces in trying to promote best practices globally.





Above left: Jun Arima, Director General of the Japan External Trade Organisation (JETRO) in London, seconded by the Ministry of Economy, Trade and Industry (METI) delivering the keynote address at the inaugural European Conference on the Social Sciences, held with the First European Conference on Sustainability, Energy and the Environment. Mr Arima covered issues of economic regeneration, environmental sustainability, and governance on both the national and international level in his address. From 1992 Mr Arima served in the Agency for Natural Resources and Energy (ANRE). In 1996, he was sent to the OECD as Councilor (energy advisor), to the Permanent Delegation of Japan. He served in senior positions in ANRE following his return to Japan. From 2002, he spent four years in Paris as Head of the Country Studies Division for the International Energy Agency (IEA). His activities in international climate and energy issues have seen him recognised internationally, most recently as Japan's chief negotiator at the UN Climate Talks in Cancun, Mexico in 2010. **Above Right: Professor Jay Friedlander**, Sharpe-McNally Chair of Green and Socially Responsible Business at College of the Atlantic, USA, speaks on "Sustainable Enterprise: Unlocking Innovation & Preparing for the Next Economic Wave".

Below Left: Professor Peter Oakley of the Royal College of Art addresses the luxury goods sector from a social science perspective. He delivered a paper on "Immanence vs. Provenance: Fairtrade Gold and the Social Complexity of Substance Identities". **Below Right: Professor George Martin**, currently visiting professor at the Centre for Environmental strategy at the University of Surrey, and a sociologist specializing in urban sustainability looked at just that in his paper: "Urban Agriculture's Synergies with Ecological and Social Sustainability: Food, Nature, and Community."



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

Journals FAQ

IAFOR's Open Access
Publishing Commitment

IAFOR is committed to providing ALL of its publications in online form for no fee.

Researchers and scholars, regardless of institutional affiliation and status, can access our academic journals, monographs, magazine, conference materials and special publications for no charge, wherever there is internet access.

IAFOR will never ask authors to contribute towards publication costs, or engage in other such publishing practices which we believe undermine academic independence and integrity.

How are journal editors appointed?

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

How do we ensure academic integrity?

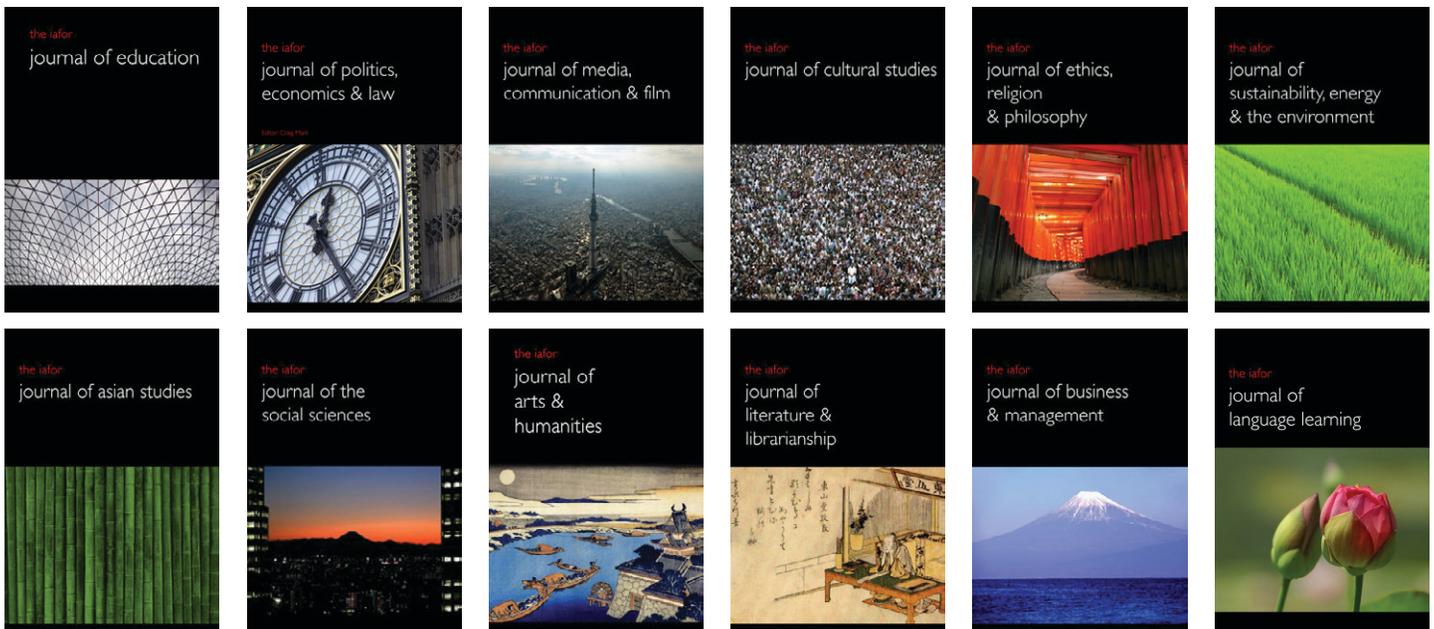
Once appointed, the editor is free to appoint his or her own editorial team and advisory members. All papers published in the journal have been subjected to the rigorous and accepted processes of academic peer review. Neither editors nor members of the editorial team are remunerated for their work. Authors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

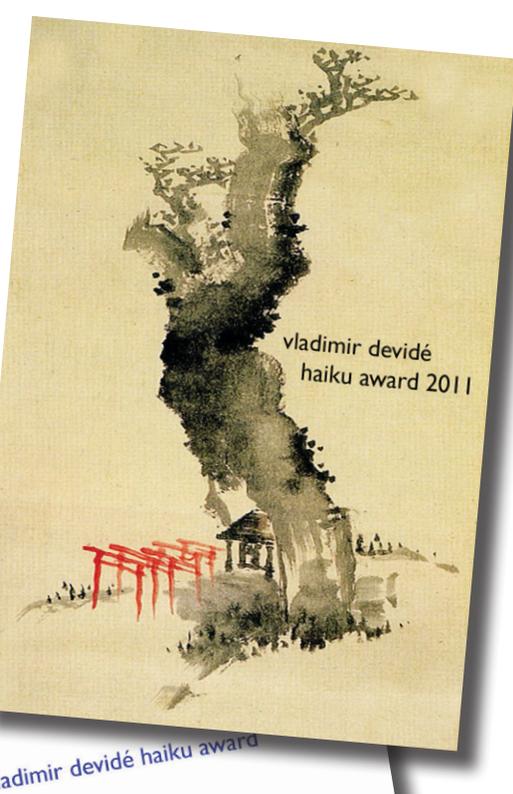
How are papers selected?

Journal Editors may accept papers through an open call, and proposed articles may be sent directly to the respective editors. A small number of papers from the associated IAFOR conference proceedings may also be selected by the journal editor(s) for reworking and revising subject to normal processes of review. It is expected that between 5 and 10 percent of papers included in any given conference proceedings will be developed for inclusion in the associated conference journal.

How are IAFOR Journals related to IAFOR conferences?

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





vladimir devidé haiku award



selected haiku 2013



IAFOR Keynotes

The IAFOR Keynotes Series is a collection of keynote addresses, or associated papers given at our conferences. Presented as a part of the open research archive, the Keynotes series provides an example of the range and quality of speakers at IAFOR events. These keynotes are lightly reworked, and contain references, but are otherwise true to the original address. Many can also be seen in video format on our YouTube page. Whether you were present at the conference or not, the keynotes are thoughtful addresses by senior academics, the content of which may help your research.

Special Series & Monographs

The International Academic Forum is publishing a number of special monographs in print and online form. One such publication is a selection of haiku from the Annual Vladimir Devidé Haiku Award.

Eye Magazine

Through Eye Magazine, the International Academic Forum's own in-house e-magazine publication, we hope to enlighten you to various views and opinions of our contributors, many of whom have presented full research papers at our various conferences.

The Spring 2014 edition of Eye magazine includes an exclusive interview with Severn Cullis-Suzuki, a new design layout, as well as some other great articles, op-eds and essays.

Eye Magazine is available on the IAFOR website and through the ISSUU reader on your browser or mobile device. The Summer 2014 edition will be available in July.



Exclusive Interview Severn Cullis-Suzuki

From the Midwest to the Middle East
Gary Swanson interviews Richard Roth about his life and work in journalism

Progressively Worse Classrooms
How Long Can We Tolerate Declining Standards? by Craig Sower

University Rankings
Crossing Disciplines, Borders, and Credulity by Jerry Platt

Japan's Abenomics Story
A quintessential dialogic news event by Beryl Hawkins and Barry Natusch

One Big Happy Family?
Subverting Reaganism in Peggy Sue Got Married by Douglas Forster

Thursday



Thursday Morning Events



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08:00-018:00
Conference Registration

09:00-09:15
Welcome Address
Conference Chair's Address
Renaissance Suite

09:15-10:00
Keynote Address: Professor Penny Jane Burke
Renaissance Suite

10:00-10:15
Coffee Break

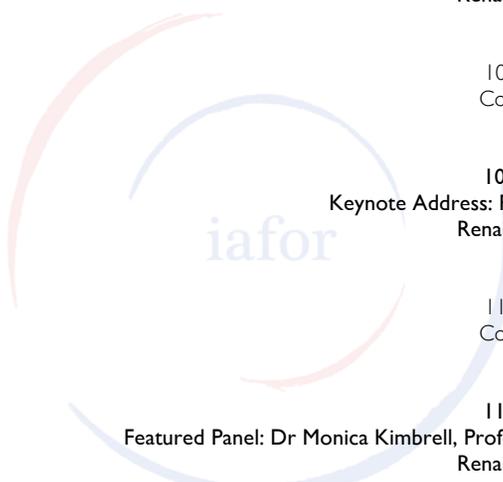
10:15-11:00
Keynote Address: Professor Heidi Safia Mirza
Renaissance Suite

11:00-11:15
Coffee Break

11:15-12:15
Featured Panel: Dr Monica Kimbrell, Professor Barbara Lockee, Professor Peggy Meszaros
Renaissance Suite

12:15-12:20
Official Conference Photo
Renaissance Suite

12:20-13:30
Lunch Break



Thursday Session I: 13:30-15:00

Thursday Session I: 13:30-15:00

Room: Tennyson

ECE – Learning & Teaching in Times of Transformation

Session Chair: Anthony Fisher

2558 13:30 – 14:00

Developing Teacher's Pedagogical Cultural Identity through Cultural Immersion: The Key to Engaging Indigenous Australian Students and Their Families in Education

Catherine Burgess, University of Sydney, Australia

0930 14:00 – 14:30

Emerging into a Different Way of Becoming and Belonging: A School's Journey in 'Living and Sustaining' Transformative Pedagogy: A Case Study of a New Zealand Primary School

Jane Cavanagh-Eyre, Epsom Normal Primary School, New Zealand

0563 14:30 – 15:00

Sustaining Leadership in Times of Change through Teacher Class Placement

Anthony Fisher, University of Waikato, New Zealand

Tracey Carlyon, University of Waikato, New Zealand

Thursday Session I: 13:30-15:00

Room: Shelley

ECTC – Web 2.0 Technologies in the Classroom

Session Chair: Richard Lachman

2982 13:30 – 14:00

Tweeting the Disasters: A Sample from Geography Course

Ayse Akkurt, Gaziosmanpasa University, Turkey

0566 14:00 – 14:30

The Effect of Scaffolding Mechanism in Puzzle Games on Player/Learner Behavior

Chuen-Tsai Sun, National Chiao Tung University, Taiwan

Holin Lin, National Taiwan University, Taiwan

0376 14:30 – 15:00

Learning Experiences for New Media Literacies: a Case Study in Cross-Disciplinary Prototyping

Richard Lachman, Ryerson University, Canada

Maayan Cohen, OCADU, Canada

Thursday Session I: 13:30-15:00

Room: Keats

ECE – Learning & Teaching in Times of Transformation

Session Chair: David Blackall

0564 13:30 – 14:00

Peace Education for Iraq's Population

Khawlah Khanekah, Salahaddin University, Iraq

0161 14:00 – 14:30

Learning Skills in Journalistic Skepticism while Recognizing Whistleblowers

David Blackall, University of Wollongong, Australia

3182 14:30 – 15:00

The Non-Alignment of Espoused Theories of Action to Theories-In-Use: Socio-Cultural Hurdles to Provision of Equitable Educational Opportunity for Pregnant Learners at South African Conventional Schools

Tawanda Runhare, University of Venda, South Africa



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Thursday Session I: 13:30-15:00



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Thursday Session I: 13:30-15:00

Room: Coleridge

ECE – Learning & Teaching through Educational Structures

Session Chair: Helena Pedrosa-de-Jesus

1052 13:30 – 14:00

Development of Students' Reasoning and Critical Thinking Skills through Argument Mapping

Yiannis Vassiliades, University of Cyprus, Cyprus

Mary Koutselini, University of Cyprus, Cyprus

0610 14:00 – 14:30

Strategies for Digital Inclusion towards a Pedagogy for Embracing and Sustaining Student Diversity and Engagement with Online Learning

Baylie Hart Clarida, Bournemouth University, UK

1753 14:30 – 15:00

The Role of Teacher's Written Formative Feedback on Students' Critical Thinking

Helena Pedrosa-de-Jesus, University of Aveiro, Portugal

Cecília Guerra, University of Aveiro, Portugal

Aurora Moreira, University of Coimbra, Portugal

Mike Watts, Brunel University, UK

Thursday Session I: 13:30-14:30

Room: Wordsworth

ECLL – Interdisciplinary

Session Chair: Masumi Kai

0249 13:30 – 14:00

Grammaticality Judgement Test: Does it Reliably Measure English Language Proficiency?

Bee Hoon Tan, Universiti Putra Malaysia, Malaysia

3157 14:00 – 14:30

The Effects of Vocabulary Lists and Tasks on L2 Vocabulary Learning

Masumi Kai, University of Guam, USA

Thursday Session I: 13:30-15:00

Room: Noblesse

ECLL – Innovative Language Teaching & Learning Methodologies

Session Chair: Sabrina Bechler

1744 13:30 – 14:00

Bringing Tedious Academic Articles to Life

Janice Weinreb, Tel Aviv University, Israel

0589 14:00 – 14:30

Phonemic Awareness of EFL Learners

Yachin Tsai, National Chiayi University, Taiwan

2642 14:30 – 15:00

Encouraging Young Learners to Speak and Write

Sabrina Bechler, Montessori Schule Heiligensee, Germany

Thursday Session II: 15:15-16:45

Thursday Session II: 15:15-16:45

Room: Tennyson

ECE – Learning & Teaching through Educational Structures

Session Chair: Jane Jackson

2347 15:15 – 15:45

Creative Identity and Belonging in the Academe: The Doctoral Research Experience in Art & Design

Sian Vaughan, Birmingham City University, UK

Jacqueline Taylor, Birmingham City University, UK

3310 15:45 – 16:15

Transforming Learner Identities through Learner Engagement: Introducing the Engagement Funnel

Prins Butt, Southampton Solent University, UK

Jomo Batola, Southampton Solent University, UK

Neville Palmer, Southampton Solent University, UK

0515 16:15 – 16:45

Collaborative Becoming Engaging in 'Guided Reflexivity' to Develop Teaching Practices in the Post Compulsory Education and Training (P CET) Sector

Jane Jackson, The Open University, UK

Thursday Session II: 15:15-16:15

Room: Shelley

ECTC – Teaching Online

Session Chair: Bob Barrett

3447 15:15 – 15:45

Formative Assessment Tool for the Assessment of Students' Geometrical Tasks

Rami Rashkovits, The Max Stern Yezreel Valley College, Israel

Ilana Lavy, The Max Stern Yezreel Valley College, Israel

2026 15:45 – 16:15

Strategic Analysis and Management of Adult Learner Reasoning and Critical Thinking Skills

Bob Barrett, American Public University, USA

Thursday Session II: 15:15-16:15

Room: Keats

ECE – Learning & Teaching in Times of Transformation

Session Chair: Heyam Loutfi Elzein

0680 15:15 – 15:45

Shastri Indo-Canadian Institute: A Frontier Conducive to Sustainable Development through linking Higher Education Institutions of India-Canada

Mahmuda Aldeen, University of Calgary, Canada

2162 15:45 – 16:15

Education after the Arab Spring: Alternative Philosophy to Develop Awareness towards the Other

Heyam Loutfi Elzein, Rafik Hariri University, Lebanon



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Thursday Session II: 15:15-16:45



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Thursday Session II: 15:15-16:45

Room: Coleridge

ECE – Learning & Teaching through Educational Structures

Session Chair: Jacqueline Manuel

1977 15:15 – 15:45

Factors Affecting Teachers' Implementation of Curricular Reforms in the EFL Classrooms in Lebanese Public High Schools
Najwa Saba 'Ayon, Rafik Hariri University, Lebanon

0794 15:45 – 16:15

Contests as a Way for Changing Methodologies in the Curriculum
Javier Bilbao, University of the Basque Country, Spain
Eugenio Bravo, University of the Basque Country, Spain
Olatz García, University of the Basque Country, Spain
Concepción Varela, University of the Basque Country, Spain
Miguel Rodríguez, University of the Basque Country, Spain

3166 16:15 – 16:45

Challenging Discourses of Curriculum Reform: A Transformative Model of English Education for the 'Conceptual Age'
Jacqueline Manuel, University of Sydney, Australia
Don Carter, Australian Catholic University, Australia

Thursday Session II: 15:15-16:45

Room: Wordsworth

ECLL – Interdisciplinary

Session Chair: Wen-Chuan Lin

0526 15:15 – 15:45

Effects of Professional Learning Programmes on Language Teacher Cognition and Teaching Practice
Christine Biebricher, University of Auckland, New Zealand

1160 15:45 – 16:15

Blended Learning Environments: How Interpersonal Relations Support Knowledge Construction
Nasim Googol, University of Wollongong, Australia

0162 16:15 – 16:45

Exploring College E-Tutors Service Learning Processes for Teaching English: A Case Study in Taiwan
Wen-Chuan Lin, Wenzao Ursuline University of Languages, Taiwan

Thursday Session II: 15:15-16:45

Room: Noblesse

ECLL – Interdisciplinary

Session Chair: Jirapa Abhakorn

2546 15:15 – 15:45

Language: Acquisition, Loss and Aphasia
Louis Royal, Huachiew Chalermprakiet University, Thailand

2864 15:45 – 16:15

Multi-Competence: Implications for College-Level Saudi EFL Users
Abdelmagid Abdelrahman Awadelkarim, Majmaah University, Saudi Arabia

1820 16:15 – 16:45

Asking Effective Referential Questions in an EFL Classroom
Jirapa Abhakorn, National Institute of Development, Thailand

Thursday Session III: 17:00-17:45

Thursday Spotlight Session: 17:00-17:45

Room: Renaissance North

Session Chair: Michael Kedzlie

A Case Study: Regent High School
Cindy Walters, Walters & Cohen Architects, UK

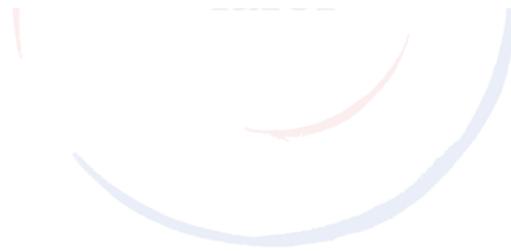


19:00-21:00

A Night Out in Brighton: Conference Dinner (Ticketed and Optional)

Come and join your fellow delegates for an evening out at the Hilton Brighton Metropole.
Please meet in the Thistle Brighton Lobby at 18:30.

This is ticketed at 50GBP and there are a limited number of spaces.
If you would like to join, please inquire at the Conference Registration Desk.



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Friday



Friday Session I: 9:00-10:30



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Friday Session I: 9:00-10:30

Room: Tennyson

ECE – Learning & Teaching through Educational Structures

Session Chair: Satoko Ito

2082 9:00 – 9:30

Capturing Heterogeneity in University Choice

Ricardo D. Paredes, Pontificia Universidad Católica de Chile, Chile

Alejandro Schmidt, Pontificia Universidad Católica de Chile, Chile

Juan de Dios Ortúzar, Pontificia Universidad Católica de Chile, Chile

1721 9:30 – 10:00

Evaluation of the Activities Prepared by Teacher Candidates according to the Various Techniques and Methods

Ozge Aydin, University of Dumlupinar, Turkey

Zeynep Nalan Yilmaz, University of Hakkari, Turkey

3054 10:00 – 10:30

Learn More about Yourself: Helping Students' Transit from Passive Learners to Active Learners

Satoko Ito, Nanzan University, Japan

Friday Session I: 9:00-10:00

Room: Shelley

ECTC – Future Classrooms

Session Chair: Alvaro Torres

1026 9:00 – 9:30

Reshaping Education for the Future

Mladen Milicevic, Loyola Marymount University, USA

3362 9:30 – 10:00

Active Learning Spaces in Schools and Higher Education

Alvaro Torres, Mariano Galvez University, Guatemala

Paulo Castro, Mariano Galvez University, Guatemala

Friday Session I: 9:00-10:30

Room: Keats

ECE – Learning & Teaching in Times of Transformation

Session Chair: Johana Nayoan

0775 9:00 – 9:30

New Literacies, New Opportunities: Reading and Writing in an Internet Era

Martha C. Pennington, City University of Hong Kong, Hong Kong

0478 9:30 – 10:00

Learning to Become a Young Male Worker the Reproduction of Masculinity in the English Apprenticeship Scheme

Teresa Oultram, Keele University, UK

3194 10:00 – 10:30

Service Improvement Research and Evaluation Partnerships (SIREP) to Improve Postgraduate Student Experience and Employability

Johana Nayoan, Buckinghamshire New University, UK

Ruth Clemow, Buckinghamshire New University, UK

Friday Session I: 9:00-10:30

Friday Session I: 9:00-10:00

Room: Coleridge

ECLL – Interdisciplinary

Session Chair: Ana Silvia Abreu

0315 9:00 – 9:30

Clicks and Politics: Teaching Mandela's Mother Tongue - Practices and Politics of Xhosa Acquisition by Third-Language Learners
Tessa Dowling, University of Cape Town, South Africa

3330 9:30 – 10:00

Educational Policy and Open Resources in Brazil: A Discursive Analysis
Ana Silvia Abreu, Federal University of Sao Carlos/FAPESP, Brazil

Friday Session I: 9:00-10:00

Room: Wordsworth

ECLL – Design

Session Chair: Barley Mak

0618 9:00 – 9:30

Redesigning Tertiary Level EFL Courses through Connecting, Learning and Growing
Linda Weinberg, ORT Braude College of Engineering, Israel
Miriam Symon, The Interdisciplinary Center Herzliya, Israel

2153 9:30 – 10:00

A Longitudinal Picture of English Enhancement Support in Hong Kong
Barley Mak, The Chinese University of Hong Kong, Hong Kong

Friday Session I: 9:00-10:30

Room: Renaissance South

ECE / ECTC – Disciplines & Interdisciplinary Approaches

Session Chair: Ann S Lourens

2575 9:00 – 9:30

Development of Computer-Based Experiment in Physics for Free Falling Objects
Panjit Musik, Nakhon Si Thammarat Rajabhat University, Thailand

2576 9:30 – 10:00

Case Study: The Use of Wikis as a Teaching-Learning Tool in Science Subjects
Ascension Hernandez Encinas, University of Salamanca, Spain
Cristina Prieto Calvo, University of Salamanca, Spain
Araceli Queiruga Dios, University of Salamanca, Spain
Concepcion Rodriguez Puebla, University of Salamanca, Spain

1811 10:00 – 10:30

Engineering Co-Curricular Role Model Interventions to Develop Women Engineering Students Self-Efficacy at a South African Comprehensive University
Ann S Lourens, Nelson Mandela Metropolitan University, South Africa

Friday Workshop Session I: 9:00-10:00

Room: Renaissance North

ECE – Learning & Teaching through Educational Structures

0594

Making the Connection Enhancing the Learner Journey through Higher Education
Robert Ingram, Glasgow Caledonian University, UK
Yvonne Wayne, Glasgow Caledonian University, UK



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Friday Session II: 10:45-12:15



Friday Session II: 10:45-12:15

Room: Tennyson

ECLL – Bilingualism

Session Chair: Abdulaziz I. S. Alnofal

0778 10:45 – 11:15

A Case Study on a Trilingual Siblings Code Mixing and a Parents Language Socialization Effort - Focus on Korean
Jaewon Nielbock-Yoon, University of Cologne, Germany

0392 11:15 – 11:45

Bridging the Gap in the West African Native Language Learning: What Needs to Be Done?
Ejemi Johnny, Federal College of Education (Technical) Omoku, Nigeria

2884 11:45 – 12:15

Incubation Among Advanced EFL Writers: A Writing Strategy or a Problem?
Abdulaziz I. S. Alnofal, Al-Imam Mohammed Ibn Saud Islamic University, Saudi Arabia

Friday Session II: 10:45-11:45

Room: Shelley

ECTC – Interdisciplinary

Session Chair: Chee Kuen Chin

0456 10:45 – 11:15

Integrating Online Intercultural Exchanges in Skype to Improve Foreign Language Learning in Higher Education
Mariana González-Boluda, University of Technology, Jamaica

0338 11:15 – 11:45

The Effects of Wiki-Based Recursive Process Writing on Chinese Narrative Essay for Chinese As a Second Language (CSL) Students in Singapore

Chee Kuen Chin, Nanyang Technological University, Singapore
Cheng Gong, Nanyang Technological University, Singapore
Boon Pei Tay, Nanyang Technological University, Singapore

Friday Session II: 10:45-12:15

Room: Keats

ECE – Learning & Teaching in Times of Transformation

Session Chair: Scott Alterator

0546 10:45 – 11:15

Developing a Reflective Teaching Practice Based on Student Voice: Some Changes Experienced from the Point of View of Teachers
Ángela Saiz Linares, University of Cantabria, Spain
Noelia Ceballos López, University of Cantabria, Spain

0547 11:15 – 11:45

Student Voice's Experiences for the Teacher Development an Analysis of Best Practice Guidelines
Noelia Ceballos López, University of Cantabria, Spain
Ángela Saiz Linares, University of Cantabria, Spain

2947 11:45 – 12:15

Teacher Adaptation to Irregular Teaching Spaces: A Senior Setting Case Study
Scott Alterator, La Trobe University, Australia
Craig Deed, La Trobe University, Australia

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Friday Session II: 10:45-12:15

Friday Session II: 10:45-11:45

Room: Coleridge

ECLL – Learning Environments

Session Chair: Julie Uí Choistealbha

0098 10:45 – 11:15

The Transformational Impacts of the Language Tourism Experience
Montserrat Iglesias, University of Barcelona, Spain

0454 11:15 – 11:45

Location, Location, Location! Language Learning in Schools Serving Communities of Disadvantage in Ireland
Julie Uí Choistealbha, Marino Institute of Education, Ireland

Friday Session II: 10:45-11:45

Room: Wordsworth

ECE – Disciplines & Interdisciplinary Approaches

Session Chair: Birgit Richard

2376 10:45 – 11:15

Unchaining Computer Science Students from the Desktop
Dave Towey, The University of Nottingham Ningbo China, China
Tianchong Wang, The University of Hong Kong, Hong Kong

0593 11:15 – 11:45

Selfies = Images of Becoming and Belonging Media Identities in Online Video and their Meaning for Education
Birgit Richard, Goethe University Frankfurt, Germany

Friday Session II: 10:45-12:15

Room: Renaissance South

ECE – Learning & Teaching through Educational Structures

Session Chair: Sheila Cunningham

1827 10:45 – 11:15

Neuro-Teaching in Primary School: The Principles of Feuersteins Mediated Learning Integrated into School Curriculum
Cristina Vedovelli, University of Sassari, Italy

1752 11:15 – 11:45

Best Practices of School Inclusion for Pupils with SEN
Eliana Sias, Università degli Studi di Sassari, Italy

3021 11:45 – 12:15

A Global Learning Experience: Narratives of European Immersive Clinical Nursing Exchanges
Sheila Cunningham, Middlesex University, UK

Friday Workshop Session II: 10:45-11:45

Room: Renaissance North

ECE – Disciplines & Interdisciplinary Approaches

2450

Origami - There's More to it than Paper Cranes
Colin Graham, Abdullah Gül Üniversitesi, Turkey

12:15-13:00
Lunch Break



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13:00-14:00
ECLL Featured Speaker - Ken Wilson
Renaissance Suite



Friday Session III: 14:15-15:45

Friday Session III: 14:15-15:15

Room: Tennyson

ECLL – World Englishes

Session Chair: Merzin Awdah Alshahrani

2822 14:15 – 14:45

Language, Culture and International Communication
Amelia Molea, Military Technical Academy of Bucharest, Romania

2958 14:45 – 15:15

Native English Speaker Teachers Versus Non-Native English Speaker Teachers in King Khalid University: Myths and Realities
Merzin Awdah Alshahrani, King Khalid University, Saudi Arabia

Friday Session III: 14:15-15:45

Room: Shelley

ECLL – Interdisciplinary

Session Chair: Monica Karlsson

0093 14:15 – 14:45

Constructing Writer Identity through Multimodal Literacy Practices
Feng-ming Chi, National Chung Cheng University, Taiwan

2075 14:45 – 15:15

Cross-Cultural Miscommunication in Face-To-Face and Online Contexts
Jean Yiching Chiu, Wenzao Ursuline University of Languages, Taiwan

0365 15:15 – 15:45

Does Audiovisual Contextualization of L2 Idioms Enhance Students' Comprehension and Retention?
Monica Karlsson, Halmstad University, Sweden

Friday Session III: 14:15-15:15

Room: Keats

ECLL – Language Education

Session Chair: Takako Aikawa

2687 14:15 – 14:45

The Two Relationships between L1 Writing and L2 Writing Skills, and between L2 Reading and L2 Writing Skills of Japanese ESL University Students
Fumihiko Ito, Gunma National College of Technology, Japan

2644 14:45 – 15:15

A Preliminary Report of the Use of Piazza for a Language Class
Takako Aikawa, Massachusetts Institute of Technology, USA

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Friday Session III: 14:15-15:45

Friday Session III: 14:15-15:45

Room: Coleridge

ECLL – Innovative Language Teaching & Learning Methodologies

Session Chair: Colin Graham

3397 14:15 – 14:45

Tweetstorming in the Language Classroom: Impact on EFL Students' Ideational Fluency and Syntactic Complexity
Abdullah Ammar, Abu Dhabi University, UAE

2858 14:45 – 15:15

Implementing Environmental Sustainability Issues in English Language Teaching for Schools
Laura de Almeida, Universidade Estadual de Santa Cruz, Brazil

2446 15:15 – 15:45

Mathematics for Speakers of Other Languages
Colin Graham, Abdullah Gül Üniversitesi, Turkey

Friday Session III: 14:15-15:45

Room: Wordsworth

ECE – Learning & Teaching through Educational Structures

Session Chair: Catherine Heffernan

3095 14:15 – 14:45

Professional Development of Teacher Educators - Can I Possibly Teach My Colleagues?
Naomi Weiner-Levy, Mofet Institute, Israel

3281 14:45 – 15:15

An Evidence-Based Faculty Mentoring Model to Support Transformative Learning in Health Studies Faculty
Theresa Larcina, Centennial College, Canada
Tara McCulloch, Centennial College, Canada
Jackie Bishop, Centennial College, Canada
Lynda Atack, Centennial College, Canada
Janet Maher, University of Toronto, Canada

2951 15:15 – 15:45

+PPP Positive Placement Project: People, Practices and Presence
Catherine Heffernan, Griffith University, Australia
Lorraine Venturato, University of Calgary, Canada
Wendy Moyle, Griffith University, Australia

16:00-17:00

ECE Featured Presentation - Linden West & Barbara Merrill
Renaissance Suite



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Saturday



Saturday Session I: 9:00-10:30



Saturday Session I: 9:00-10:30

Room: Tennyson

ECLL – Interdisciplinary

Session Chair: Mayuri Gandhi

0196 9:00 – 9:30

The Attitude toward the English One Course by First Year Students
Jutaporn Parapob, Rajamangala University of Technology Srivijaya, Thailand

2018 9:30 – 10:00

Done with the Do's in a Venn
Josephine P. Galicha, Lyceum of the Philippines University, Philippines

1898 10:00 – 10:30

Interaction Competence - A Theoretical Construct
Mayuri Gandhi, Shivaji University, India

Saturday Panel Session I: 9:00-10:30

Room: Shelley

ECTC – Mobile Learning and New Technologies

Session Chair: Ma Khristin Fabian

0165 9:00 – 9:30

Using QR Codes in Teaching and Assessment
Aia Elshahawi, The British University in Egypt, Egypt
Amel Abdelghani, The British University in Egypt, Egypt
Hala Shaker, The British University in Egypt, Egypt

2979 9:30 – 10:00

Teacher Candidates' Perceptions towards Technology during the Process of Art Education
Ahu Simla Degerli, Gaziosmanpasa University, Turkey
I.Halil Turker, Ondokuzmayis University, Turkey

2470 10:00 – 10:30

Math and Mobile Technologies: A Systematic Review
Ma Khristin Fabian, University of Dundee, UK
Keith Topping, University of Dundee, UK
Ian Barron, University of Dundee, UK

Saturday Session I: 9:00-10:30

Room: Keats

ECLL – Interdisciplinary

Session Chair: Patrice Ntawigira

3254 9:00 – 9:30

The Implications of Occupation and Gender Stereotypical Information
Chiu-Hua Huang, Toko University, Taiwan
Wei-Ming Luh, National Cheng Kung University, Taiwan

0175 9:30 – 10:00

Contrastive Analysis of French and Yoruba Language
Mercy Eghonghon Odudigbo, Nigerian Defence Academy, Nigeria

0457 10:00 – 10:30

Rural Basic Education for All: the Impact of the Language of Instruction on the Quality
Patrice Ntawigira, University of Rwanda, Rwanda

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Saturday Session I: 9:00-10:30

Saturday Session I: 9:00-10:30

Room: Coleridge

ECE – Learning & Teaching in Times of Transformation

Session Chair: Rodney McCrohan

0575 9:00 – 9:30

Transforming Classroom Reading Environment to Re-Engage Disadvantaged Students to Read an Achievement Goal Perspective

Clarence Ng, Australian Catholic University, Australia

Brendan Bartlett, Australian Catholic University, Australia

Claire Wyatt-Smith, Australian Catholic University, Australia

0645 9:30 – 10:00

Constructing a Collaborative Writing Project: Perspectives from Csikszentmihalyi's Systems Model of Creativity

Greg Chung-Hsien Wu, National Chengchi University, Taiwan

0498 10:00 – 10:30

Educational Video: A Tool for Communication Across Borders

Rodney McCrohan, RMIT University, Australia

Saturday Session I: 9:00-10:30

Room: Wordsworth

ECE – Learning & Teaching through Educational Structures

Session Chair: Mpho Esther Otukile-Mongwaketse

2852 9:00 – 9:30

Case Study: University of Experience and New Technologies Subject

Araceli Queiruga Dios, University of Salamanca, Spain

Ascensión Hernández Encinas, University of Salamanca, Spain

Angélica González Arrieta, University of Salamanca, Spain

Juan José Bullón Pérez, University of Salamanca, Spain

3004 9:30 – 10:00

The Comparison between Promotion and Stagnation of Faculty Members in the Iranian Public Universities

Nasrin Nourshahi, Institute for Research and Planning in Higher Education, Iran

Hossein Samiei, Institute for Research and Planning in Higher Education, Iran

1657 10:00 – 10:30

Teachers Understandings of Inclusion in View of Implementing Inclusive Education in Botswana Primary Schools

Mpho Esther Otukile-Mongwaketse, University of Botswana, Botswana

Saturday Workshop Session I: 9:00-10:00

Room: Noblesse

ECTC – e-Learning and Collaborative Learning

1124

Nursery Mothers Online Learning/ Online Assessment Material for Use with Foundation Degree Early Years Care and Education Students

Helga Stittrich-Lyons, University of Portsmouth, UK

10:30-10:45

Coffee Break



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Saturday Session II: 10:45-12:15



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Saturday Session II: 10:45-12:15

Room: Tennyson

ECLL – Language Education

Session Chair: Bennan Zhang

0940 10:45 – 11:15

Curricular Design for English Extension Courses at Universidad Libre, Bogota-Colombia
Elba Consuelo Leon Mora, Universidad Libre, Colombia

0302 11:15 – 11:45

TESOL Teachers' Reflections on their Language Learning Experience: A Case Study of Six Primary English Language Teachers in Vietnam

Nguyen Duc Chinh, Monash University, Australia

0627 11:45 – 12:15

Integrating IB Learner Profiles into the Teaching of Chinese Culture: The Practice of Chinese Language Teachers
Bennan Zhang, University of Hong Kong, Hong Kong

Saturday Session II: 10:45-12:15

Room: Shelley

ECTC – Instructional Technology

Session Chair: Vildan Cevik

0185 10:45 – 11:15

Academic Excellence for Struggling Students through Assistive Technologies
Jill C. Pollack, Victor Central School District, USA

2629 11:15 – 11:45

Computer-Mediated Lessons for the Development of Knowledge of Rehabilitation for Patient Undergone Laminectomy for Nursing Students in Thailand

Jinpitcha Mamom, Thammasat University, Thailand

2986 11:45 – 12:15

Changes in Complex Cognitive Task Performance over Time
Vildan Cevik, Gaziosmanpasa University, Turkey
Arif Altun, Hacettepe University, Turkey

Saturday Session II: 10:45-11:45

Room: Keats

ECLL – Anxiety & Motivation

Session Chair: Fatemah Hammad Eid Albalawi

0750 10:45 – 11:15

Imagine your Future Motivational Self-Images and Language Proficiency
Satoko Ito, Nanzan University, Japan
Satoshi Moriizumi, Nanzan University, Japan

1920 11:15 – 11:45

Investigation of L2 Demotivation among Saudi Arabian Learners of English as a Second Language
Fatemah Hammad Eid Albalawi, University of Nottingham, UK

Saturday Session II: 10:45-12:15

Saturday Session II: 10:45-12:15

Room: Coleridge

ECE – Disciplines & Interdisciplinary Approaches

Session Chair: Han Ji-ying

0602 10:45 – 11:15

Belonging Blurring the Boundaries

Debbie Meharg, Edinburgh Napier University, UK

Stephanie Craighill, Edinburgh Napier University, UK

0786 11:15 – 11:45

To Write or Not to Write

Michael George Thoms, theyellowtree.org & Boston Media House, South Africa

0469 11:45 – 12:15

Teacher Motivation and its Impact on Teacher Engagement, Burnout, and Commitment

Han Ji-ying, The Chinese University of Hong Kong, Hong Kong

Saturday Session II: 10:45-12:15

Room: Wordsworth

ECE – Learning & Teaching through Educational Structures

Session Chair: Simon Brownhill

0118 10:45 – 11:15

Education through Online Training

Joze Kuzic, Monash University, Australia

1549 11:15 – 11:45

Pre-Service Teachers' Perception and Attitude about Service-Learning in Social Studies Curriculum in Nigeria

Tolulope Victoria Gbadamosi, Emmanuel Alayande College of Education, Nigeria

1812 11:45 – 12:15

Reflecting on Reflection: An Exploration of Trainers' Perceptions of Reflective Practice in Kazakhstan

Simon Brownhill, University of Cambridge, UK



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Saturday Session II: 10:45-12:15



Saturday Session II: 10:45-12:15

Room: Noblesse

ECE – Learning & Teaching in Times of Transformation

Session Chair: Cynthia Northington Purdie

2356 10:45 – 11:15

Engaging and Motivating Children: A Lebanese Social Change Case Study

Rima Bahous, Lebanese American University, Lebanon

Mona Nabhani, Lebanese American University, Lebanon

Fadi Lamaa, Lebanese American University, Lebanon

Majla-Maria Moufarrej, Lebanese American University, Lebanon

Maryse Karam, Lebanese American University, Lebanon

Viviane Yedelian, Lebanese American University, Lebanon

Lana Zeaiter, Lebanese American University, Lebanon

2109 11:15 – 11:45

Transformation of Professional Skills of Undergraduate Nursing Students through Volunteer Scholarly Writing Endeavours

Margareth Zanchetta, Daphne Cockwell School of Nursing - Ryerson University, Canada

Annette Bailey, Daphne Cockwell School of Nursing - Ryerson University, Canada

Jasna Schwind, Daphne Cockwell School of Nursing - Ryerson University, Canada

Olesya Kolisnyk, Centennial College, Canada

Lorena Baku, Daphne Cockwell School of Nursing - Ryerson University, Canada

Niyat Mehari, Daphne Cockwell School of Nursing - Ryerson University, Canada

Kateryna Aksenchuk-Mekersky, Arthur Labatt Family School of Nursing - University of Western Ontario, Canada

Melissa Stevenson, Anishwabe Health Toronto, Canada

Funmbi Babalola, Daphne Cockwell School of Nursing - Ryerson University, Canada

Aafreen Hassan, Daphne Cockwell School of Nursing - Ryerson University, Canada

Newton Leong, Daphne Cockwell School of Nursing - Ryerson University, Canada

Mohame Mohamed, Toronto Public Health, Canada

Patrice Nemhbard, St. Joseph's Healthcare, Canada

Anna Ohama, St. Michael's Hospital, Canada

Eunice Osino, Daphne Cockwell School of Nursing - Ryerson University, Canada

Rona Sales, Saint Joseph's Health Centre, Canada

Liana Salvador-Watts, Saint Joseph's Health Centre, Canada

Lira Santiago, Daphne Cockwell School of Nursing - Ryerson University, Canada

Lina Yu, Daphne Cockwell School of Nursing - Ryerson University, Canada

Terry Sizto, Daphne Cockwell School of Nursing - Ryerson University, Canada

2490 11:45 – 12:15

Classroom Discipline or Classroom Management: An Educator's Choice?

Cynthia Northington Purdie, William Paterson University, USA

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Saturday Session II: 10:45-12:15

Saturday Poster Session: 10:45-12:15

Room: Library Terrace

ECE/ECLL/ECTC – Interdisciplinary

0156

Tablet Reading Bridging the University and Children in Remote Areas

Lih-Juan ChanLin, Fu Jen Catholic University, Taiwan

Te-Lien Chou, National Taiwan University of Science and Technology, Taiwan

0556

Factors that Affect Fourth Grade Students Science Achievements: Evidence from Taiwan, Hong Kong and Singapore

Jen Jang Sheu, National Chung Hsing University, Taiwan

Fu-An Chi, National Chung Hsing University, Taiwan

0608

Experiential Knowledge as a Way to Becoming: Exploring New Paths in Adult Learning

Ana Luisa de Oliveira Pires, Escola Superior de Educação, Portugal

0630

Learning from Eliciting Questions in Exploring Global Knowledge

Te-Lien Chou, National Taiwan University of Science and Technology, Taiwan

Lih-Juan ChanLin, Fu-Jen Catholic University, Taiwan

0746

Learning How to Learn - Exploring a Blended Learning Approach to Learner Autonomy

Helen Lavender, Hong Kong Institute of Education, Hong Kong

1206

3D Animation for Acupressure Learning Via Computer Break Software

Sy-Chyi Wang, National Chiayi University, Taiwan

Jin-Yuan Chern, Chang Jung Christian University, Taiwan

1724

Speech and Communication in a Linguistically Diverse Educational Setting in Northern Ireland

Catriona Arlow, Queen's University Belfast, UK

1887

Student-Centered Learning and Educational Technology

Asunción Amer Güerre, University of Zaragoza, Spain

2409

The Effect of Grouping Strategies on Learning Achievement in a Computer-Supported Collaborative Learning Environment

Tsui-Ying Wang, National Cheng Kung University, Taiwan

Ho-Chuan Huang, National Kaohsiung University of Applied Sciences, Taiwan

Hsin-Yi Chiu, National Kaohsiung University of Applied Sciences, Taiwan

2428

Attentional Performance in a Web-Based Attention-Training Game System for School Children

Ho-Chuan Huang, National Kaohsiung University of Applied Sciences, Taiwan

Tsui-Ying Wang, National Cheng Kung University, Taiwan

2608

Modelling, Control and Simulation in Bioengineering: An Interactive Teaching Platform

Dan Selisteanu, University of Craiova, Romania

Monica Roman, University of Craiova, Romania

3288

Mixed-Reality and the Mucy Model As Pedagogical Tools for Spanish Sign Language Teaching

Araceli Queiruga, University of Salamanca, Spain

Jonathan Cadeñanes, University of Salamanca, Spain

Angélica González, University of Salamanca, Spain

Ascensión Hernández, University of Salamanca, Spain

Lunch Break
12:15-13:15

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Saturday Session III: 13:15-14:45



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Saturday Session III: 13:15-14:45

Room: Tennyson

ECLL – Innovative Language Teaching & Learning Methodologies

Session Chair: Astrid Yi-Mei Cheng

2639 13:15 – 13:45

Developing EFL Teaching Skills, Cross-Cultural Awareness and Language Skills through an Online Collaborative Project
 Maria Angelova, Cleveland State University, USA

0460 13:45 – 14:15

A Case Study of Japanese Language Teaching in a Multicultural Learning Environment Where Different Students Expectations May Exist in Teaching and Learning
 Junko Winch, University of Southampton, UK

2978 14:15 – 14:45

The Role of Playfulness in a Taiwanese EFL Classroom: Using Macbeth as an Example
 Astrid Yi-Mei Cheng, Feng Chia University, Taiwan

Saturday Session III: 13:15-14:45

Room: Shelley

ECTC – E-Learning & Collaborative Learning

Session Chair: Jennifer Lauria

0388 13:15 – 13:45

T-Story: Storytelling Applied to Training
 Paola Chesi, ISTUD Business School, Italy
 Cristina Godio, ISTUD Business School, Italy

0622 13:45 – 14:15

The Effect of Constructivist ICT-Mediated Instruction and Programmed Instruction on Children's Learning Outcomes in Science
 Tijani Fatimah, Michael Otedola College of Primary Education, Nigeria
 Delphonso Bamidele, Michael Otedola College of Primary Education, Nigeria
 Oludipe Oladele, Michael Otedola College of Primary Education, Nigeria

3275 14:15 – 14:45

Use of E-Learning Strategies that Promote Meaningful Collaboration in Virtual Learning Environments
 Jennifer Lauria, Wagner College, USA

Saturday Session III: 13:15-14:45

Room: Keats

ECLL – Conversation Analysis

Session Chair: Ruowei Yang

0421 13:15 – 13:45

Conversational Interaction and Negotiation of Meaning in Task-Based Group Interaction and Language Acquisition among Non-Native Speakers
 Nittaya Sanguanggam, Chiang Mai Rajabhat University, Thailand

0624 13:45 – 14:15

Learner-Led Sequence of IRF in E-Tutorial for L2 Chinese Learning
 Ruowei Yang, Open University of Hong Kong, Hong Kong

Saturday Session III: 13:15-14:45

Saturday Session III: 13:15-14:15

Room: Coleridge

ECE – Learning & Teaching through Educational Structures

Session Chair: Zeynep Nalan Yilmaz

1735 13:15 – 13:45

Discipline Based Art Education (DBAE) as an Approach to Art Instruction: The Case of Botswana
Magdeline Chilalu Mannathoko, University of Botswana, Botswana

1562 13:45 – 14:15

Classroom Management Difficulties in Science and Technology Lessons
Zeynep Nalan Yilmaz, University of Hakkari, Turkey
Özge Aydın, University of Dumlupinar, Turkey

Saturday Session III: 13:15-14:45

Room: Wordsworth

ECE – Learning & Teaching in Times of Transformation

Session Chair: Chris Paul Reddy

0163 13:15 – 13:45

How Can School Help Students Become Responsible Leaders?
Emiliane Rubat du Mérac, Roma Tre University, Italy
Lucisano Pietro, University of Rome La Sapienza, Italy

0639 13:45 – 14:15

Teacher Leadership Discourses that Divide
Rosana Stout, Murdoch University, Australia

3482 14:15 – 14:45

Environmental Education for Sustainability: Exploring Opportunities in Teacher Education
Chris Paul Reddy, Stellenbosch University, South Africa

14:45-15:00

Coffee Break



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Saturday Session IV: 15:00-16:30



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Saturday Session IV: 15:00-16:00

Room: Tennyson

ECTC – Learning Systems Platforms

Session Chair: Richard Alistair Mather

3156 15:00 – 15:30

Exploring Student Teachers' Views on the Use of the E-Portfolio to Promote Self-Regulated Learning

Caroline Koh, Nanyang Technological University, Singapore

Woon Chia Liu, Nanyang Technological University, Singapore

Stefanie Chye, Nanyang Technological University, Singapore

Mingming Zhou, University of Macau, Macau

2904 15:30 – 16:00

Multivariate Gradient Analysis for Evaluating and Visualizing a Learning System Platform for Computer Programming

Richard Alistair Mather, Bucks New University, UK

Saturday Session IV: 15:00-16:30

Room: Shelley

ECLL – Learning Strategies

Session Chair: Seham Abdul Rahman

0993 15:00 – 15:30

Implementing Incidental or Intentional Vocabulary Learning Strategies: Estimating the Receptive Vocabulary Size of University Level English Language Learners in Malaysia

Debbita Tan Ai Lin, Universiti Sains Malaysia, Malaysia

0604 15:30 – 16:00

The Use of Visual Feedback to Enhance the Teaching and Learning of Comprehension Skills

Michelle Pierre, Presbyterian High School, Singapore

Audrey Lee, Presbyterian High School, Singapore

Jaime Chia, Presbyterian High School, Singapore

N Amala, Presbyterian High School, Singapore

Lum Ping Ping, Presbyterian High School, Singapore

3214 16:00 – 16:30

English Academic Writing Strategy: Use by both Mother and Foreign Tongues

Seham Abdul Rahman, Tripoli University, Libya

Saturday Session IV: 15:00-16:00

Room: Keats

ECE – Challenging, Transforming & Preserving Cultural Differences

Session Chair: Rose de Vrieze-McBean

2554 15:00 – 15:30

Mainland Chinese Students in Canadian Undergraduate Programs: An Exploratory Study on Students Experiences, Identities and Career Aspirations

Ying Wang, Beijing Institute of Technology, China

1632 15:30 – 16:00

Addressing Cultural Diversity in the International Classroom: A Challenge or an Opportunity?

Rose de Vrieze-McBean, NHTV University of Applied Sciences, Netherlands

Saturday Session IV: 15:00-16:30

Saturday Session IV: 15:00-16:30

Room: Coleridge

ECE – Learning & Teaching in Times of Transformation

Session Chair: Goth Ursula Småland

3134 15:00 – 15:30

The Role of Higher Education in Economic Transformation and Sustainable Development in Nigeria

Olusola Angelina Thomas, University of Lagos, Nigeria

Rashidat Adedoyin Salisu, University of Lagos, Nigeria

Samuel Adelowo Thomas - Olufuwa, Lagos State Ministry of Establishments, Training and Pensions, Nigeria

0744 15:30 – 16:00

The Implications of a Changing Value System for Policy and Practice of Teacher Education Curriculum in Malaysia

Nagendralingan Ratnavadivel, Sultan Idris Education University (SIEU), Malaysia

Rajendran Nagappan, Sultan Idris Education University (SIEU), Malaysia

Lim Chong Hin, Taylor's University, Malaysia

Amir Hasan Dawi, Sultan Idris Education University (SIEU), Malaysia

0192 16:00 – 16:30

Like a Feather Flock Together: Culture Sensitivity and the Integration of Foreign Students

Goth Ursula Småland, Oslo and Akershus University, Norway

Bonsaksen T, Oslo and Akershus University, Norway

Jensen R, Oslo and Akershus University, Norway

Skyrud T, Oslo and Akershus University, Norway

Saturday Workshop Session II: 15:00-16:00

Room: Wordsworth

ECLL – Language Education

0431

Linguistics and L1 Transfer in the Service of Pre-Service L2 Student Teachers

Talia Rubovitz-Mann, Hemdat Hadarom Academic College, Israel

16:30-16:45

Break

16:45-17:45

ECE Featured Presentation - Sue Jackson

Room: Tennyson Suite

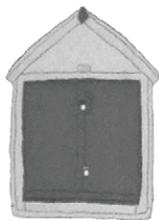


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Sunday



Sunday Session I: 9:00-10:30



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Sunday Session I: 9:00-10:00

Room: Tennyson

ECLL – Literacy

Session Chair: John McKenny

0802 9:00 – 9:30

Making Connections between Knowledge and Literacy Practices to Enable Student Learning

Jacqueline Luck, Nelson Mandela Metropolitan University, South Africa

Marcelle Harran, Nelson Mandela Metropolitan University, South Africa

2931 9:30 – 10:00

What all the Arguing is about in English for Academic Purposes

John McKenny, British University in Dubai, UAE

Sunday Session I: 9:00-10:30

Room: Shelley

ECLL – Translation & Interpretation

Session Chair: Othman Ahmed Omran Othman

1854 9:00 – 9:30

Meaning for Meaning: Applying the Theories of Dynamic Equivalence and Contextual Correspondence in Language Translation

Rosario M. Baria, University of the Philippines Los Banos, Philippines

2113 9:30 – 10:00

From Conference Venue to the Classroom: Guided Conference Observation to Enhance Interpreting Training

Chia-chien Chang, National Taiwan University, Taiwan

Michelle Min-chia Wu, National Taiwan University, Taiwan

1154 10:00 – 10:30

Problem Shifts Encounter Translators while Rendering Some Modern Standard Arabic Proverbs into English

Othman Ahmed Omran Othman, University of Benghazi, Libya

Sunday Session I: 9:00-10:30

Room: Keats

ECE – Learning & Teaching through Educational Structures

Session Chair: Heinz-Hermann Krüger

3192 9:00 – 9:30

Does Lecture Attendance Have an Effect on Student Performance? Evidence from a University in Limpopo Province of South Africa

Tendayi Gondo, University of Venda, South Africa

Karin Cattell, University of Stellenbosch, South Africa

0304 9:30 – 10:00

A Borderland Analysis: Rethinking Belonging in Higher Education

Kate Thomas, Birkbeck, University of London, UK

0620 10:00 – 10:30

Germany's Hesitant Approach to Elite Education. Stratification Processes within German Secondary and Higher Education Institutions

Heinz-Hermann Krüger, University of Halle-Wittenberg, Germany

Sunday Session I: 9:00-10:30

Sunday Session I: 9:00-10:30

Room: Coleridge

ECTC / ECE – Social Networking and Social Media

Session Chair: Xin Xu

0644 9:00 – 9:30

Parental Concerns towards the Use of Social Networking Sites among Adolescents and the Impact on the Family
Emmanuel Abimbola Ayandoyin, Michael Otedola College of Primary Education, Nigeria

1049 9:30 – 10:00

A Comparative Study on the Employment Potential of Facebook and Moodle in the Education Development Center and Continuing Education at the University of Baghdad Experience
Mohannad K. Sabir, University of Baghdad, Iraq
Muntaha Abdul Kareem Jasim, University of Baghdad, Iraq

3147 10:00 – 10:30

Social Media in Classroom: An Investigation on Students' Use of Facebook and Wiki for Teamwork
Xin Xu, The Hong Kong Polytechnic University, Hong Kong
Joy He, The Hong Kong Polytechnic University, Hong Kong

Sunday Session I: 9:00-10:30

Room: Wordsworth

ECLL – Interdisciplinary Perspectives in Language Learning

Session Chair: Badraddin Alawad Babikir Balal

2935 9:00 – 9:30

Identity Construction, Shift and Negotiation: Perspectives and Implications for Arabic-Speaking EFL Learners/Users
Abdelmagid Abdelrahman Awadelkarim, Majmaah University, Saudi Arabia

0406 9:30 – 10:00

Using Web-Based Instruction to Enhance EFL Students' Communicative Skills
Badraddin Alawad Babikir Balal, Sirte University, Libya
Ahmed At-Tayeb Yousuf Ahaj, Jazan University, Saudi Arabia

0964 10:00 – 10:30

English Language Vocabulary Usage of Indigenes of Ede: a Predominantly Yoruba Speech Community
Oyediran Adebola, The Federal Polytechnic, Nigeria
Michael Adebola, The Federal Polytechnic, Nigeria

10:30-10:45

Coffee Break



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Sunday Session II: 10:45-12:15



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Sunday Session II: 10:45-12:15

Room: Tennyson

ECLL – Language Education

Session Chair: Samaila Yaroson

2032 10:45 – 11:15

If at First You Don't Succeed...

Miriam Castro Huerga, Official School of Languages Valladolid, Spain

0941 11:15 – 11:45

Using Web-Based Instruction to Enhance EFL Students' Communicative Skills at University Level in Saudi Arabia

Ahmed Altayeb Youssef Alhaj, Jazan University, Saudi Arabia

Badraddin Balal, Jazan University, Saudi Arabia

0671 11:45 – 12:15

Re-Examining the Dying Languages of Kaduna, Nigeria: Teacher Training/Development Perspective

Samaila Yaroson, Ahmadu Bello University, Nigeria

Sunday Session II: 10:45-12:15

Room: Shelley

ECLL – Innovative Language Teaching & Learning Methodologies

Session Chair: Victoria Achufusi

3303 10:45 – 11:15

The Spirit of Post-Method Era Produces Innovative Methodologies and Successful Learners

Maria Arokiaraj, Sacred Heart College, India

1758 11:15 – 11:45

Killing Three Birds with One Stone: Plagiarism, Academic Vocabulary, and Creative Thinking

Michal L. Allon, Tel Aviv University, Israel

0452 11:45 – 12:15

Reducing the Influence of Mother Tongue on English Language Learning Using Contrastive Analysis English/Igbo Example

Victoria Achufusi, Institute of Management and Technology, Nigeria

Sunday Session II: 10:45-11:45

Room: Keats

ECTC – New Technologies

Session Chair: Barbara Sabitzer

1751 10:45 – 11:15

Motivating EFL Students: A Reflection

Ohood Fawaz AlShammary, Jubail University College, Saudi Arabia

3368 11:15 – 11:45

Cool Informatics: A New Approach to Computer Science and Cross-Curricular Learning

Barbara Sabitzer, Alpen-Adria-Universität Klagenfurt, Austria

Stefan Pasterk, Alpen-Adria-Universität Klagenfurt, Austria

Sunday Session II: 10:45-12:15

Sunday Session II: 10:45-11:45

Room: Coleridge

ECLL – Cross-Cultural Communication

Session Chair: Anne Campbell

0789 10:45 – 11:15

How Far Does the Influence of Cultural Differences go on the Implementation and Outcome of a Pedagogical Approach? Implications from Two ESL Classrooms

Marine Yeung, Tung Wah College, Hong Kong

0634 11:15 – 11:45

English as a Lingua Franca in Inter-Cultural Communication

Anne Campbell, University of London, UK

Lunch Break
12:15-13:15



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Sunday Session III: 13:15-14:15



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Sunday Session III: 13:15-14:15

Room: Tennyson

ECE – Learning & Teaching through Educational Structures

Session Chair: Charles Keck

0142 13:45 – 14:15

Remarkable Experiences in a Narrative Memoir of a Student of Portuguese/English Teaching Practicum from the School of Education at Uffj

Cláudia Maria Bokel Reis, Federal University of Rio de Janeiro, Brazil
William Soares dos Santos, Federal University of Rio de Janeiro, Brazil

2463 14:15 – 14:45

Somewhere between a Rock and a Hard Place: Learning about Our Educational Institutions through the Prism of Indigenous Teachers Professional Lives

Charles Keck, El Colegio de la Frontera Sur, Mexico

Sunday Session III: 13:15-14:15

Room: Shelley

ECLL – Linguistics

Session Chair: Elena Even-Simkin

2529 13:15 – 13:45

Elasticity of Vague "Some"

Nhu Nguyet Le, Curtin University, Australia

0647 13:45 – 14:15

The Common Semantic Feature of 'Irregular' Noun Plural Forms in English

Elena Even-Simkin, Ben-Gurion University of the Negev, Israel

Sunday Session III: 13:15-14:15

Room: Keats

ECLL – Testing & Evaluation

Session Chair: Nilima Roy

0811 13:15 – 13:45

Interlanguage (II) Development and Common European Framework of Reference (CEFR) Proficiency Levels in Sardinian High Secondary School Students

Maria Antonietta Meloni, University of Sassari, Italy

3207 13:45 – 14:15

Testing, Assessment and Evaluation: A Tool for Effective Learning

Nilima Roy, English Language Teaching Institute of Symbiosis, India

Sunday Session III: 13:15-14:15

Sunday Session III: 13:15-14:15

Room: Coleridge

ECE – Learning & Teaching through Educational Structures

Session Chair: Cathal de Paor

0399 13:15 – 13:45

A Deliberative Inquiry Into the Transforming Education of Chinese Literature in the Junior High School for 12-Year Public Education in Taiwan

Chi-Jen Huang, National Chiayi University, Taiwan

0387 13:45 – 14:15

Belonging and Becoming in the Professional Lives of Newly-Qualified Teachers

Cathal de Paor, Mary Immaculate College, Ireland

14:15-14:30
Coffee Break

14:30-15:00
Conference Chair's Address
Tennyson Suite

15:00-15:15
Conference Closing Session
Tennyson Suite

Join us for a conference highlights photography slideshow and closing remarks from Joseph Haldane, IAFOR Executive Director

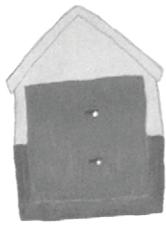


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Virtual Presentations


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0184

Educational Practice and Professional Identity among Volunteer Correctional Educators: Becoming a Teacher Behind Bars
 Jeffrey A. Ritchey, Indiana University of Pennsylvania, USA

0373

Putting Object Before or After Verb the Acquisition of VO and OV Word Orders in Mandarin Chinese
 Ya-Ching Yeh, University of Connecticut, USA
 Letitia Naigles, University of Connecticut, USA

0638

Language Learners Perceptions and Experiences on the Use of Mobile Applications for Independent Language Learning in Higher Education
 Ana Niño, The University of Manchester, UK

0651

Heraclitean Thinking for a Philosophy of Education in the 21st Century: Towards an Ontology of a New Mode of Change
 Agness Papadopoulou, Ministry of Education and Religion Affairs, Greece

0767

Place-Name Target Multi-Source Metaphor and Metonymy
 Irina Kondakova, The Vyatka State University of Humanities, Russia

0798

"You and I Have Something in Common" Using Mutual Vulnerability to Navigate Difference in a University Classroom
 Corinne Knowles, Rhodes University, South Africa

1104

Dominant Multiple Intelligences among Students of Medical and Health Sciences
 Omar Al Jadaan, Ras Al Khaimah Medical and Health Sciences University, UAE
 Zita Lobo, Ras Al Khaimah Medical and Health Sciences University, UAE
 El Sayed A. F. El Zayat, Ras Al Khaimah Medical and Health Sciences University, UAE

1205

Close Encounters with Students: Local College Students' Motivation and Engagement in EFL Learning within the Context of Internationalization at Home
 Yih-Lan Ellen Chen, Ming Chuan University, Taiwan

1328

Learning and Teaching Transformative Processes
 Nino Sozashvili, Caucasus International University, Georgia
 Irma Barbakadze, East European University, Georgia
 Jan Bohm, University of Education Upper Austria, Austria
 Tyrone Bynoe, University of the Cumberland, USA

1622

Digital Stories Alternative to the Ubiquitous Presentation Assessment
 Jane Robbins, Hong Kong Polytechnic University, Hong Kong

1889

Constructing a Democratic English Language Classroom
 Dingding Jia, Pennsylvania State University, USA

1981

South Algerians' EFL Errors
 Bachir Bouhania, University of Adrar, Algeria

2761

Facilitating Rigorous and Innovative Learning with Digital Technologies in Flexible Learning Environments
 Vivian Lau, Melbourne Girls Grammar, Australia

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Examining and Determining the Effect of the Research Methods Used by Teachers on their Educational Performance
 Azra Shalbfaf, University of Tehran, Iran

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Masitah Shahrill, Universiti Brunei Darussalam, Brunei Darussalam
 Jainatul Halida Jaidin, Universiti Brunei Darussalam, Brunei Darussalam
 Sallimah M. Salleh, Universiti Brunei Darussalam, Brunei Darussalam
 Rosmawijah Jawawi, Universiti Brunei Darussalam, Brunei Darussalam

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Toward Authentic Language Assessment: A Case in Indonesian EFL Classrooms

Anak Agung Istri Ngurah Marhaeni, Ganesha University of Education, Indonesia
 Nyoman Dantes, Ganesha University of Education, Indonesia

3027

Critical Thinking as a Tool for the Development of Interdisciplinarity in University Education

Maria Bednarikova, Slovak University of Technology in Bratislava, Slovakia

3059

To Educate Oneself to Educate: The Non for Profit Sector Recognizes and Rethinks Oneself in the Light of Third Millennium Challenges

Patrizio Paoletti, Patrizio Paoletti Foundation for Communication and Development, Italy
 Salvatore Soresi, Patrizio Paoletti Foundation for Communication and Development, Italy
 Ilaria Di Maggio, Patrizio Paoletti Foundation for Communication and Development, Italy
 Tania di Giuseppe, Patrizio Paoletti Foundation for Communication and Development, Italy
 Elena Perolfi, Patrizio Paoletti Foundation for Communication and Development, Italy

3091

Preparing the Teacher, Preparing the Future: Re-Awakening the Mindset of Nigerian Educators

Rosita Igwe, University of Lagos, Nigeria
 Casimir Ekwerike, University of Lagos, Nigeria

3238

Techno-humanistic-Based Character Education (A Perspective for Indonesian Educational Policies to Face the Global Challenges)

Nyoman Dantes, Ganesha University of Education, Indonesia
 Anak Agung Istri Ngurah Marhaeni, Ganesha University of Education, Indonesia

3358

Environmental Mindfulness and Use of Appropriate Technologies

Tracey Gurbin, University of Windsor, Canada

3427

The Correlation between Personality and Gender in Second Language Acquisition: A Case Study

Magdalena Trinder, University of Rzeszow, Poland



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