Thursday, 21 June	
08:00-09:00	**Conference Registration Desk Open**
09:00-09:35	**Plenary Session**
09:35-10:05	**Garden Conversation & Coffee Break**
10:05-10:50	**Talking Circles**
	Room 1 - Pedagogy and Curriculum **Room 2 - Assessment and Evaluation** **Room 3 - Educational Organization and Leadership** **Room 4 - Early Childhood Learning** **Room 5 - Learning in Higher Education** **Room 6 - Adult, Community, and Professional Learning** **Room 7 - Learner Diversity and Identities** **Room 8 - Technologies in Learning** **Room 9 - Literacies Learning** **Room 10 - Science, Mathematics and Technology Learning** **Room 11 - 2018 Special Focus: "Education in a Time of Austerity and Social Turbulence"**
10:50-11:00	**Transition Break**
11:00-12:15	**PARALLEL SESSIONS**
Room 1	**Leadership Transformations** **Effect of Educational Administration's Changing Context on Postgraduate Educational Administration Programs: Globalization, Knowledge Society, Learner Centered Leadership and Educational Administration Postgraduate Programmes** Dr. Gokhan Ofluoglu, Associate Professor Doctor, Labour Economics and Administrative Sciences, Bulent Ecevit University/Faculty of Economics and Administrative Sciences, ZONGULDAK, ZONGULDAK, Turkey Sibel Buzkan, Among the major powers building the contemporary context of educational and school leadership; learner centered leadership, picking the research evidences and decision making upon the data, increasing competition and school selection, system oriented social integration, globalization and phenomenon of knowledge society can be counted. This leadership requires having analytical skills, coping with the increasing competition phenomenon and school selection, achieving concern for system oriented society. In this context in this paper, the impacts of these powers building the educational administration context on the preparation of the educational and school leaders for their tasks especially the impacts on the doctoral programmes of educational administration field was discussed. Personnel interviews and questionnaires were conducted with trainers about the subject. Consequently, it is inevitable to review the doctoral programs that train educational and school leaders in terms of goal, content, and teaching style contexts, and quality them according to requirements of new context. Based on these developments, the educational and school administrator training policies of each country educational system should be changed according to the requirements of the field and modernized. *Educational Organization and Leadership* **Principal Leadership of Career and Technology Foundations Curriculum** Leonard Sproule, The purpose of this qualitative study is to explore what principals currently know about the Career and Technology Foundations (CTF) curriculum and ascertain how the principal's understanding of CTF serves to influence their instructional leadership decisions. Sense making perspectives were applied to examine the principal's understanding of the CTF program of study and the decisions they make as instructional leaders. Semi-structured interviews were conducted with principals who chose to implement CTF during the 2016-2017 school year. Results from this study support that the principal's understanding of curriculum influences a range of effects between instructional leadership decisions and the pedagogical practices of teachers. By focusing on curriculum-specific variables that principals consider prior to enacting instructional leadership decisions, this study expands upon existing action- and behavior-oriented conceptualizations of instructional leadership. With provincial curricula for all subjects and grade levels scheduled for redesign by the start of the 2022-2023 school year, the results of this study may also serve to inform future directions for the provision of professional learning supports for school and district leaders across Alberta. *Educational Organization and Leadership* **Future of Work as it Relates to the Purpose of Schooling** Sara Ratner, Major corporations such as Deloitte, KPMG, Mitchell Institute and the Foundation for Young Australians are investing significant time and money into researching the future world of work. Through their work, and the work of others, it has become apparent that our schools are not currently producing the work force needed for this new world. This research contributes to the debate by examining the relationship between the future of work and the purpose of schooling. The research adopts a relational approach to examine how the visualised future of work relates to schooling. What is the purpose of schooling as it relates to the future of work? How do our Education systems need to change in order to meet the needs of our new way of working? *Educational Organization and Leadership*
Room 10	**The Roles of Family**

Thursday, 21 June

11:00-12:15	**PARALLEL SESSIONS**

Current Research and Challenges for Early Childhood Learning and Education: The Development of Cognitive, Memory and Language/Literacies in Children, Birth to 7 Years

Dr. Lawrence . Majovski, Clinical Associate Professor, Psychiatry&Biobehavioral Sciences, U. Washington School of Medicine
Dr. David Breiger,

The paper presents current research and important challenges for professionals in early childhood learning and the impact of global migration of displaced families. During early childhood, learning and knowledge are gained by dynamic cognitive processes of experiencing, conceptualizing, analyzing and doing. Multi-sociocultural factors significantly influence what a child learns and thinks. The challenge of knowing what works for one child's learning, but might not work for another child, will be discussed. How the child satisfies a learning task's demand will be discussed from a pedagogical science perspective and practice of a dynamic process of learning versus assessment i.e. a measure of the extent of a child's learning transformation over time. A review of key research findings in the following areas will be presented: neurocognitive development and maturation; development of memory in early childhood; language/literacies and reading progress; working memory and executive functioning impact on learning and academic performance; sociocultural interactive processes; Vygotsky's and Luria's influences on dynamic processing v. performance in children's learning; maternal/familial influences on a child's learning and literacy; impact of global immigration on war-displaced children; and health conditions and poverty effects.
Early Childhood Learning

Maternal Scaffolding Strategies: Informal Home Teaching and Learning Environment in Chinese and US Families

Dr. Xiao-lei Wang,

This study examines everyday scaffolding styles in Chinese and US families, as well as children's responses to the scaffolding styles. Forty Chinese and US mothers and their 4-year olds (half girls and half boys) participated in the study. The mother-child dyads were asked to play with a classic Chicco Gazebo toy in their homes. The mother-child interactions were video-recorded, transcribed, and coded with a scheme developed by Wang, Bernas, and Eberhard (2005). The results suggest that mothers in the two cultural groups used distinct interactive styles. Chinese mothers initiated more task-related interactions, took more interaction turns, and elaborated more on children's initiations than US mothers. Moreover, Chinese mothers used immediate scaffolding (e.g., immediate correction and demonstration) and the US mothers used deferred scaffolding (e.g., asking questions and suggesting alternatives). Furthermore, the study indicates that children did not always passively comply with the strategies used by their caregivers. They actively transformed adult strategies by elaborating on and appropriating them. The findings of this study urge educators to make efforts to understand the complexity of students' everyday home learning environments and to maximize their learning potential by taking advantage of the funds of knowledge they developed at home.
Early Childhood Learning, Learner Diversity and Identities

Safe Spaces for Aboriginal Families and Their Children: Early Literacy Learning, Cultural Representation and Engagement in an Aboriginal Playgroup

Prof. Liam Morgan, Sydney, NSW, Australia

Children's early literacy learning is multifaceted and lays down the foundations for their overall progress throughout their school years and into later life. While most policy focus has been on formal early childhood programs and preschool attendance, for a significant proportion of Aboriginal families, informal programs can provide opportunities for Aboriginal run safe family spaces that facilitate integrated early childhood programs and services. This paper draws on data from a case study investigating the literacy practices of children urban Aboriginal backgrounds attending an informal playgroup setting. The focus on supporting early literacies while drawing on families' strengths and their social, cultural and linguistic capital, resulted in increased engagement and literacy learning for these children and their families.
Early Childhood Learning

Room 3	**Challenges in Early Childhood**

Engagement of Indian Children and Parents in Early Childhood Settings in Australia

Vijaya Tatineni,
Dr. Nish Belford.,
Dr. Sivanes Phillipson,

Australian classroom demographics are changing rapidly due to migration. Australia has both federal and state policies to advocate cultural competence issues in early childhood education. Yet, advocacy for cultural competence comes with multiple barriers, mainly as teachers' efforts, attitudes, beliefs and their cultural misgivings often tint their understanding and implementation of an inclusive approach to multicultural education. Using a multiple case study of 12 teachers and 12 parents, we examined the engagement of teachers and immigrant parents from Indian origin in early childhood settings in Melbourne. The findings show a disparity in cultural understanding among teachers to engage and partner with culturally and linguistically diverse parents. Teachers often face communication problems that affect collaboration in creating more inclusive learning communities with Indian immigrant children and parents. Similarly, the parents expressed difficulties and anxiety in approaching teachers for the integration of their children into the community of learners in the centres. The findings highlight the need for a greater understanding of policy implementation at the practice level and the identification of strategies for better engagement of Indian immigrant children and their parents within early childhood settings.
Early Childhood Learning, Learner Diversity and Identities

Thursday, 21 June

11:00-12:15	**PARALLEL SESSIONS**

Underpaid and Undereducated: How to Raise the Profession of Early Childhood

Dr. Rebecca Panagos, Professor, Education, Lindenwood University, St. Charles, Missouri, United States

Kelly Hantak,

Recent data reveals a crisis in early childhood education in the United States. The workforce who is entrusted with our most vulnerable population receive the lowest salaries and are hired with the lowest levels of education. The dilemma? Many early childhood teachers earn salaries below the poverty level and can't afford to pursue a college education, much less, obtain the critical competencies required to care for infants and toddlers. Across the US, states have responded to a recent initiative based on research from the Early Childhood Education Workforce Development and policy development from professional organizations and federal and state governments to address the challenges of the early childhood workforce. This paper compares different states' responses, the current status and progress, and explores viable options for Policy to Practice. Common practices related include encouraging professional development, advancing levels of education through tuition reimbursement or scholarship, tax credits, and building career pathways. Unique programs offering incentives for profit and non-profit agencies applying data-driven measures are explored.

Early Childhood Learning

Role of Working Memory in Early Childhood Education

Prof. Kate Cockcroft,

Working memory is the mental ability to temporarily store and manipulate information. Its functioning is distinct from the vast storage capacity of long-term memory, and is crucial for optimal learning and development. There is considerable research on several theoretical aspects of working memory, with a particular focus on working memory functioning in adulthood. Far less research has explored the application of such theory to understand how children can be prepared for formal education, and to assist and improve their academic performance once formal education has commenced. In this presentation, key aspects regarding working memory are considered and their implications for early childhood development, learning and education are discussed. The focus is on the value of training and developing working memory in multicultural, low resource contexts, with particular reference to South Africa. In particular, working memory measures may be useful measures of learning potential for school beginners from diverse socioeconomic and linguistic backgrounds. This is because working memory assessments appear to be less influenced by background and socioeconomic factors than many other traditionally used measures of ability.

Early Childhood Learning

Room 5	### Community Intersections

The Business Case for Community Service Learning in Business Schools

Dr. Christian Cook, Professor , Bissett School of Business , Mount Royal University

The high-impact teaching practice of community service learning (CSL) can democratize professional development opportunities for learners. Innovative pedagogies of CSL can provide the transformative learning experiences necessary for college and university participants to experience the requisite perspective shift (Mezirow, 1990) from student to professional, greater enabling them for success in their field after graduation. Due to the necessity for many students to engage in survivor jobs (or at least in roles not related to their desired profession post-graduation) while studying at the post-secondary level, participation in co-operative education is not a realistic option to ameliorate the gaps between academic and professional training for all. This can disadvantage students as they proceed to graduation with primarily non-professional work experience and only academic training to pursue their chosen profession. Of particular concern are those students who may be marginalized in several ways, with family and socio-economic status being just two. Management education and business schools may be most at risk to produce graduates that are disproportionately academically trained, yet the occurrence of CSL in business schools lags among other disciplines. Using research gained over five semesters in a capstone strategic human resource management course, data will be shared which support the utility of CSL to foster professional development for all learners in this domain. Practical tools will be provided to build a business case to use the pedagogy of CSL in your business school, to design meaningful curricula and course experiences for students and community partners while employing CSL, and to expertly evaluate the success of your students based on course learning outcomes related to your discipline.

Pedagogy and Curriculum

Role of Education in Community Development

Prof. Nirupama Prakash, Director, Amity University, Gautam Buddha Nagar, UTTAR PRADESH, India

One of the key objectives of Education as an Institution is to instill amongst students sound value system and work towards community development with passion. This is manifested in learning by amalgamation of theory and practice. Course curriculum of Social Work as a discipline includes theory courses on various facets of society along with field work. Areas covered are adult education, working with elderly, women empowerment, community development and health. Traditionally Indian society has had the Gurukul system wherein students stayed with the Sage (guru) in the Ashram and learned all nuances about professional subjects and sensitivity towards local community and society at large. With changing times, contemporary India witnessed erosion of values among youth to some extent and the new waive about inducting community outreach activities as part of higher education learning has picked up in educational institutions of higher learning. This has been extended from social work discipline to all disciplines of professional learning, meaning thereby, students with back ground of social sciences, engineering, Management are required to work for community empowerment as part of their course curriculum. The author has conducted community development projects in field of ICT, health, water management and social issues which has far reaching implications of education in community development.

Adult, Community, and Professional Learning

Thursday, 21 June	
11:00-12:15	**PARALLEL SESSIONS**
	Role of Self-awareness in the Aesthetic Experience of Contemporary Art Dr. Anne-Marie Emond, Full Professor, Didactic, Université de Montréal Joao Pedro Pais Mendonça, Studying the emergence of visitors' self-awareness contributes to the wave of research conducted by Barrett (2000), Hooper-Greenhill (1992, 2000), Garoian (2001), McLean (1999), Reese (2003), Roberts (1997) and Wallach (1998), who have all sought to develop alternative museum educational practices focused on visitors. From this perspective, scholars such as Degain and Benharkate (2009) mentioned visitors' self-awareness as one of the benefits that a museum visitor could enjoy, but the authors cited did not supply any empirical support. In keeping with these previous research results, we consider the study of visitors' self-awareness an important component in the development of innovative museum educational programs especially concerning contemporary art exhibits. Acknowledging the importance of the self in a museum experience and identifying the type of self-awareness visitors verbalize during their interactions with contemporary artworks, we believe will have promising implications for museum education practices. This will inform museum professionals on how visitors behave and interact with contemporary artworks and how those interactions might contribute to evolving visitors' self-awareness as a source of pleasure. In order to achieve this objective, Morin's model (2005) of self-information was used as a conceptual framework to study more closely the manifestations of visitors' self-awareness. *Adult, Community, and Professional Learning*
Room 7	**The Significance of Gender** **Educated to Retreat: How Educational Settings Hinder Female students' Leadership Development** Yijie Wang, That females remain underrepresented in the field of leadership is a well-documented phenomenon. This paper argues that part of the reason lies in educational settings. The Chinese educational settings are examined based on evidence of various sources (including literature in the past 15 years, author's personal experience and so forth), and it turns out that the protective approach teachers adopt towards girls, the reserved and unworldly female images exhibited by textbooks, as well as the improper view of leadership girls tend to develop through classroom-based leadership experiences, combine to damage girls' leadership potential. The aforementioned mechanisms are usually unintentional and hard to detect, which means part of the solution lies in the promoted awareness of teachers and educational leaders. If girls are to become future leaders just as boys do, they should not be treated any differently in schools, and it should be recognized that any gender-based differential treatment, even if apparently harmless or displayed as privileges, may end up blocking girls' access into future leadership careers. Meanwhile, it is important to note that the above issue is not merely about equal treatment for both genders; rather it is broadly linked to what our construction of leadership is. In an ultimately sense, the educational setting is expected not only to produce equal number of "great women" and "great men," but also, partly through its explorations of how to cultivate the female version of 'great man', contributes to the update and advancement of the leadership concept and practice as a whole. *Learner Diversity and Identities* **We Told You, It Wasn't for Girls: Being a Woman in Mechanical Engineering** Rosetta Ziegler, The percentage of women students who enter the field of engineering is generally low. This phenomenon has seemingly not changed significantly despite efforts to promote women in Science, Technology, Engineering and Mathematics (STEM). Mechanical Engineering, for example, continues to attract more men than women. In a field that is traditionally male-dominated, women students experience several challenges at universities and once in the workplace they may be faced with stumbling blocks that prevent women from being promoted, for example, in the same way as their male counterparts. Thus, upward mobility could become a challenge for them. These situations may give the impression that the field of engineering is easier for men than for women and may be a factor that contributes to women choosing fields of study other than engineering. This paper seeks to discuss women in engineering, Mechanical Engineering in particular. It focuses on the experiences of undergraduate women students who are studying Mechanical Engineering at a South African UoT. The paper looks at how their experiences of being women in Mechanical engineering have shaped their perspectives on their roles and identities as future engineers. These students will have completed at least one semester of their undergraduate Mechanical Engineering Diploma and have been chosen to participate in this small scale, qualitative study because they have some experience of being women students in a male-dominated field. The data to be presented is generated from free-writes in which the students describe their individual experiences as women in Mechanical Engineering. *Learner Diversity and Identities*
Room 8	**Peer Participation** **Peer-Assisted Learning and Professional Learning Experiences at an Australian University: Spaces of Conviviality** Dr. Jane Bone, The participants, who were all international students, showed a sophisticated understanding of their professional role. A key finding is that they did not always communicate in expectable ways or in the usual places. Students found their own ways of peer learning and despite challenges they often found space for this learning outside the early childhood classroom. Using ideas from Deleuze and Guattari these "smooth" and "striated" spaces are discussed here and Deleuzian ideas contribute to the analysis that includes attention to peer communication as a multiliteracy (Masny & Cole, 2012). The students challenged stereotypical perceptions of how they might behave and show that a site of struggle and scrutiny can also become a place of support and conviviality. This is especially significant as the numbers of international students rise in Australian universities. What is offered here is a way of reducing the individualised and challenging nature of professional learning experience and extending trust to students who will be future educators, mentors and leaders in the early childhood field. *Learning in Higher Education*

Thursday, 21 June	
11:00-12:15	**PARALLEL SESSIONS**
	Organisational Friendships and Peer Engagement on Professional Placement: A Peer-assisted Learning Approach Dr. Kate Bone, This study explored how students benefit from the support of having a peer with them during their first professional placement in preschool contexts As part of their qualification student teachers are required to go into classrooms to practise their teaching skills and learn about the workplace. This project was underpinned by a PAL (Peer Assisted Learning) approach. A group of students were interviewed which provided in-depth data about their experience of being with a peer. Encouraging peer engagement facilitated the development of friendships and increased experiences of social support and wellbeing among participants. Findings from this project extend conceptions of organisational friendships beyond managerial imperatives, and extend the PAL approach beyond pedagogy, in order to consider the intrinsic value of friendship to pre-service teachers during placement. The intended outcome of this research is to support change and transformation for international students on their pathway to becoming educators in Australia. Encouraging friendship in this context is also considered a way to counteract competitive attitudes that easily prevail in difficult times. *Educational Organization and Leadership*
Room 9	**Global Implications** **Global Collaborations for Lasting Learning** Dr. Candace Roberts, Professor, Education Department, Saint Leo University, Florida, USA Kate Wittrock, Professor, School of Education and Social Services, Saint Leo University , Saint Leo , FL, United States Alexandra Kanellis, Maria Betsia, Dorothy Chrisochoidou, During these challenging times of rising austerity and social turbulence, when there appears to be a rise of ethno-nationalism and intolerance of "others," educators can build bridges that diminish the trend and show the true value of collaborating with and learning from others. This presentation will focus on a global collaboration project between a university in the United States, and students at the American Farm School in Thessaloniki, Greece, via the use of the free, innovative video response platform, FlipGrid. The platform allows for asynchronous collaboration and exchange of content, ideas, and cultural understandings. Students can interact with experts and each other to explore different cultures, learn about global issues, and even solve problems. This global collaboration project promoted significant student engagement and lasting learning by employing strategies that research has proven to have a significant influence on student achievement. In his book, Visible Learning: Maximizing impact on Learning (2012), John Hattie, reported the results of a 15 year research project that included 800 meta-studies exploring variables influencing student learning. Among the variables with large effect sizes were "classroom discussion" and "reciprocal teaching." Two strategies evidencing moderate effect sizes were "self-verbalizing," and "Interactive video methods (using technology)". The parameters of this project and the discussion platform, FlipGrid, advanced all four of these influencing strategies. Results of student surveys examining student engagement, learning, and perceptions will be reported. Reference: Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. London: Routledge. *Learner Diversity and Identities* **Using Interactive Learning Spaces for Global Diplomacy: Social Justice Collaboration between US and International Students** Dr. Matt Moore, Ana Mann, The collaboration included a mix of social work students enrolled in social welfare policy courses and international students enrolled in English courses for non-native speakers. Students involved in this collaboration focused on topics such as human trafficking, poverty, and immigration. Students had to explore these topics using international perspectives and identify global strategies for addressing these social injustices. A secondary objective of this collaboration was to help international students integrate into US-based higher education and to help social work students engage individuals from a variety of diverse backgrounds. Faculty members used learning methodologies such as inquiry, team, and problem-based learning to engage students in the educational process. The collaboration was made possible because of the learner engagement tools available in the Interactive Learning Space available on campus. This paper will outline the lessons learned from faculty members and students who participated in this international collaboration. This includes a review of student learning outcomes, student feedback about the collaboration, and a review of the role space played in enhancing student success. *Learner Diversity and Identities* **Alternative Social Futures in the Global South through emphasizing Value Attributes in Higher Education** Belinda Verster, Since 2015 the South African higher education landscape has been transformed like never before with the rise of the #Feesmustfall movement and a social demand for decolonized university education. This created a shift not only in the higher education landscape but in society itself. Urban planning students are the future professionals that need to be able to negotiate such shifts to ensure a better (more just and equitable) society. The urgency of rethinking the urban planning educational environment and the central position planners can fulfill in addressing the rift between the needs of society and the products of higher education, initiated this research project. The purpose of this paper is to introduce an alternative learning environment that focuses on the centrality of value attributes. Collaboration as a social practice within a structured learning environment is used as the main catalyst. It is argued that this will help students negotiate the societal complexities that is manifesting in an ever changing landscape. The method that was followed is semi-structured interviews with two respondent groups: urban planning academics at four South African traditional universities and universities of technology, practitioners at non-governmental organizations. The semi structured questionnaires were informed by Schatzki's Practice Theory and Laurillard's Conversational Framework. *Learning in Higher Education, 2018 Special Focus: Education in a Time of Austerity and Social Turbulence*
12:15-13:15	**Lunch**

May 2, 2018 4:07 PM

13:15-14:55	**PARALLEL SESSIONS**

Room 1

Culturally Responsive Pedagogies

Evolution of a Multicultural Education Course Offering to Pre-Service Teachers
Dr. Paoze Thao,
Multicultural education is a school reform that emerged from the Civil Rights movement in the 1960s with the goals that "students from all social class, gender, racial, language, and cultural groups would have an opportunity to learn" (Banks & Banks, 2001, p. 4). Given this movement, curriculum and instructions, and course offerings for pre-service teachers at the California State University Monterey Bay were redesigned to prepare undergraduate Liberal Studies' students with the knowledge, attitudes, and skills to be able to teach cross-culturally. The goals of Multicultural Education were to ensure that by educating university students, they would in turn educate K-12 students to respect and appreciate people of different ethnicities, cultures, abilities, and social economic status. Armed with a diverse perspective, K-12 students would become literate and socially adept in cross-cultural interactions and possible decrease and or eliminate discrimination, racism, and ethnocentrism. Banks, Sleeter, Grant and many others multicultural educators foresaw that students taught courses in Multicultural Education would be the catalysts for environments that could improve race relations, decrease racial misunderstandings, and become stewards for a pluralistic society.
Learner Diversity and Identities

Engaging Teacher Candidates in Discussing Controversial Issues in Multicultural Education
Dr. Ernest Pratt,
The goal of the Council for the Accreditation of Educator Preparation (CAEP) is to ensure that educator preparation providers (EPPs) prepare future teachers who know the content of the subject(s) they will teach, know how to teach that content effectively to students from diverse groups... With the emphasis on diversity in teacher preparation, multicultural education plays an important role in preparing future teachers. But according to Villegas & Lucas (2002), a singular focus on the "what's" of multicultural education without addressing the critical elements of organizational culture and climate may produce virtuous feelings but inconsequential and perfunctory results. This approach to multiculturalism assumes teacher candidates lack relevant knowledge and gives limited attention to other models of cross-cultural education (Irvine, 2003). The essence of a healthy democracy is open dialogue about issues of public concern (Harwood & Hahn, 2009). A multicultural education course provides an important platform in a teacher education program for addressing controversial issues. As future teachers, teacher candidates need to be equipped with the tools necessary to succeed in the modern world.
Pedagogy and Curriculum, Learning in Higher Education, Learner Diversity and Identities

Transcultural Pedagogical Training for Field Educators of International Students
Dr Averil Marie Grieve,
This paper reports on a training programme developed to meet the needs of field educators of culturally and linguistically diverse (CALD) students on placement. In recent years the number of CALD students and courses that include a placement or work-integrated learning (WIL) component have grown rapidly. Using a transcultural pedagogical framework, the programme proposes an innovative way to approach the training of industry-based educators of international students. Responding to calls for the development of a community of practice for field educators of international students, transcultural education workshops were offered to allied health field educators and students. The aims of these workshops were to both increase overall understanding of transcultural communication and develop a facilitated platform for the exchange of ideas and experiences. This paper reports on facilitators' and participants' learnings from these workshops, the overwhelmingly positive anonymous feedback received by participants and future programme projections. This programme paves the way for the development of transcultural teaching practices in WIL and on placement. This will assist in the critical transition from a deficit-based education approach to one of inclusion and mutual learning. The project supports the learning of both students and supervisors and promotes educational exchange between industry and universities.
Pedagogy and Curriculum, Learning in Higher Education, Learner Diversity and Identities

Lack of Socio-economic and Ethnic Diversity in Appalachian Colleges and Educational Solution Strategies
Brigitte Anderson,
 Andrew Reed,
As faculty at the University of Pikeville, a small liberal arts university in the Appalachian mountains of eastern Kentucky, Dr. Brigitte Anderson and Mr. Andrew Reed primarily teach students descended from 19th-century Scotch-Irish settlers. Ethnic diversity is limited. The situation is similar regarding socio-economics. Students belong to the working middle class. Interested in this phenomenon, Anderson and Reed, consulted recent scholarship (2010-2017) and conducted their own primary research at five Appalachian colleges and universities. Their goal was to assert the lack of diversity at Appalachian colleges, and to identify educational strategies to compensate for this lack. They learned, the primary vehicle for students to immerse themselves in diversity is Experiential Learning in various forms.
Learner Diversity and Identities

Room 10

A Focus on Greece

Thursday, 21 June	
13:15-14:55	**PARALLEL SESSIONS**

Narrating Nation and Gender in the Greek History Schoolbooks: A Discursive Socio-Psychological Perspective for Studying the Overt and the Hidden Curriculum

Efthalia Konstantinidou,

The national past both as historical knowledge as well as patriotic orientation is the main explicit concern of the Greek history curriculum and schoolbooks while explicit concern about gender is almost absent. In this paper a discursive socio-psychological analytic framework is offered by means of which the intersection of explicit national orientation and implicit gender orientation can be studied in the narrative parts of the history schoolbooks. Theoretically the discourse analytic framework draws on discursive social psychology in terms of understanding the historical narrative as the site where nation and gender are constructed. In addition it draws on feminist intersectional analysis by means of which the multiplicity and simultaneity of those identities can be revealed. Methodologically the discourse analytic framework extends from the micro-, to meso- to macro-level, from text practice, to genre practice to discourse practice analysis, respectively. Apart from curriculum research and critique the socio-psychological discourse analytic framework presented here can be used as a tool both for reflective practice by history teachers as well as by curriculum designers for history curriculum and schoolbook reform.

Learner Diversity and Identities

Phonological Awareness in Bilingual Students in the First Classes of Greek Primary School

Nefeli Gatsou,
 Maria Georgopoulou,

Living in a multicultural environment full of people with several origins who speak different languages and coexist in the same country, it is necessary to research the young learners' diversities. As the years go by, the amount of bilingual students increases. The current paper examines the language acquisition of bilingual students in Greece. First of all, we distinguish the types of children's bilingualism. Depending on the type of bilingualism, children are expected to develop certain characteristics in their speech and to make specific errors. Taking into consideration the levels of acquisition of mother tongue, similar phenomena appear in the acquisition of two parallel languages. Both children and adults tend to demonstrate certain difficulties in perceiving different languages. "Code mixing" appears at any age, although it is not easy to determine it accurately, as many factors interfere. We refer on certain phonological processes, which facilitate the learning of a language, as well as mention few researches carried out about phonemic awareness in Greece. The structural particularities of the Greek language are widely presented. Finally, we propose several activities that aim at practicing and evaluating the students' phonological awareness. Our target is to strengthen early childhood learning in the era of diversity.

Early Childhood Learning, Learner Diversity and Identities

A Multimodal Educational Intervention in a Divided Society

Dr. Hara Kortessi-Dafermou,
Prof. Thalia Dragonas,
 Irini Asimakopoulou,
 Anastasia Demetriou,
 Olga Katsiani,
 Victoria Lagopoulou,
 Maria Zografaki,

A twenty-year multimodal educational intervention is described addressing the Muslim minority children in Thrace --a North-Eastern Greek province. Locked within the wider Greek-Turkish conflict this territorial minority has suffered oppressive policies, has been marginalized and left, up until twenty years ago, virtually uneducated, with very limited knowledge of the Greek language and, consequently, with no voice. The intervention runs mainly, in parallel with formal education comprising teaching of Greek as a second language, development of multiple educational materials, compensatory classes, teacher training and extensive work with the community. It is a complex task, taking place amidst antagonistic political interests with deep historical roots. It has remained committed to the notion that a socially cohesive, democratic community rests on the potential of promoting mutual enrichment and citizenship, as well as the improvement of school performance. Set within the cross-fertilization of practice-invested theory with theoretically oriented practice, practitioners in the field narrate their long experience of working with minority children and their communities: Reading and writing as social acts are supplemented with other modes of communication including oral, visual, audio, gestural and spatial. Teacher supervision aims at empowering teachers in improving instruction of linguistically and culturally diverse students and at the cultivation of reflective practices. Greek classes for women go hand in hand with their emancipation. Everyday trips of the mobile units apply literacy pedagogy to children in isolated settlements. All educational practices ultimately aim at strengthening agency, and at challenging hegemonic representations serving the maintenance of the given social order.

2018 Special Focus: Education in a Time of Austerity and Social Turbulence

Designing a Modern Greek Online Course

Anastasia-Olga Tzirides, Teaching Assistant , Modern Greek Studies Program, University of Illinois at Urbana-Champaign
 Mary Kalantzis, Dean, University of Illinois

This paper addresses the challenges and opportunities involved in designing and teaching an innovative Modern Greek course in the University of Illinois at Urbana-Champaign. The task was to take a traditional, structured textbook course for Modern Greek as a Second Language and transform its didactic curriculum into a more learner-centered online course. The transformation was based on deploying the seven affordances of e-learning established by Mary Kalantzis and Bill Cope (New Learning 2012) as well as current trends of online language learning. Our goal was to provide through the design, more agency and engagement for learners. In this paper, we describe the process of designing the online course, using Moodle as the learning platform, creating videos to introduce the material, and facilitating collaboration, peer interaction and feedback. We will present the way that this course was implemented, as well as the results of the feedback we received from students' evaluations about the course. Finally, we conclude by summarizing the benefits of this online course comparing it to the face-to-face format.

Technologies in Learning

Thursday, 21 June	
13:15-14:55	**PARALLEL SESSIONS**

Room 3

Cognitive Processes

Intuition versus Reason: Are They Necessarily in Conflict?

Dr. John Ray, -, -, University of Montana, Missoula, Montana, United States

Reason and intuition are often portrayed as opposing learning methods. Reason deals with the extrinsically plausible, problem solving through the deliberative application of logic and evidence. Intuition deals with the intrinsically plausible by providing spontaneous insight into the solution of a problem. Reason is portrayed as rule base and analytic while intuition is more associative and heuristic. Both are valid methods of learning that should not be viewed as being in opposition. Intuition should be viewed as supplying the matter of learning while reasoning provides the form and rubric of learning. Reasons generally are supported by other reasons but such a process cannot go on to infinity. There must be axioms of thought that come from intuition. Intuition is also necessary for the mind to recognize the successful completion of a learning experience. An example of this would be when a student, as Plato discussed in the Meno, suddenly realizes or "sees" the truth. Using the notion from idealist philosophy of the concrete universal, this paper proposes a theoretical way of uniting intuition and reason in the learning process. Intuition is both the starting point and end of the learning experience with reasoning leading from the beginning to the end.

Pedagogy and Curriculum

Examining Students' Cognitive Load in Processing Corrective Feedback

Dr. Karen Chung Chien Chang,

In the past 15 years, there has been an on-going discussion regarding the need to provide corrective feedback (CF) to students learning English writing. Two issues have stood out in this discussion: the effectiveness of corrective feedback and the types of feedback provided. In the past research, not much has been explored about providing EFL learners corrective feedback in their L1. This study aimed at investigating if corrective feedback provided in different languages (English and Chinese) led learners to experience different levels of cognitive load and their perceptions of the feedback given in different languages. In a controlled setting, this study monitored and recorded the time that the students spent on processing the feedback they received in Chinese and English, administered a questionnaire to measure three types of cognitive load, and interviewed the learners to shed light on their perceptiveness of the CF in these two languages. The findings have indicated that these students spent longer time in processing CF provided in English, that the English CF cast higher cognitive loads, and that the participants preferred receiving CF in Chinese for the reasons of a faster understanding, lower tendency in re-reading feedback, less frustration caused by leaners' uncertainty in CF.

Assessment and Evaluation

Critical Thinking and Reflective Pedagogical Mediations in Development of Communicative Competence and Political Attitude in University Students

Prof. Luís Fernando Pacheco Pérez, Researcher, Research and Education, Common Ground Research Networks, Armenia, Quindio, Colombia

Through Critical thinking and pedagogical mediations of reflective nature it is sought to implant in students of University level a political attitude which is one of the traits of the personality of young people lately that is absent in a regular basis. With the implementation of mediations which help students to reflect upon their learning and the phenomena affecting the society they live in, it is intended to provide not only motivation but also the means for developing features of the communicative competence that belong to the side of the critical thinking and political attitude construction. When students are directed to the point of creating language using their life experience, they feel more important than in a regular master class that only stands out the most academic suited students, leaving the ones with low academic development aside, creating a void for those who take for granted that the low grades determine the rest of their professional and personal build-up process.

Learning in Higher Education, Adult, Community, and Professional Learning

Learning about Writing Development through Metacognitive Reflection

Dr. Ondine Gage,

In this qualitative study, the researcher sought to understand what factors impact the transfer of lower division academic writing abilities (Yancy, Robertson, & Tarzak , 2014) to upper division discipline specific course work. Learning to write academically requires learning to use rhetorical genres (accepted practices of organizing and presenting knowledge) and discourse (language used to convey knowledge within a community) of a new discipline (Hyland, 2006). Moreover, as future teachers, these students must adapt their discourse practices to a wide range of social contexts. As students learned about and engaged in the process of writing in a new genre, what resources aid students in their writing development? Data collected for this longitudinal study of 5 classes over 3 semesters includes: 5 post-draft metacognitive reflections written over the course of each semester. Following Negretti's (2012) analytical schema for evaluating metacognition in written communication, preliminary findings of this on-going research reveal that the quality of the learning community may facilitate access to transfer of writing skills.

Learning in Higher Education

Room 5

The Confluence of Technologies

Dynamics in Participating in a Collaborative Platform

Joanne Roch,
 Jean François Roussel,

The virtual-collaborative-platform pilot project was established for cohorts in the master's program in training management. It aimed at increasing training-offering flexibility, ensuring continuity in the learning experience, and promoting the use of this kind of tool in organizational settings. After describing the initial problem, we present the research that guided us in designing this innovative practice. In order to benefit from this research on virtual communities of practice, we used qualitative research to expand our understanding of the variables that influenced platform participation by interviewing participants about their experience in taking part in the collaborative-platform project.

Technologies in Learning

Thursday, 21 June	
13:15-14:55	**PARALLEL SESSIONS**

Improving Student Success through Engagement in Online Gen Ed Mathematics Courses
Dr. Lila Roberts,
After several semesters of discouraging student success metrics, implementation of several strategies to encourage more frequent student engagement significantly improved performance. This presentation will focus on some engagement strategies including substantive discussion posts, course policies, and instructor interaction that yielded positive results in student performance and course satisfaction, even with students whose life situations were not conducive to success in a fully online course.
Science, Mathematics and Technology Learning

Owning Technology: Education Students Engage with Technology as a Primary School Subject
Dr Fabian Neuhaus,
In today's consumer world, technology is becoming increasingly alien to most of us in the sense that ownership over it is no longer taken. Technology is increasingly treated as independent and self-sufficient. It, therefore, is becoming increasingly difficult to teach technology subjects in school and motivate education students to take on the subject. With this project, we aim to counter these developments and devised a module to explore with students technology in a hands-on way to give them the confidence to take back ownership, but also responsibility in regards to technology. We work with education students preparing to teach in primary schools. This project is part of a national program to further technology in primary schools in order to motivate more students to study technology and ultimately educate more skilled technology experts. It includes an emphasis on gender to ensure equality and especially encourage girls to engage in the subject. A number of experiments tackle the cycle of inventing, constructing and applying technology as well as discuss its ethical dimension.
Science, Mathematics and Technology Learning

Room 7 | **Pedagogies for Professional Development**

Social Representations Regarding the Graduation Profile of Commercial Engineering and Its Social Function
Dr Pablo Müller Ferrés,
 Nathaly Vera Gajardo,
Social representations create cognitive systems, which are organized from stereotypes, values, norms, personal forming ourselves as individuals within society. In this context, this research paper aims to identify which are the social representations that students have entering the first year of the career of Business Engineer respect to the identity of the professional who wishes to form, and then interpret and contrast them with the Graduate Profile established by the Catholic University of Temuco, analyzing the public and social function of this profile. The research considered as first year students research subjects and data collection was performed using interview techniques and semantic networks; which were applied to the entire class 2017. The results show that the subjects have knowledge regarding the general competences of the profession, but not of the specific ones, relating the concept with the role and not with the discipline.
Learner Diversity and Identities

Professional Skills and Qualifications Certification in Brazil
Prof. Ana Lúcia Sartorelli,
Sra Tereza Silva,
So many reasons lead a young person to work without continuing formal education. His professional competences are developed therefore through his work performance. At a certain moment in his career, only professional experience may not be sufficient for a promotion or a new job opportunity. There is also another professional profile that needs a diploma to obtain a job: the refugee who leaves his country with no documents proving his professional experience and courses taken. In both cases it is possible to obtain a diploma in institutions accredited by the State Council of Education of the State of São Paulo/SP, Brazil, for the certification of competencies needed for the purposes of diploma. Since 2011, the Paula Souza Center, Institution of Public Technologic Education, has carried out the processes of certification of competences for the purposes of diploma in its technical courses. The interested ones are evaluated by contextualized interview, theoretical and practical evaluation in which it is assessed if he has the necessary skills to practice the profession of technician. To illustrate better the process, it will be presented the story of Blaze, a Congolese political refugee who acquired his inclusion in the Brazilian labor market through the process carried by Paula Souza Center.
Assessment and Evaluation

Learning Professional Practice in a Police Jurisdiction, Learning to become a Cop, Reproduction of Knowledge and Practice
Dr. Cheryl Ryan,
Dr. Tracey Ollis,
This paper draws empirical research conducted in Australia with police offices from a range of ranks, including senior management. We argue policing is in a state of flux and police education is under erasure. This paper draws on critical theory, in particular theories of power and discourse in the writing of Foucault and also Bourdieu's understanding of habitus, illusio and doxa to interpret the data.The emphasis on hands-on police practice without a theoretical understanding of epistemology and theory frameworks that may provide a deepening and detailed understanding of police practice resonate throughout the data. We argue police training needs to be scrutinized and critiqued with the current move towards professionalization of policing. We argue for a police education that is embodied and holistic, one which acknowledges the importance of good practices, but also is supported by critical reflection, deep and meta learning processes complemented by a strong theoretical base. Building a capacity for continuous professional learning of police in Australia requires a re-imagining of the current curriculum.
Adult, Community, and Professional Learning

Thursday, 21 June

| 13:15-14:55 | **PARALLEL SESSIONS** |

Collaborative Marketing Internship Programs

Lan Wu,

Sweety Law,

Internships are increasingly being incorporated in college programs as an important component to enhance student learning and employability of graduates. Many marketing internships appear to be administrative support or sales force positions requiring mainly soft-skills, and in which students have limited on-the-spot training and prospects of professional development. Given low requirements, it is hard for sponsoring firms to assign or assess interns' potential to deliver in real or more challenging tasks. Unsurprisingly, implementation of marketing internships varies: most programs are mainly supervised either by employers on site, a faculty coordinator, or a university internship office, with relevant learning outcomes difficult to evaluate. To address the concerns, we conducted a three- phase pilot program that started in a marketing course. Phase I: Instructor finds an industry partner and defines its marketing problems; guides students to work on the problems and provide suggestions to the partner. Phase II: At partner's site, students implement suggestions developed in phase I and continue to work on the problems; partner and faculty provide feedback. Phase III: Students work on similar problems for different industry partners based on experience in Phase I and II; they may also continue into full-time employment. Data was collected following case-study principles (Yin, 2003). Preliminary results suggest that faculty preparation of learning objectives and tasks, focus on relevant marketing function to be applied, clarity of intern and employer obligations, and active supervision in all three phases created a successful internship for all stakeholders: student-interns, employer sponsor, and customers of the business.

Learning in Higher Education

| Room 8 | **Defining New Literacies** |

Towards New Literacies? : Digitalization and Literature in Foreign Language Education

Christiane Lütge,

Thorsten Merse, Postdpoc researcher, Chair of Teaching English as a Foreign Language, LMU Munich, Germany

Digitalization produces increasingly multimodal and interactive literary forms. A major challenge for foreign language education in adopting such forms lies in deconstructing discursive borders between literary education and digital education ('romance of the book' vs. euphoric 'media heavens') and crossing over into a vision in which digital and literary education are intertwined. In this talk, we will explore different (and new?) literary and digital literacy practices that are crucial for learners to engage with – or read – digital literary texts. In order to articulate such literacy practices at the intersection of the digital and the literary, we will provide an in-depth analysis of available digital literary texts (ranging from simple media-supported literature to complex interactive and multimodal texts). This analysis will yield a typology of digital literatures serving as a conceptual basis to define new, or combine established, digital-literary literacies. This might support the integration of new digital literary forms into foreign language research and teaching practice. We argue that the concept of multiliteracies is particularly productive in framing engagements with digital literatures in that they stress the necessity of fostering a competent command of diverse meaning-making modes (Kalantzis/Cope/Chan/Dalley-Trim 2016). To support our suggestions, we also draw on a range of international studies in the fields of literacies education and 21st century literatures.

Literacies Learning

Case for Information Literacy: First-Year Students' Difficulty Evaluating Internet Sources

Elise Silva, Assistant Librarian , Harold B Lee Library, Brigham Young University

Students struggle evaluating the reliability of online sources. This paper will present original research into source evaluation habits of first year students. Students were given 5 internet sources to evaluate for reliability. Researchers observed their source evaluation habits and report findings and discuss information literacy implications of the study. Librarians at Brigham Young University studied first year students' internet source evaluation habits and found that students have difficulty using diverse source evaluation techniques for complex information needs.

Technologies in Learning

New Media Literacy Curriculum: Responding to the Challenge of Hybrid Identities in a Digital Age

Ramonia R. Rochester,

Media communication technology creates hybrid and transnational identities and this has implications for how citizenship is defined. Media literacy is concerned with teaching the skills and competences that challenge the politics of representation and cultural difference, promote critical thinking, and foster democratization. Though digital literacy has been the subject of policy discussion in the nations being studied, youth and adult populations continue to lack essential media literacy competencies. This study explores how state-sponsored curricula in Australia, England and the United States address media literacy issues within technology-mediated, globalized society. Hybrid methodologies of qualitative content analysis and comparative education engage critical media literacy theory in a systematic assessment of secondary level Civics, Citizenship, English and Media Literacy curriculum documents. The study observes definitions of the relationship between the 'new state of self' and social communication practices, and ascertains that current curricula inadequately address the role of media, personal growth via media skills development, and the teachers' role in facilitating critical learning experiences with media. The study proposes how curriculum may re-conceptualize media education by engaging cross-curricular praxis in re-framing existing conceptions of identity, community and literacy; as necessitated by rapidly emerging technological and multicultural contexts, and new definitions of citizenship.

Literacies Learning

Thursday, 21 June	
13:15-14:55	**PARALLEL SESSIONS**
	Literacy Divide Realities: Language Collaboration Practices Dr. Marcelle Harran, Assistant Professor, General Studies (English), Higher Colleges of Technology, RAK, UAE The paper describes a situated higher education collaboration project aimed to develop the literacy levels of engineering students to meet the high expectations of a competitive workplace amid employer concerns that engineering graduate communication competencies are lacking and insufficient. For the project, the language and engineering lecturers focused their collaboration on negotiating the rhetorical and content requirements of the design report as a genre. This facilitated making the often tacit discourse understandings and report requirements explicit so that they were mutually-understood and pedagogically overt. There have been few studies on collaboration processes, which is often a messy, complex and lengthy process requiring sustained collaboration spaces and constant negotiation so that the criteria for producing "legitimate text" is not opaque but transparent and explicit. The study used a mixed methodology and the data collection included student and lecturer questionnaires as well as an interview with the engineering lecturer to assess his perceptions of the collaboration practices instituted. During the four-year collaboration period, the language practitioner increasingly gained design report "inside knowledge" of concept selection processes as well as specific rhetorical and discourse structures required to produce the text by co-constructing understanding and knowledge with the engineering lecturer. *Learning in Higher Education*
Room 9	**Workshops** **Comics, Hip Hop, and Information Literacy: Critical Pedagogies for Student Empowerment** Sofia Leung, Jennifer Brown, Emerging Technologies Coordinator, Libraries, Columbia University, New York, NY, United States Jorge López-McKnight, Traditional information literacy workshops delivered by librarians working in higher education often focus on providing rote demonstrations of academic databases; these showcase how students might access content to aid their research assignment, but this teaching fails to move beyond one-dimensional engagement, leaving little room for students to critically analyze the production and dissemination of knowledge at the sociocultural level. These traditional lesson plans hinder students from understanding their role in the research lifecycle at large. This session will highlight the ways in which librarians can deliver information literacy workshops that embrace "critical pedagogy" practices while actively empowering students to see themselves reflected in the knowledge creation process. This workshop will open with a role playing activity that puts the participants in a student mindset. They will work in small groups to create a collaborative zine, using pop culture frameworks, that delve into knowledge construction, power, authority, privilege, and access to information sources. Participants will then end with a think-pair-share activity, allowing them to leave with instructional design best practices and a list of concrete ideas on how to partner with librarians at their institution to deliver or support similar workshops. *Pedagogy and Curriculum, Learning in Higher Education, Literacies Learning* **Don't Put Your Cell Phone Away!: Meeting Students Where They Are** Susan Engel, Karen Wenz, Suzanne Schlangen, Margaret Glazer, Adapt the way you teach to match the way learners interact with instructional materials in the 21st century using smartphone technology. Use learning theories, the latest cognitive research, and effective practices to guide you in meeting students where they are. Self-Determination Theory (SDT) is a theory of motivation that uses the concepts of autonomy, mastery, and relatedness to promote student motivation. Universal Design for Learning (UDL) is a flexible course design framework that accommodates individual student needs in learning. Recent cognitive research indicates testing, learning in chunks, and changing up topics and the study environment all facilitate student learning and material retention. You will learn how to design courses using evidence-based methods and integrate mobile learning to motivate your students and take advantage of the ways students best learn and retain information. We connect the latest teaching and learning research to practical application in developing not only learning materials, but also learning experiences. During this interactive workshop participants will build flashcards, contact students via text message and send docs and photos, take quizzes, do discussions, track deadlines all using free Smartphone apps. Participants learn how to leverage LMS apps and other technology to facilitate mobile learning anywhere, anytime. *Technologies in Learning*
14:55-15:10	**Coffee Break**
15:10-16:25	**PARALLEL SESSIONS**
Room 1	**Professional Learning**

Thursday, 21 June
15:10-16:25	**PARALLEL SESSIONS**

Level of Readiness for Interprofessional Learning Among Nursing Students in Chile

Lisette Paola Irarrázabal Vargas Lisette Paola Irarrázabal Vargas,
 Carla Föster,
 Paola Carrasco,
 Silvia Barrios,
 Ximena Gonzales,
Prof. Ivonne Vargas,
 Paola Acevedo,

In 2016, 330 nursing students between their 1st-5th years at a Chilean nursing school self-assessed their RIPL using the interprofessional learning scale (RIPLS). RIPLS measures patient centeredness, teamwork and collaboration, and sense of professional identity. Additional items asked students' interprofessional learning outside the classroom and asked professors how they promoted these skills in the classroom. There was no difference was found between student's years in nursing school. The teamwork dimension, despite no significant difference, showed a trend of greater disposition for RIPL among fifth year students. Overall, only one RIPLS item was significant: "Shared learning before graduation will help health professionals to build better teams". The interprofessional activities reported by professors were not entirely formal or intentional. Students reported an increase of shared learning with other health students, however no significant difference was found. This is the first Chilean study assessing the RIPL among nursing students. Despite the high level of RIPL, there was still a desire to increase RIPL. Therefore, continued assessment and intentional interprofessional activities need to be part of the nursing curriculum to ensure increased RIPL i competency levels.

Learning in Higher Education

Zones of Development Theory: A Triadic Model of Responsive Learning and Teaching with Implications for Professional Learning, Assessment, and Instruction

Dr. Enrique A. Puig,

International, national, and state data are showing low progress in student learning and literacy acquisition over time; although certain studies illustrate that students are currently reading and writing far more than the previous generation. Additionally, district superintendents and classroom teachers are expressing that students are not making the accelerated progress being demanded by national and state standards. In an attempt to improve literacy acquisition and instruction many states and districts emphasize high stakes static assessments that highlight student deficits as a solution to improve instruction and have become a systematic impediment to literacy acquisition, instruction, and professional learning. Consequently, static assessments have become a "technology of domination" (Foucault, 1977) over teachers and students that is used to engineer a panopticon to monitor school and classroom activities. Along with punitive evaluations and school grading, years of leaving no child behind and racing to the top has shown that a strong focus on high stakes testing is not the answer to improving either instruction, students' literacy acquisition, or professional learning. Part of the concern with employing technologies of domination to control curriculum is narrowing definitions to increase control. Currently, one term in particular has been extensively overused in the hopes of improving instruction – Vygotsky's Zone of Proximal Development. At present, quite a few schools and parents are receiving reports that equate students' ZPD to a grade equivalent score (e.g. 2.4 – 3.4) based on a computer administered reading test without taking into account what students can do and cannot do. Without accounting for students' funds of knowledge (what they know and/or can do) and what is completely out of their reach, identifying a student's ZPD in the hopes of guiding instruction effectively and responsively is misleading and misinforming teachers.

Literacies Learning

Building Capacities in Professional and Experiential Learning: Designing Creative, Reflective and Sustainable Practices in Teacher Education

Bronwen Wade-Leeuwen, Lecturer, Researcher in Teacher Education Program , Educational Studies, Macquarie University, Sydney, NSW, Australia

The landscape of teaching and learning is undergoing significant shifts, both pedagogically and in curriculum development. The nature of tomorrow's workforce will require teachers to move away from the test and to facilitate the development of a different set of skills and knowledge that enhance attributes of flexibility and resilience in students. While discipline specific knowledge and skills are important, greater emphasis is being placed on the capabilities of self-efficacy, critical and creative thinking, and communication to manage in complex and disruptive environments. This paper explores two professional learning courses for teachers, developed in response to the initiation of an Academy of Continuing Education at a Sydney-based university in Australia. The discussion will focus on critical aspects of development, involving how the need for the courses was established, which in turn informed the pedagogical frameworks underpinning the design and evolution of the; 'Reflective practice: Enhancing professional practice and promoting wellbeing' and the 'Sustainability Cross-Curriculum' courses. Both courses meet the NSW Education Standards Authority (NESA, 2017) newly introduced Proficient or High Achiever accreditation requirements for all teachers, as well as The Australian Curriculum, Assessment and Reporting Authority (ACARA, 2014) framework for critical and creative thinking.

Pedagogy and Curriculum

| **Room 3** | **Teaching Mathematics** |

Thursday, 21 June	
15:10-16:25	**PARALLEL SESSIONS**
	Promoting Student Discourse in the Mathematics Classroom to Enhance Relational Understanding Robert Cunningham, Full Professor, The College of New Jersey, Ewing, New Jersey, United States An active learning strategy employed a sequence of PowerPoint tableaus to generate student discourse in three sections of linear algebra (n=63). Each tableau presented a conceptual question followed by two sample responses with the possibility of both being correct, only one of them correct, or both incorrect. The questions were suggested by research and focused on common student misconceptions. Students were polled individually on which of the responses they thought were correct, if any, and a tally of responses was recorded. Groups of three were then formed to discuss their reasoning among peers and a final poll was then tallied. Results indicate that after peer discussions many correctly revised their answers and for most tableaus the majority of the students selected the correct answer on the final poll. Surveys conducted at the end of the semester revealed that most (90%) agreed or strongly agreed that the tableaus and associated discussions had a positive impact on their understanding and (65%) supported its continued use in the course. Open ended questions on the survey suggest that the perception of the strategy held by high scoring students differed from those held by low scoring students and suggestions for improved implementation of the active learning strategy were offered. However, more research is warranted given that the strategy promoted an unusually high level of student engagement and discourse with the potential to improve relational understanding of challenging mathematical topics. *Science, Mathematics and Technology Learning* **How Do Manipulatives Help Students Communicate Their Understanding of Double-Digit Subtraction?** Dr. Rabab Abi-Hanna, Dr. Eileen Fernández, Multi-digit subtraction is difficult for students to learn. This study explores how second-grade students communicate their understanding of double-digit subtraction through the use of manipulatives. Using clinical interview and a variety of manipulatives, we created a venue to help us elicit student's understanding of double-digit subtraction. Through qualitative analysis we were able to identify differences in students' understanding that were not apparent from the typical assessments administered in the classroom. Findings suggest that manipulatives helped reveal cognitive constructs and difficulties that the handwritten algorithms were not conveying. For example, students who exhibited an understanding of the subtraction process had not yet developed an understanding of ten and 10 ones interchangeability. These results highlight the role of manipulatives as communication tools that help reveal students' actual cognitive development. This suggests another approach to teaching: questioning from the perspective of just understanding what students are thinking and not teaching. Recognizing learning differences can come from creating a space to allow students to articulate their understanding. We offer suggestions to assist teachers in recognizing learner differences and use them as a productive resource in lesson planning. *Pedagogy and Curriculum* **Students' Mathematics Misconceptions: Detection, Deconstruction and Correction** Dr. Nahid Golafshani, Misconceptions and errors in mathematical thinking are often confused. Although they are generally similar in that they make students achieve incorrect solutions, they are actually very different notions. An error can range from being a miscalculation to an incorrect misunderstanding of the problem being asked. On the other hand, a misconception occurs when a mathematical premise or rule is incorrectly generalized. An example of a misconception can be found when students write 0.10 is greater than 0.9. The root of the misconception is related to their prior correct knowledge of 10 is greater than 9. The symbolic decimal does not make sense to some students for different reasons. The significant of this study is to help teachers truly understand student's thinking in solving problems related to the topics being addressed. As a result, they will be better able to make the mathematics make sense to their students. Understanding students thinking will enable the teachers to understand what level of mathematics the students have already mastered and where to go next with specific concepts. This is increasingly necessary as many of our mathematics teachers in primary and junior grades have little training in mathematics. The data gathered for this study are from the students' math test results and scratch paper in primary and junior levels. The solution and the discerned steps to arrive at the solution to each test item on the students' tests are examined to detect possible misunderstandings or misconceptions may take place. The information gives some background knowledge on common stumbling blocks for students which lead to a greater understanding of how teachers can assist students appropriately. Using some of the examples of misconceptions from the students' work, detection, deconstruction and correction techniques of the misconception are suggested and discussed in this study. The findings suggest that misconceptions are not procedural errors. But they are resided in students' conceptions and are believed to be correct. The information provided in this study could be of value to the teachers and educators of mathematics programs. However, this study should be extended to include a large population and many more grade levels to determine the common roots and characteristics of different misconceptions in all the strands of mathematics. *Science, Mathematics and Technology Learning*
Room 5	**Specialized Instruction**

Thursday, 21 June

15:10-16:25	**PARALLEL SESSIONS**

Incorporating Video Essay Technology to Enhance Second Language Acquisition: Creating a Student-Centered Art Culture Project

Benay Stein, Asst. Professor of Instruction, Spanish, Dept. of Spanish and Portuguese, Northwestern University, Evanston, Illinois, United States

The primary focus of this project and evaluation is to promote technology and creativity in the classroom, as students learn the Spanish language and journey towards cultural competency. To enhance an Art Culture Project in a university level, elementary Spanish course, students are required to write and produce an original, multimedia video essay presentation using iMovie or a comparable format. This student-centered project involves a series of scaffolding activities that culminate in the production of a final video essay. Students utilize the target language to integrate elements from their individual study of a Spanish-speaking country, a native-born artist and selected works of art. Research leads to script writing, and a plan to incorporate visuals, music, and a speaking portion. Within the framework of this video essay, one can assess a student's reading, writing, and critical thinking skills, as well as speaking fluency and pronunciation. In lieu of the more traditional genre of a written essay, the student makes the artist come alive by using visual/audio technology to convey their knowledge of the topic, incorporate their personal interpretations of the artist's work, and highlight the importance of art in terms of the cultural environment. Additionally, students generally feel more comfortable and build self-confidence by using the power of their voice with visual images, rather than standing in front of their classmates giving a more traditional oral presentation or simply writing a research paper.

Pedagogy and Curriculum

Learning Philosophy through English at a Japanese University

Brian Rubrecht, Professor, Meiji University, Suginami-ku, Tokyo, Japan

From their second year, School of Law students at Waseda University (Tokyo, Japan) must take "English Theme" courses on specialized topics (e.g., art, science, politics), taught through the medium of English. One topic offered is philosophy, specifically, the history of western philosophy. As with all English Theme courses, student enrollment each semester is limited and therefore very competitive. Although each English Theme course is uniquely different, the shared main objectives are to have students conduct research and write a required 1,000-word report in English. In the case of the philosophy theme course, each student selects a philosopher discussed that semester, conducts library research, and then writes their report in English with references and citations. Reports must include three major elements: discussions of their philosopher's life background, one element of that philosopher's thinking, and the impact of that thinking on subsequent philosophers or on the world in general. Because of the course's demanding nature (e.g., all classes are conducted in English, students are wholly unfamiliar with basic western philosophy concepts and their underlying connections with Christianity), students across several semesters were given a questionnaire meant to explore their reasoning behind enrolling in this particularly challenging theme course and their opinions about the ways in which they are taught and consequently learn about western philosophy. The proposed paper will present preliminary questionnaire findings, with the aim being to understand better how non-English-major Japanese university students view learning philosophy in this way and how this theme course contributes to their becoming world citizens.

Pedagogy and Curriculum

Educating International Students: Discord between Perceptions of Training Needs and Transcultural Teaching Practices

Dr Averil Marie Grieve,
Dr Bella Ross,
Binh Ta,

With a continuous rise in the number of international students studying in Australia, research indicates student and field educator dissatisfaction with learning on placement or during work-integrated learning (WIL). Field educators are often unwilling to supervise students from non-English speaking backgrounds and students find it difficult to transition to Australian workplace settings. This calls for research into how field educators and international students can be supported during placement. 207 respondents completed either a university or a nation-wide survey about their experiences and training needs in educating international students on placement. 18 also participated in a semi-structured interview. Nationally, only 31% of the respondents indicated they had been trained to work with international students and, in both surveys, an overwhelming 92% indicated such training should be offered to supervisors of international students. Self-perceived professional development needs include identifying cultural differences and developing cross-cultural communication skills. While provision of specialised training aligns with the results of academic research, the supervisors' self-identified needs indicate a continued deficit approach in the teaching of diverse cohorts of students. In order to transition to a transcultural education approach, this paper explores discrepancies and suggests ways to link the self-identified needs of supervisors with transcultural teaching practices.

Learner Diversity and Identities

Room 7	**Student Focused Pedagogies**

Determinants of Students' Choice of Major at the College of Education at Kuwait University

Shaimaa Shaymaa,
Dr. Maryam A. Al Mazkour,

Questionnaires were conducted with a study sample of 644 students. The results of the study are academic factors are the most influential on the choice of specialization, followed by social factors; male students are the most affected by social factors; students with an average level of achievement are most affected by academic and social factors; and correlation between academic and social factors is high. The study resulted in several recommendations.

Learning in Higher Education

	Thursday, 21 June

| 15:10-16:25 | **PARALLEL SESSIONS** |

Influence of a Student-Centred Approach to Teaching on the Achievement of Students' Career Goals and Personal Aspirations

Vivienne Decleva,

Competency-Based Training focuses on the acquisition of work-related competencies. The study examined the acquisition of competencies, and it investigated students' progress in the direction of their career goals and personal aspirations when a humanistic/student-centred approach to teaching was used in a Competency-Based program. Nineteen students in Certificate III, Community Services Education (Aged Care Work) participated in the study. Information was collected during the 17-week program, three and six months after. The methodology for the study was derived from the Theory of Personal Construct Psychology (PCP) as presented by George Kelly (1955/1991). The theory of PCP acknowledges individuals as responsible, active and meaning-seeking agents who are open to change and to personal development. The theory also proposes active participation between researcher and respondents. In the study, the students became co-researchers who examined and interpreted their constructs systems. Through their stories and personal reflections, the study monitored the students' progress in becoming the person that I would like to be.

Adult, Community, and Professional Learning

Spiritual Support among the Foreign Students of Czech Universities

Marketa Semberova,

The article deals with the importance of spiritual support among the foreign students studying at the Czech universities. Firstly, the article consists of the theoretical part in which the key concepts for this research are defined (spiritual support, value of education, value orientation). The aim of the second – research – part of the article, is to find out where the students seek for support in the challenging study-related situations, what role makes faith in their daily lives and who introduced them to it, and, in what way these aspects influence their stay in the Czech Republic. Furthermore, we research in what way influences the faith and the surroundings of the respondents their perception of the value of education and solving the challenging study-related situations. As the research method, we chose semi-structured interviews. Responses of the members of our research sample were subjected to open, axial and selective coding.

Learner Diversity and Identities

| **Room 8** | **K-12 Institutional Challenges** |

US Middle and High Schools Face Opioid Crisis: Addressing Challenges of Teachers, Administration and Community from the School Nurse Teacher's Perspective

Rita Kenahan,

The essential role of the School Nurse Teacher (SNT) in the U.S. is to manage the acute and chronic health conditions of the students they serve to allow faculty and school leaders to teach and lead. The recent drug addiction crisis presents new and complex challenges to the SNT. Demographics on drug addition and overdose indicates an increase in ages 12-17 and 18-26. SNTs must learn methods to detect drug use and addiction, clinical management of drug overdose, as well as methods to manage students, families and teachers beyond crisis toward healthier lifestyles. Education, training, counseling and administrative support are required to help SNTs and the populations they serve to ameliorate the epidemic. One SNT's experience with this crisis in a K-12 school system in the Northeastern U.S. will be presented.

Adult, Community, and Professional Learning

Benefits and Challenges of Designing a Merged Elementary and Special Education Program

Dr. Amelia Jenkins,

Dual elementary and special education teacher preparation programs focus on preparing educators with the skills to work with all students and to collaborate with their general/special education colleagues. However, many dual programs do not engage in program or curricular coordination between general and special education resulting in an absence of, or minimal, collaboration and coordination of programs. It is important for teacher candidates to be prepared in programs that model collaboration and make explicit the connections between elementary and special education content knowledge and skills. A merged, co-taught elementary and special education teacher-training program holds potential to improve the delivery of course content and field experiences to improve the preparation of teacher candidates, and produce teachers more capable of working with a diverse population of students. This paper describes the five-year experience of the Departments of Elementary Education and Special Education in their efforts to design a fully merged elementary and special education program to model best practices in preparing teacher candidates for inclusive elementary classrooms. Our process included: plan, prepare, pilot, scale-up, and evaluate. This information may be useful to other teacher educators who are engaged in integrating general and special education curricula.

Learning in Higher Education

| **Room 9** | **Pre-service Curricula** |

Thursday, 21 June	
15:10-16:25	**PARALLEL SESSIONS**
	Contemplative Agency: Place-Conscious Resistance of Rationalized Teacher Education Darron Kelly, Assistant Professor, Memorial University of Newfoundland Sharon Pelech, Associate Professor, University of Lethbridge This paper examines the experiences of student teachers as they prepare for work in schools. As austerity measures have increased pressure to rationalize the process of teacher education, student teachers have responded by developing a narrow sense of their pedagogical agency, and intensifying their use of instrumental reasoning to satisfy programs of study and deliver the curriculum (Weber, 1958). From a critical/interpretive perspective, we explore what it means to promote a more contemplative sense of agency for preservice teachers amidst the rationalized experiences of formal education. Biesta & Tedder (2007) define agency as the "capacity for autonomous social action or the ability to operate independently of determining constraints of social structure" (p. 135). Agency operates on a pedagogical view that when people actively participate in understanding and shaping the world around them, they learn to recognize their own potential as drivers of change and as energetic contributors in determining the direction of their lives (Basu & Barton, 2010; Klemenčič, 2017). In this emancipatory sense, agency requires contemplative opportunities for critical reflection and authentic self-appraisal. To create such opportunities, we took student teachers into the local environment and invited them to engage with something of genuine interest (Gruenewald, 2003; Sobel, 2005). Through this initial engagement and subsequent self-directed study, students were able to reclaim enthusiasm for learning and resist pressure to instrumentalize their teaching. Contemplation of place raised students' consciousness of meaningful subject matter and teaching – rekindling their sense of pedagogical agency as active creators of educative experiences. *2018 Special Focus: Education in a Time of Austerity and Social Turbulence* **A Collaborative Partnership of Teacher Educators, Pre-service Teachers, and a Primary School in Researching and Implementing Cross-disciplinary Approaches to Learning through the Arts to Promote Intercultural Capability** Dr. Nish Belford., Assoc. Prof. Libby Tudball, Dr. Sarika Kewalramani, Knowledge ecologies extend thinking about research practices in applying university knowledge to more practical and effective responses (Soufoulis, Hugman, & Third, 2014). The dynamics involved in successful cross-sectoral knowledge production through research and collaborative knowledge partnerships in particular with schools is often challenging in academia. From a study investigating cross-disciplinary approaches to teaching and learning through the arts to promote intercultural capability in primary years, in this paper, teacher educators reflect on their lived experiences of researching on the collaborative partnership with a primary school and five pre-service teachers. Findings report on the modalities and different procedures involved in the planning and implementation phase of the project. Participant's perspectives and contributions (teacher educators, pre-service teachers, school principal, mentor teachers and the Prep grade level students) are examined. Pre-service teachers describe the value and benefits of targeted mentored professional development and learning through this immersive experience in the school environment. The implications for collaborative knowledge production is discussed as initiated by stronger university-school partnerships with opportunities for teacher educators and pre-service teachers to engage in professional practice-led research. The integration of theory with practice is discussed from the workshop-based model with reflective inquiry involved in the planning, teaching, and evaluation of learning experiences. *Learning in Higher Education* **Pre-service Teachers Taking a Critical Stance When Examining Children's Literature: Taking a Critical Stance** Dr. Francine Falk-Ross, Roberta Linder, As part of a literacy methods class, a media literacy framework, Five Key Questions (http://www.medialit.org), was adapted to guide pre-service teachers (PSTs) in a critical analysis of children's literature texts. Results from the study indicated that the framework enabled PSTs to examine children's literature in ways they had not previously considered and identified areas of difficulty in the PSTs' critical examinations. We describe the action research project and outcomes related to the implementation of a media analysis framework with their early and middle childhood PSTs. *Learner Diversity and Identities*
16:25-16:40	**End of Sessions**
19:00-22:00	**Conference Welcome Reception**

Friday, 22 June	
08:30-09:00	**Conference Registration Desk Open**
09:00-09:35	**Plenary Session**
09:35-10:05	**Garden Conversation**
10:05-11:20	**PARALLEL SESSIONS**

Room 1

Designing Assessments

Enhancement of Mathematics Learning through Online Quiz Testing at a University of Technology
Noor Ally, Lecturer, Mathematics, Durban University of Technology
The performance of first year engineering mathematics students at universities of technology in South Africa is a serious problem. A longitudinal study is presently in place investigating the implementation of a comprehensive online learning unit for the mathematics department primarily to improve basic mathematical skills through diagnostic testing. An additional aim of the project is the development of in content material to enhance e-learning. The online quiz facility of the learner management system, Moodle, can be used to engage students off campus as well as encourage self-assessment. Improving students' recall of basic derivatives via online testing is one method of improving students' procedural fluency in differentiation. The cognitive demand associated with memorization of mathematical rules cannot be ignored in the learning of mathematics.This paper reports on the progress and implementation of an online standard derivatives quiz test as an effective assessment tool. The online quiz test was designed to test students' recall ability of standard derivatives. The results of first year engineering mathematics groups are analysed and used as a basis for the design of quizzes as well as items within the quizzes that will be developed in the larger study. A comparative analysis of the statistics of students' performance in the test is examined. Psychometric analysis of the items of the quiz is performed for consistency. Results indicate consistency in performance of the groups and consistency within the items of the quiz. The paper concludes with a recommendation for using quizzes as an effective online learning strategy.
Science, Mathematics and Technology Learning

Promoting the English Test Construction Ability by the Combination of Inquiry-based Learning and Miller's Model: Cognition Domain Development Phase
Thassanant Unnanantn, Lecturer, Faculty of Education, Suan Sunandha Rajabhat University
The study aimed to develop the test construction ability of pre-service teachers, majoring in English at Faculty of Education, Suan Sunandha Rajabhat University, using Miller's Model. In the model, there are 4 stages, Knows, Knows how, Shows how and Does. The first two represent the cognition domain and the other two are the behavior domain. The cognition domain focuses on knowledge and understanding while the other emphasizes a hands-on experience. According to this study's timeframe, the development on the cognition was reported. In this phase, the inquiry-based learning activities in which there were prior experience sharing, query posting, information seeking and knowledge sharing in Knows and knowledge reviewing in Knows how, was employed. Then, they did their paper tests at the end of Knows and Knows how stages. The purposive sampling was used in this study and there were 81 pre-service teachers. The research instruments were a course syllabus whose instructional process was in accord with Miller's model and inquiry-based learning, inquiry-based learning activities, 2 sets of tests on test construction knowledge. The results showed that their overall score results at the Knows and the Knows how stages were at the good and the very good levels, respectively. This improvement illustrated that they could learn multi-dimensional knowledge from the combination of inquiry-based learning and Miller's Model.
Learning in Higher Education

Successful Virtual Methodology of a Higher Education Program
Lina Maria Castro Benavides, Professor, Quindio, University of Quindío
 Fernando Hernández García, Docente - Director de Programa, Programa Ciencia de la Información y la Documentación, Bibliotecología y Archivística, Universidad del Quindio
The CIDBA Program studies the science of information related to the production, transformation, acquisition, processing, transfer and use of information. This Academic Program is offered under the virtual methodology looking for an inclusive and pertinent education, contributing to the solution of needs and social conditions of the region and the country. Likewise, it conceives virtual education as: "The process of autonomous training, centered on learning, mediated by information and communication technology and the support of multimedia technological resources in a network, guided by a constructive, collaborative and meaningful pedagogical conception, for the potentialization of knowledge, and face-to-face, distance and / or virtual competences, with emphasis on a permanent process of asynchronous didactic dialogue, mediated by interactivities and interactions." This educational context is strengthened by a range of virtual strategies that allow the fulfillment of the objectives set out in the syllabus of each Academic Course where the established practices make the student appropriate knowledge in real contexts. An investigation carried out allows to analyze spatially the geographical distribution of the students enrolled in the CIDBA from 2010-2017, evidencing the coverage of 100% of the Departments.
Learning in Higher Education

Room 2

Cynosures for Development

Friday, 22 June

10:05-11:20	**PARALLEL SESSIONS**

Learning Challenges Experienced by Students in Universities of Developing Nations in Sub-Sahara Africa

Chinaza Uleanya,

Dr. Bongani Gamede,

The study investigated the learning challenges experienced by undergraduate university students in South Africa and Nigeria. Survey design was employed for the study. The population of the study were undergraduate students of two selected universities in South Africa and Nigeria. 2335 randomly selected undergraduates formed the sample of the study. The outcome of the study shows that six common learning challenges: cognitive learning challenges, easy loss of concentration, previous learning experiences, distance, student-lecturer relationship as well as policy making and implementation are experienced by undergraduate students in the two universities. Based on the findings, the study recommends that participatory learning which helps to build the capability of students be encouraged, and an alliance be formed between the universities and transport companies to enable students overcome challenges faced due to distance. Moreover, good student-lecturer relationship which will help motivate and boost the self-esteem students be encouraged, while the policies that will motivate and enhance students learning abilities be made and implemented.

Learning in Higher Education

A Functional Linguistic Approach to Chinese as a Foreign Language Teacher Development

Dr. Jingzi Huang,

Accompanied the desire for more students studying Chinese in the K-12 classrooms around the world is a need for Chinese as a Foreign Language teachers who are developed to embrace a language pedagogy targeting integration of language and culture or content. In the U.S., The Five Cs (Communication, Culture, Comparison, Connection, Community) proposed by ACTFL through the National Standards Collaborative Board (2015) specifically require attention to the integration of content, culture, and language. In Europe, the CLIL (Content Language Integrated Learning) approach (Llinares & Pena, 2015) to foreign language education also reflects the inclusive ideal of integrating language and content in foreign language instruction. However, the reality in the U.S. is that the urgent need for more Chinese teachers has resulted in the hiring of many Chinese speakers in the K-12 classrooms without systematic training in the pedagogy for integration. Addressing the multiple goals in a systematic and integrated way presents a challenge for Chinese classroom teachers. In the field of research, studies focusing on Chinese teachers' professional development are very limited. At the level of instructional design and practice, a question is how a professional development program can help Chinse teachers move from skill-focused language teaching toward systematic integration. This paper presents a case study to focus on a public school in-service Chinese teacher studying in a language education program utilizing a functional linguistic perspective (Halliday, 1994) to approach language curriculum and instruction. The study is both self-exploratory and an action research that has taken the shape in actions. It specifically examines the participants' struggles in the process of using Mohan's Knowledge Framework (2001) to organize instructional units that integrate the five Cs and the achievement in their joint effort to create and implement an instructional unit in a middle school exploratory Chinese program. Data were collected during a regular school year in the forms of curriculum design, teacher's self-reflection, oral and e-mail correspondences between the researcher and the teacher, videotaped lessons, and students' learning products in both oral and written formats. Output from the students are analyzed from a systemic functional perspective to capture the ideational meaning (Halliday, 1994) realized via limited linguistic resources available to students at the time. The findings of the study provide implications for both language teacher development and classroom actions.

Learning in Higher Education

Engagement in the Scholarship of Teaching and Learning in Challenging Circumstances

Associate Professor Moragh Paxton,

Recent student protests in South Africa have underlined the persistent underfunding of higher education with state contributions to university education declining in the period 2000 to 2015. At the same time the post-apartheid era has seen student numbers in higher education double. Yet what is seldom mentioned in the media coverage given to the #FeesMustFall and #RhodesMustFall protests is the impact that all this has had on university staff. Staff have had to do more with less. Larger classes, more marking and growing pressure to offer quality teaching has led to a more demanding working environment with less time for research. Yet the pressure to publish has not gone away. Academic staff are still expected to do the scholarly work and to publish it, in fact their jobs and promotion may depend on this. This paper will argue that in the current uncertain climate in higher education, it is crucial that research is developmental and that it links to and seeks to inform teaching and assessment practices. In 2016 two Senior Scholars were appointed in the Centre for Higher Education Development at the University of Cape Town. The goals for this Senior Scholar project were to strengthen research capacity in education development practice and to support research capacity of black and female researchers. The presentation will report on this project and describe the theoretical framework used for understanding this work.

Learning in Higher Education

Room 3	**The Changing Classroom**

Gamification as a Key Formative Tool: Why the Use of "Gaming" Is an Excellent Tool for Instruction and Formative Assessment

Dr. Randall Woodard, Chair, Associate Professor, Philosophy, Theology, and Religion, Saint Leo University, Saint Leo , FL, United States

Dr. Dene Williamson,

Dr. Patrick Ryan Murphy,

Educators are hearing a lot about "gamification" in the classroom, While some find it a wonderful use of time and technology, others argue that it panders to intellectual laziness on the students' behalf. This interactive session will introduce participants to the instructional philosophy of using gaming in the instructional process and demonstrate several ways to utilize a gamified classroom in respect to instructional pedagogy, and in order to provide valuable formative (and immediate) feedback to learners.

Pedagogy and Curriculum, Assessment and Evaluation, Learning in Higher Education, Technologies in Learning

Friday, 22 June	
10:05-11:20	**PARALLEL SESSIONS**
	COCLE Teaching and Learning Model: EFL Students' Preferences in China Dr. Jinjin Lu, Yaqi Wu, Dr. Si Fan, In most traditional classrooms, Chinese students and EFL teachers have very few opportunities to communicate with others who are in wilder communities. The limited communication is only between students and students (Ss-Ss), students and English teachers (Ss to Ts). This means that the language communication from the beginning is very limited. The author proposes that a concept of the "Communicative Language Community of English Learners (CLCOEL)" could be brought into the EFL context (Lu, 2014). The CLCOEL model emphasises a wild community is essential to improve our students' communicative skills and as a consequence, their cognitive skills could be enhanced in the process of perception. More importantly, in the reflective process, their learning autonomy proficiency and humanistic qualities could be improved as well. In this case, I proposed that the CLCOEL needs to be highlighted in the implications for practice as it is essential to create a harmonious atmosphere in English learning and teaching for both students and teachers. *Pedagogy and Curriculum* **Meaningful Teaching and Learning: MyStatLab and StatCrunch** Dr. Elaine Correa, Dr. Vochita Mihai, The pressure on institutions of higher learning to remain competitive has accompanied a paradigm shift in teaching and learning. The struggle between comprehension and effective teaching methods raises numerous interrelated concerns for faculty and students as on-line learning software becomes an integral feature of teaching and learning in higher education. In a culture of instant gratification and constant interaction through a range of hand held electronic devises, it is no longer unsettling or even surprising to raise the question of whether traditional environments of learning should integrate more technology in teaching. Today, cyber space is a part of where we live. It is integrated into our sense of identity and value, whether we fully accept it or not. It is a place in which we all have become naturalized digital citizens authorized through the purchase of an electronic devise and access to the internet. Even faculty today, have constructed their cyber identities and legitimated their on-line presence through on-going membership and activity as cyber citizens who religiously contribute to the web. Yet, despite the increased acceptance of technology within society faculty remain relatively distant to the full incorporation of online materials and software in their courses. The challenge remains as to how faculty can reconstruct pedagogies of engagement in the classroom that will draw student interest from disconnected spaces whilst simultaneously reconnecting learning. This paper will reflect the challenges, advantages and drawbacks that emerge as faculty attempt to utilize electronic software (such as MyStatLab and StatCrunch) in meaningful ways to teach and engage the digital learner. *Pedagogy and Curriculum*
Room 4	**English as a Foreign Language** **Differentiated Instructions: No Learner Left Behind** Fariha Asif, English language, because of its peculiar structure and strangeness in certain circumstances, is a hard nut to crack for all the foreign learners. In Arab countries this gigantic issue is not easy to grapple both by learners and teachers. In EFL/ESL classroom set up, majority of teachers often observe a limited number of learners who always keep lagging behind the rest of class. Despite teacher's leaving no stone unturned, they could not keep pace with the class in a normal manner. These low performing learners cannot be ignored; rather they need and deserve more attention by the teacher. Teachers can instill in them the fervor of learning and they can be made active aspirant to keep pace with the class for getting better results. Their potential cannot be neglected. Their talent is hidden so it needs to be explored. The only thing they lack is lack of fondness and interest and diversion of attention. If these trends can be overcome and their capabilities are properly directed, they can become active learners. Various techniques and tips have been adapted to make them active and interactive participants in the class. *Pedagogy and Curriculum* **Multilingual and Multicultural Educational Material Design: The Sociolinguistic Profile of a Student with a Migrant Background as a Tool of Curriculum Development** Kleio Sakellaridi, The design of the material is based on the argument that language learning is closely interwoven with identity investment and educators need to provide enough space for the identities of their learners to unfold (Cummins, 2001). Apart from the theory, the research also draws upon specific findings that emerged from the analysis of the interviews, such as that the student is bilingual in Georgian and Greek, having received formal education in both languages, but refuses to speak in Georgian with her classmates and is reluctant to declare her origins. The designed worksheet combines linguistic elements with cultural and historical facts, in a creative and engaging way. It is structured on a micro – student and macro - classroom level; the first aims to enhance the student's identity investment, focusing not only on her bilingual competences but on aspects of her social and cultural identifications and the second aims to educate the whole classroom in multicultural understanding, openness and acceptance. The essay calls for the adoption of multilingual practices within the Greek educational system in order to move away from strictly monolingual and mono-cultural curriculum, towards a multi-lingualized and multi-culturized classroom. *Learner Diversity and Identities*

Friday, 22 June

From Decontextualized Skills to Creative Writing: The Case of Greek Dyslexic and Non Dyslexic Children Composing in Both Greek and English as a Foreign Language

Julie Baseki,
 Georgia Andreou,
Dr. Sotiria Tzivinikou,

It is unclear whether the cognitive factors that children draw on during the writing process differ from the factors which have been found to be important to product measures (Torkildsen, et al., 2016). This study aimed to investigate the effect of spelling, as an intrinsic part of transcription ability, on the overall quality of the written compositions produced and how composing higher-level processes relate to product characteristics. InputLog enabled us investigate the writing profiles of dyslexic and non-dyslexic children. Composing skills in both Greek and English as a foreign language were assessed through two different approaches to writing assessment, dictation passages and picture elicited narratives in both languages since narrative abilities have also been strongly related to children's academic performance (Torkildsen, et al., 2016). Children with dyslexia scored significantly below their peers regarding overall text quality, they produced shorter texts and less cohesive / coherent. Dyslexic writers' spelling profile, as well as their revising and pausing behaviour, seem to be lagging rather than deviant, while both revising and pausing behaviours indicate that spelling has been the main concern for both groups of writers and confirm the dyslexics' deficient error detection mechanism (Horrowitz-Kraus & Breznitz, 2011).

Early Childhood Learning

Room 5 | **Engineering Pedagogies**

New Administration Approaches in Information Society and Future Engineering Education

Prof. Ibrahim Buzkan,

Today, as we move to globalization and information society all over the world, engineering education and new transformations in the field of management and organization are required. In addition to transferring knowledge in engineering education, it is necessary to make a rapid transition to the education system that will integrate knowledge with necessary skills. In this study, how to provide a good education and management in engineering education by searching the problems of education and effective methods of learning is surveyed; and how to create the most effective student oriented teaching system is studied. For this purpose, a student-centered engineering education and management model was developed by using the observation methods based on the questionnaires that were conducted on the faculty and the students of the Engineering Faculty. In this survey recommendations for the execution of a successful student-centered engineering education is developed. A model of education and management should be established which is student-focused, conscious, researching, approaching basic problems with a long-term perspective and constantly innovating at all the stages of engineering education and education management.

Educational Organization and Leadership

Hands-on Activities in Civil Engineering Programs

Luiz Campos, Doctor/Professor, Pontifical Catholic University of Sao Paulo

This paper reports the project developed by students of the 4th semester of Civil Engineering Programme at Pontifical Catholic University of Sao Paulo using the basic concepts of Mechanics of Rigid Bodies (MRB) course taught in classroom. Seeking to adopt the principles of the approach Project Based Learning (PBL) the professor that teaches this course proposes the development of a project where the theme, in the two last years, was the Da Vinci's Self-Supporting Bridge. The history notes that Da Vinci designed four types of bridges. The design of this bridge was the most simple and ingenious of them. The design of Self-Supporting Bridge was developed from 1485 to 1847 attending the request of his patron Cesar Borgia, and it needed has simple assembly by troops without woodworking skills. The design is held together by its own weight without requiring any ties or connections. The development of this project was part of the assessment process in the course. The students of the class were divided in teams with six members each one to set up the bridge. The project was developed in three steps. The first one was a bibliographic research on the issue. In the second step began the hands-on activity with the building of a prototype where test and analysis were made to understand the structures behaviour as result of a downward applied force. In the third step the hands-on activity was the bridge building in an enlarged size with the necessary adaptations related to the prototype, seeking to follow the original design, and under the condition of to permit and tolerate the weight of several people passing along the bridge. The materials used were wood cylindrical pieces with the appropriated sockets. All the pieces were prepared by the team and each step with the description of the building and assembly processes were reported in a video available on You Tube. Finally, the students were questioned through two questionnaires applied to them to obtain their opinions and perceptions on the project. A closed questionnaire based on Likert's scale and an open questionnaire where they could analyse all the aspects involving their participation in the project and what suggestions they had to do to improve the experience. In addition, the students could tell how the PBL approach help them in the teaching/learning process.

Learning in Higher Education

Friday, 22 June	
10:05-11:20	**PARALLEL SESSIONS**

Art and Science of Teaching Engineering: Students in India
Ravi Prakash,
Art and Science of teaching Engineering subjects using modern electronic mediums have become very important to keep students' attention alive in the class. Faculty members teaching engineering students always face the challenge as to how should one impart knowledge to the students to enable them, not only understand the subject thoroughly, but also, how to impart necessary skills and competencies to increase their employability and shape an industry ready engineer. To develop proper competencies and skills besides subject knowledge, one has to deviate from traditional classroom teaching to a mode of teaching where students learn through modern electronic gadgets such as mobile technology, apps, laptops using internet, visual observation by working on fully operational cut sections of automobiles, aircraft simulators, learning sessions at industry, learning tools used in industry, videos of actual manufacturing processes in industry, videos of testing methodology, tutorials available on internet etc. Recent surveys have found that students want to use mobiles in the class rooms and they have found that it results in enhanced learning. Modern pedagogies of teaching play important role in enhanced learning, honing skill sets and development of competencies. Flip class rooms, video conferencing and similar activities have also proved to help the engineering students, especially those who are slow learners. On inducting fresh engineering teaching faculty, we have to ensure that do undergo Intensive Teaching Workshops, where they are exposed to all the modern tools and techniques, they should be encouraged to participate in Faculty Development Programmes, Professional Development Programmes, Seminars/Symposium/Conferences etc. Where ever possible, a mentor having long teaching experience and thorough subject knowledgeable, should be attached with every new faculty. To ensure highest level of interest for students in engineering disciplines, we have to motivate them for innovations and convince them about the advantages of innovation, patents and publications. We may even institute Emerging Technology Awards to keep the students engaged in their innovative projects.
Learning in Higher Education

Room 6

Innovation Showcase

Book and Brain Reading for Critical Thinkers: Critical Reading Leads to Critical Thinking
Dr. Nancy Linden,
This Innovation Showcase demonstrates how to analyze items in reading comprehension. Discover reading test question templates and test answer distracters from a completely different view: Book or Brain. Instructors will help students "divide and conquer" all different types of reading comprehension test formats Evaluation and critical reading can be a paradigm shift that is easy to understand and to pass on to students. Application to all different types of test will be illustrated.
2018 Special Focus: Education in a Time of Austerity and Social Turbulence

Using Haptic Technology to Decrease the Learning Curve in Pre-Clinical Dental Education
Dr. Richard Callan,
New technologies are continually being developed in the healthcare industry to enhance the diagnostic abilities and treatment options available to healthcare providers in the care of their patients. These technologies not only increase the longevity of the individual but also their quality of life. In addition, innovative technologies are also being developed to improve the training of health care providers. The consequence of better trained healthcare providers should actualize the same results, extension of life as well as the improvement of the quality of life. The ability to perform intricate maneuvers in a confined space requires an acute command of hand-to-eye coordination. Haptic technologies have been developed to aid in the training of future dental professionals. This technology can be implemented towards the reduction of the learning curve in the mastery of skills specific to the dental profession. This study not only exhibits an innovative teaching methodology, but also explores a unique concept in the learning of psychomotor skills. Advanced clinical expertise attained in a shorter period of time can permit not only the perfection of performance but also the acquisition of additional skills during ones formal education.
Technologies in Learning

Room 7

Policies for Success

Use of a HUB Based Model to Improve Students Experiences and Outcomes of Field Education in a Tertiary Setting
Dr Louise Oliaro,
Dr Richard O'donovan,
Associate Proffessor Ted Brown,
Clinical HUBS provide an opportunity for a group of geographically proximate agencies to pool resources in a way that benefit the clients of those organisations. The model outlined in this paper proposes partnering with with a local group of primary schools to create quality professional placement experiences utilising facilitated peer-support for Pre-Service Teachers, Social Work students, and Occupational Therapy students which will, in turn, improve the support and assistance available to the schools' students. Adopting the Hub-based model offers undergraduate and masters students opportunities to experience the benefits of multidisciplinary teams along with peer-supervision as a support within a shared professional placement setting - all while developing their own specific clinical and professional skills. The outlined model provides a creative approach to student placements that drives excellence in teaching and learning through provision of a 'clinical practice coach' who will help drive the peer supervision process within the context of a professional workplace. This will offer greater opportunity for intensive training, coaching and assessment of students as they connect and apply theory and practice, while also providing expert support for student wellbeing.
Learning in Higher Education

May 2, 2018 4:07 PM

Friday, 22 June	
10:05-11:20	**PARALLEL SESSIONS**
	Tell Me, Show Me, Involve Me: The Use of OSCE in the Assessment of Clinical Competence Tina Moore, For some time now Higher Education Institutions (HEIs) have recognised the need to move away from surface learning (lower order skills, such as retention of knowledge and understanding of content) and to develop higher order skills such as analysis, synthesis and evaluation. Changes to our methods of assessment provide a better opportunity to test these skills. The Objective Structured Clinical Examination (OSCE) assessment tool also permits the testing of the student's application of knowledge into the 'real world' of nursing practice; level of understanding; attitudes; decision making; communication and critical thinking skills. All are core characteristics of a professional nurse. This concept of the OSCE links well with the theme of creative assessments in that it enables the assessment of more than one specific domain in an innovative way, moving away from the rigidity of traditional assessment approaches. In addition this form of assessment process can be easily adopted by other practice based disciplines as an innovative way in which to assess individual student's level of knowledge, understanding decision making and psychomotor skills. *Adult, Community, and Professional Learning* **The Erasmus International Work Experience as a Place of Learning : Transformative learning in the Liminal State** Deborah Steele, Every year an increasing number of students are taking Erasmus work placements or traineeships. This paper details an account of narrative research that explores sojourners experiences of voluntary work placements as part of an Erasmus traineeship. Previous research shows that international work placements are good places for sojourners to learn about themselves and to develop skills and attributes for working with and within other cultures. This qualitative research gathered the life stories of sojourners and narratives of their experiences throughout their time aboard. This research listened to the stories of sojourners, gaining a deeper understanding of the type of learning that took place and offering a theory to explain how that learning occurred and why that learning is transformative. It also, gathered the narratives of a group of sojourners who completed an Erasmus work placement at least two years previously to see if those transformations were long lasting. The results suggested that the liminal state of the international work placement can create the environment for extra rational transformative learning, and develop a form of tertiary socialisation, which allows sojourners a different perspective of the world around them. It also suggested that the changes that take place as part of the experience of living and working abroad stay with sojourners after they return home. *Learning in Higher Education*
Room 8	**Education Outcomes** **School Autonomy According to the PISA Report: The key Success Factors at Schools in Finland** Pablo Ortega Rodríguez, Professor, Education, University of Huelva In recent years, the management of school autonomy in Finland has become a central issue for the improvement of students learning outcomes. Most studies in the field have only focused on case studies in primary schools that carried out few innovative practices sporadically. Little is known about how school autonomy is managed in large teacher and principal samples and it is not clear what factors guarantee the students success. This study aims to analyze the percentages, means and correlations among the variables that affect the management of pedagogical autonomy at schools in Finland. The results of PISA school and general teacher questionnaires from the 2015 data collection were analyzed with the statistical analysis program SPSS. The findings of this study show a significant and positive relationship between the capacity of the principal for ensuring teachers involvement in decisión making and the level of teachers satisfaction with their performance in the school. Findings also suggest that the type of school (public/private) where principals are working is related to their responsibility for providing staff with opportunities to participate in school decision-making. The conclusions of this research support the idea that the school autonomy in Finland plays a vital role in the quality of education. The study ends with the explanation of key success factors that improve the school autonomy at schools in Finland. *Pedagogy and Curriculum* **A University Role in Developing Progressive Governmental Policy** Samuel Henry, Anita Bright, Associate Professor; ESOL Program Coordinator, Graduate School of Education; Curriculum and Instruction, Portland State University Kimberly Ilosvay, Based on participation in the State of Oregon on the Oregon Education Investment Board, OEIB, political leadership for a pre-K through post-doctoral system suggested that an economic return on investment including calculations and wider discussion of the growth for communities. Here, despite a renewed sense of populism in Europe and the US, this case suggests that the efficacy of academia in purposefully building social capital should remain a goal of the university and faculty scholarship. It challenges held ideas that the benefit and gain of post-secondary education accrues mainly[solely] to the individual and perhaps family; suggesting that public support is a significant aspect of the interaction between higher education and local communities. By cohesively examining university participation, regional innovation and capacity-building as an illustration of adjusting public policy through the building of social capital, this case addresses multiple challenges as the means to alter the traditional roles and structures which ultimately change both policy and action within the university and in the local region. In the US, a major obstacle in K-12 school reform has been in getting and maintaining the transformational leadership for sustaining change. This case details the participation of the academy through providing institutional support for faculty to serve in leadership roles with local/state government change, which resulted in more than 300 public policy changes, increased services to children and youth and structuring reforms to increasing educational opportunity for children of communities of color. *Educational Organization and Leadership*

Friday, 22 June	
10:05-11:20	**PARALLEL SESSIONS**
	The Process of Developing a National Institute of Excellence in Education in Québec Martin Maltais, University Professor, Education, Université du Québec à Rimouski On June 21, 2017, the Quebec Minister of Education, Recreation and Sports, in Canada, unveiled his policy on educational success after a large consultation where 15 000 people contribute. One of the first tangible actions is the creation of a national institute of excellence in education. On this orientation, the Minister had given a working group the mandate to advise him, following a consultation held in the fall of 2017, on how to design this institute and create it. The actual and effective dynamics of these consultation processes remain little known to university researchers, who often approach them from interviews, documentary analyzes or speeches. This paper proposes to discuss the dynamics of such a process from the perspective of the journey experienced by one of the participants in the consultation process of the working group on the creation of the National Institute of Excellence in Education and to relief, beyond the stakes involved, the architecture of the dynamics of actors and ideas that struggle in the development of this element of a broader educational policy. *Educational Organization and Leadership*
Room 9	**Assessment and Evaluation** **Inclusion and Coherence through Narrative Assessment for Learning: A school for ALL** Athina Danti, Narrative is commonplace in qualitative research, psychology, marketing, and history. The various types of narrative are shaped by the context and purpose of implementation. Regardless of that, a narrative is a story or an account of an event bound by time. More recently, narrative has been associated with assessment for learning. Narrative assessment for learning is argued to be the most appropriate of a sociocultural model viewing learners with special educational needs, in which the individual is viewed within their physical, social, and cultural setting, and where attention is paid to the whole environment in order to improve learning outcomes for students. Narrative assessment for learning has some particular features. First, it recounts learning events within and beyond school settings and it tells the story of learning by capturing the context, the people, and the relationships. It is also bound and defined by the time over which learning is noticed by the narrator, taking into note of the ways that learning strengthens over time. Unlike traditional assessment methods, it contributes towards closing the gaps between learners and teachers, strengthening power with and power for relationships and supports the construction of learner identities as capable, competent, able, included, and valued. *Assessment and Evaluation* **Field Dependence and Cognitive Style in the Academic Performance of Children and Adolescents** Zélia Anastácio, The stylistic standard Field Dependence (FD) has been connected with various aspects of the personality, procedures and strategies used in solving problems or a weighted aggregation of cognitive, affective and motivational aspects, inherent to the information processing and problem solving. The relationship between FD, intelligence and academic performance remains shrouded in controversy. In this study, FD was associated with the written expression of children, one area that reveals great difficulty in information processing. The study included a sample of 92 pupils of 3rd and 4th grade of primary school (45 males; 47 females), aged between 8 and 11 years, and the quality of the writing expression of the students was assessed. Our results show a statistically significant relationship when we associate the results obtained in the test of intelligence and cognitive style with the students' performance on the test of written expression. This is a classic relation but still incompletely understood. In our study, this observation occurred mainly among students of the fourth grade, and may reflect the emergence of cognitive style in this school/age range. However, the observation of a text effect in the Raven test near the students of 4th year of schooling does not allow us to move forward in this case without a better control of the general intelligence of the students. We conclude, convinced, that we can associate the students' cognitive skills (factor g, cognitive style), with cognitive and metacognitive processes that can generalize to their learning and academic performance. *Assessment and Evaluation* **Strategic Analysis of Institutional Tutorial Practices to Enhance Academic Success: Challenges and Successes in a South African Higher Education Context** Dr Subethra Pather, Research on tutorial systems in South Africa and across the globe reveals that effective tutorial planning and implementation at higher education institutions has positively influenced student success, engagement and through-put rates. This study embarked on a SWOT analysis to investigate current tutorial practices at a South African university to gain a better understanding of tutorial programmes and implementation. The study employed quantitative and qualitative approaches for information gathering and analysis of the tutorial system at the university. Informal conversations with the faculty's' Deputy Deans teaching and learning provided valuable information on operational issues while an online questionnaire on tutor practices, sent to academic staff, provided in-depth information of the structure, challenges and successes of tutorial practices. The study revealed a constrained relationship between faculties and institutional structures with regard to effective implementation of tutorial processes. The lack of physical space and tutorial funding also created a challenge to implementing effective tutoring. However, in spite of these constraints, tutorial programmes that were successfully implemented did have a positive influence on students' academic performance. The data collected from this study provided a platform to reinforce the need for formal tutorial structures as a tool to improve student learning, academic success and retention. *Assessment and Evaluation*
11:20-12:20	**Lunch**
12:20-13:05	**PARALLEL SESSIONS**
Room 3	**Focused Discussion**

Friday, 22 June	
12:20-13:05	**PARALLEL SESSIONS**

Music, Memory, and Identity: Teaching Portuguese for Refugees in an International School in Brazil

Prof. Adriana Silveira, IB Teacher, Counselor, Mentor, Community Service leader, Graded School

My experience as a Portuguese teacher in an international school in São Paulo, Brazil, includes the use of songs as a didactic resource, not only for language skills development, but mainly to motivate students, promote interaction, and value each individual's culture. Being one of the teachers in charge of coordinating a Community Service at school, oriented to the teaching of Portuguese for refugees (a pilot project organized by a group of teachers and High School students), I decided to design a program in which the learning of Portuguese is facilitated by the sharing of experiences on autobiographical memories involving songs. The background for this program is my research on Neuroscience and Education, focusing on the relations between Music, Memory, and Identity, due to the importance of music in our lives – in our mother tongue or in a second/ third language – in different ages, including moments of pleasant or tough life experiences. By valuing refugees´ culture, and interacting in an environment of shared experiences, we believe, the language acquisition, and more importantly, the integration to a new context, will be stimulated and facilitaded. This will be an important part of the project (still in the early stage), and an experimental research will be developed during the process. Refugee's applications have been sent to us by AMIS – Morumbi´s Association for Social Integration, in São Paulo. We also have the support of ADUS, an important NGO in Brazil that assists refugees in their reintegration.

Learner Diversity and Identities

Beyond Argument: Transforming Students' Engagement with/in Writing

Dr. Sarah Allen, Associate Professor, English, University of Hawai i at Manoa

Writing teachers across disciplines at the college level often complain about student apathy and, even, dread toward writing-intensive courses. To address that apathy and fear, I will share a series of reading and writing assignments, which could be adapted for secondary school, that can intervene in unproductive student beliefs about and relationships to their research-based writings. In particular, I will talk about how teachers can co-create topics with their students and offer low-stakes, cumulative reading, writing, and research assignments to support students' development as writers. These strategies not only intervene in students' unproductive relationships to their writings, but help students to more closely approximate the researching and writing processes of scholars.

Pedagogy and Curriculum

PIZZA Approach to Improving Reading Instruction:: For Early Readers

Deborah Callan,

The purpose of this Focused Discussion is to discuss a variety of strategies. Educators will be able to discuss strategies that can be used in whole group, small group or with individual readers in an efficient and effective way. Educators need to hone in their personal skills of observing young readers without depending on a "canned" or "purchased" program to meet the needs of every reader. Discussion will also include the importance of being able to formatively assess readers. The discussion will encompass a variety of ways that can be prescribed as part of a goal setting process so that independent readers can strengthen their personal reading skills. The methods shared will come from a variety of resources that have been effective with readers in all socio economic environments. For the last three years, these strategies have been used with a variety of settings in low performing schools and great gains have been made by most readers involved. The implications of the work will help give educators the tools and confidence they need to assess students individually. It will also help teachers set personal goals for both themselves and each individual student.

Early Childhood Learning

Reconnecting with the Aesthetic: Reader Transportation and Transformation

Leah Van Vaerenewyck,

This paper examines and critiques current literary curricula and instruction practices in the secondary and post-secondary classroom in the United States through an interdisciplinary framework that knits together research from the fields of neuroscience, literary theory, philosophy, and critical theory. Through an exploration of the potential of the aesthetic (Rosenblatt, 1978) to transform reader behaviors and attitudes, this work attempts to develop a conceptual framework that can inform pedagogical choices in literature courses using global and multi-cultural texts. The central claim of this work is that to leverage the potential of literary narratives to cultivate culturally literate global citizenry who is both empathetic and pro-social (Barazza & Zak, 2009; Johnson, 2012), the formal study of literature must capitalize on the aesthetic experience engendered by reader transportation (Green & Brock, 2000). Developing instructional practices and assessment methods that encourage and validate the aesthetic response requires the un-privileging of the efferent stance (Rosenblatt, 1978) that is expressed as the critical matrix (Mandel, 1979) in literary studies.

Pedagogy and Curriculum, Learner Diversity and Identities

Designing and Implementing Sustainable International Partnerships for Teacher Professional Development

Dr. Kathy Peno, Professor, Education, University of Rhode Island
Dr. Anne Seitsinger,
Dr. Theresa Deeney,
Dr. Lori Ciccomascolo,

As part of the University of Rhode Island's mission to be an effective global citizen, several faculty in the School of Education have become actively engaged in the planning, implementation, and evaluation of teacher professional development programs with our international partners. Three examples of this work will be shared with participants. The first is a teacher-training program in Nairobi, Kenya, that has evolved into a sustainable approach to providing training to teachers throughout the country. The second is a partnership with vocational schools in Banda Aceh, Indonesia, still rebuilding after the devastating effects of a Tsunami in 2004. Finally, a partnership with schools in Southampton, England, who share similar methods of teacher professional development in standards-based science pedagogy, will be discussed. During this session, faculty will share the challenges involved with collaborating with international partners, including issues of language difference, funding, monitoring progress, technology, time zones, cultural differences, and teaching and learning expectations. Participants will be asked to share their experiences with teacher professional development in international collaborations and to provide input into our processes and practices.

Adult, Community, and Professional Learning

Friday, 22 June

12:20-13:05	**PARALLEL SESSIONS**

Stories in Teaching : Towards Becoming and Relationships in Context

Dr. Robert Christopher Nellis, Continuous Faculty Member, School of Education, Red Deer College

What is at stake in the stories we tell ourselves about and in our teaching? This session enquires into the stories one brings to their work, their debt and responsibility to context and personal history, and implications for spaces of pedagogical encounter. The work draws from arts-based approaches, poetic inquiry, and life writing.

Learning in Higher Education

Room 5

Virtual Posters

Adaptive Learning Environment for EFL Students

Carol Anne Ochoa,

This research study was carried out in order to contrast virtual activities designed in an adaptive platform called Smartsparrow, created by a research group at the University of New South Wales, Australia, as an alternative way to incorporate ICT tools in English as a Foreign Language (EFL) courses. This research involved 30 elementary and pre intermediate level students from different faculties at a private Colombian University named Santo Tomás, focusing on EFL and some adaptive features based on students´ interests, learning styles and needs. In this way, action research was used to develop this study. The implementation of the virtual world mentioned above sought to promote autonomous work through activities in a virtual platform. The research was developed in 2 phases of implementation and the results showed how students worked autonomously, taking advantage of tutoring spaces.

Pedagogy and Curriculum, Technologies in Learning

Indigenous Perspectives at the Cultural Interface: Researching the Interventions

Dr. Yatta Kanu,

Success in school continues to elude Indigenous students in Canada, Australia, New Zealand, USA, and many other countries. One response to this critical problem has been the ongoing calls to integrate Indigenous knowledges and perspectives into schools and classrooms. Such calls have produced studies on pertinent questions such as: the specific aspects of Indigenous cultural knowledge which teachers can integrate; the most effective ways of integrating such knowledge into schools and classrooms; and the critical elements of instruction that produce school success. Findings and theoretical abstractions from these studies are being used to inform various school and classroom initiatives as interventions to increase success for Indigenous students in Canada. The purpose of my ongoing research is to examine what takes place inside these interventions to understand the specific mechanisms by which outcomes for students are accomplished. For example, what happens at the cultural interface when teachers and school administrators (mainly non-Indigenous, largely uninformed about Indigenous cultures, knowledges, and issues, and with identities and histories vested in the existing social norms and school structures)attempt to integrate Indigenous perspectives into their classrooms? In twelve high schools in urban Western Canada, we are documenting the characteristics of each school, conducting school and classroom observations of practices in integration, and conducting focus groups and interviews with students, teachers, school administrators, parents, and Indigenous collaborators for their insights and views about integration.

Pedagogy and Curriculum, Learner Diversity and Identities

Organizational Improvement Plan Addressing the Absence of Leadership Education and Preparation in the Early Year's Curriculum

Elena Elena Merenda, Toronto, Ontario, Canada

Early childhood educators are recognized as leaders who have an important role in improving the quality of services for children and families. This research proposes an Organizational Improvement Plan addressing the absence of leadership education and preparation in the early year's curriculum. "Change- a hallmark of contemporary society- impacts greatly on early childhood services, making leadership- which is a necessary condition for effective change- worthy of greater attention…" (Rodd, 2013). Therefore, I am developing an Organizational Improvement Plan (OIP) to address the absence of leadership education and preparation in the early year's curriculum for the Early Childhood Studies. Adopting a collegial model that values instructor knowledge and experience is crucial for developing my OIP because the instructors have relevant and current experiences in the field, that can be combined with their understanding about the objective of the institution, to revise and provide the best curriculum for the students. Furthermore, collegiality is a key aspect of instructor professional growth and development. Collegial communities create a cooperative environment that allows for shared learning and increases innovation and enthusiasm among faculty (as cited in Shah, 2012; as cited in Massy, Wilger, & Colbeck, 1994). The professional growth that happens as a result of collegiality can support instructors to recognize the benefits of being heard, being a part of the decision-making process, and feeling valued. Therefore, they exemplify transformational leadership skills such as, being aware of their effect on students, being attentive to student's needs, supporting students in seeing different perspectives, and inspiring students to achieve their goals. They support students in developing their own self-awareness and model for students what it means to be a caring and supportive early childhood professional (Merenda, 2017).

Pedagogy and Curriculum

	Friday, 22 June
12:20-13:05	**PARALLEL SESSIONS**

Preschool Curriculum-based Screening for Pre-referral Support
Dr. Panagiotis Varsamis,
Dr. Anastasia Gkouvatzi,
 Ioanna Ntarilli,
 Magdalini Simeonidou,
Dr. Andromachi Nanou,
Curriculum-based approaches for educational assessment and pre-referral support are continuously gaining attention as being more meaningful to school communities, than classic psychometric approaches. Consequently, curriculum-based evaluation provides a common language, which is sufficiently comprehensive to students, teachers, parents, counselors and specialists (e.g., therapists). Thus, it directly facilitates a common ground for educational and instructional decisions. The purpose of the present study was to examine preschoolers' participation in curriculum-derived activities. In accordance with the Greek preschool curriculum, pupil's participation is being evaluated in five core axes, namely play, explorations, class routines, daily situations, and learning. Teachers rated contents of these axes (in total, 40 items) using a six point rubric, which highlights pupil performance and teacher enrollment. Subsequently, teachers judged, if each pupil was to be referred a) to a pre-referral intervention program, b) to an educational diagnosis process, or c) not to be referred at all. Our sample consisted from 160 pupils, with modal ages of five and six years, who attended mainstream kindergartens. Classification And Regression Tree (CART) analyses of the data revealed that teachers' ratings could correctly predict pupils' group membership. Depending on the group targeted, the prediction accuracy varied from 90% to 100%. Curriculum axes and items had different statistical significance to group predictions. Results are being critically discussed on the basis of economically screening new pupils and planning intervention programs, where needed.
Assessment and Evaluation, Early Childhood Learning, Learner Diversity and Identities, 2018 Special Focus: Education in a Time of Austerity and Social Turbulence

Stress Levels and Timely Graduation of Community College Students Receiving Medical or Mental Health Care
Dr. Christine B. Kleinpeter,
Dr. Martha Ranney,
 Sharon Chen,
Dr. Marilyn Potts,
This exploratory study compares the College Student Stress Scale scores of 35 students who received mental health services, 36 students who received medical services, and a comparison group of 42 students who were enrolled in a college 100 class. Females were in the majority in both the medical and mental health groups, men had a slight majority in the classroom sample. The average age was similar in all groups, between 21-23. The predominant ethnic groups were non-Hispanic white in the medical and mental health groups, and Asian in the classroom group. Results indicated that nearly three-fourths in each group reported a later than expected graduation. Student Stress Scale scores were in the moderate range in total. The individual item with the highest score was academic matters, followed by financial matters, and meeting personal goals. Students who were receiving mental health treatment had higher stress level scores than medical patients or the classroom sample. Females scored higher than males in overall stress level. Students with higher stress levels were more likely to report a delayed graduation. Work and financial issues were reported most often as reasons for delayed graduation. Implications and areas for future research are outlined.
Adult, Community, and Professional Learning

Effect of Entrepreneurship Pedagogy on Health Education among Urban Community College Students: Impact on Attitudes, Knowledge, Job Readiness and Skills Acquisition
Dr. Gloria McNamara,
This research study uses an educational model known as health entrepreneurship. Entrepreneurship education refers to a pedagogical process that involves the stimulation of entrepreneurial activities, behaviors and mindsets. Although entrepreneurship education is recognized as important, relatively few empirical studies have been conducted regarding its impact on community college students in general and non-business majors in particular. This study plans to stimulate learning among health education students by developing an industry-engaged learning model that will generate subject interest, reinforce academic values, increase motivation, facilitate knowledge acquisition and foster entrepreneurial competencies. This learning environment is particularly effective in tying academic learning to real world practices and increasing job readiness.This study uses a quasi-experimental design with a convenience sample (N=60) for which the experimental health class (n=30) will be exposed to entrepreneurship pedagogy (EP) and the comparison class (n=30) will not. This study, using written surveys, will examine the impact (pre- and post-intervention) on the dependent variables of health knowledge, entrepreneurial attitude, self-efficacy, intent, and perceived behavioral control. Data will be examined using analysis of covariance (ANCOVA) and multiple regression statistical procedures and be supplemented by qualitative data collected via focus groups. It is hypothesized that students in the entrepreneurship pedagogy (EP) class will demonstrate greater gains in the dependent variables. Findings from this study may contribute to the field of health education and further be generalized across curricula to stimulate intrinsic and sustained learning. Community college administrators may embrace this model as it may improve retention and graduation rates.
Pedagogy and Curriculum

Developing Teacher Candidates' Cultural Sensitivity through Short-term Study Abroad Experiences
Dr. Lydia Kyei-Blankson,
College of Education (COE) teacher candidates' study abroad experiences and how they influenced their thinking and plans to implement culturally responsive and relevant pedagogy in their instruction and interaction with diverse student populations and families was explored. The data for this study included reflections and one-on-one semi-structured interviews pre-departure and post-arrival. The data gathered from the study were transcribed verbatim, coded, and analyzed for themes. The findings showed that the study abroad experiences caused the participants to learn more about other cultures which made them more open and knowledgeable about working with children and families from backgrounds different from their own.
Learner Diversity and Identities

Friday, 22 June	
12:20-13:05	**PARALLEL SESSIONS**
	Value-based Curriculum : Toward Value-driven Educational Environment Creation Sandrita Skeriene, To date, a generally accepted definition of curriculum is lacking due to individual conceptual positions of researchers. As a result, different perspectives as well as types of curriculum are highlighted. The agreement among researchers is found that the rationale of curriculum must find balance between value-driven sources concerned with learner, society, and knowledge. These sources encompass cognitive, emotional, and spiritual dimensions of learning in a broader sense. Over the past few decades, the research has tended to focus on cognitive dimension of learning reflected outcome-based approaches to curriculum. Emphasizing learning as an key item of the educational process and the interplay between teacher and learner, the necessity for both emotionally-based and spiritually-based features of learning process arises. Few researchers have reported the possibilities of the integration and development of cognitive, emotional, and spiritual dimensions of learning across curriculum, but in religious education. Several attempts have been made to apply such possibilities to secular education. Each of dimensions pursue their own values messages that must be orchestrated across curriculum. Significant challenges arise trying to convey value messages in curriculum's implementation through educational environments. However, little attention has been paid to that curriculum is more concerned with „an ideal plan", while educational environments represents momentous reality of that plan. Trying to answer the research question - how should the values whose education is aimed at while defining the objectives of the curriculum should manifest themselves in educational environments? - the conceptual framework is introduced.The research method is based on the literature analysis. *Pedagogy and Curriculum*
Room 9	**Virtual Lightning Talks** **Mobile Devices for Literary Education in Teacher Training** Dr. Rosario Neira-Piñeiro, The emergence of mobile devices has aroused researchers' interest in the educational possibilities of these electronic tools. This work, using case study methodology, presents an innovative experience with m-learning focused on literary education in Higher Education. The experience - creating a video-review of a children's book - was carried out with 68 students taking a Degree in Early Childhood Education. To evaluate its effectiveness, the final tasks were taken into account, as well as instructor and students' perception. An instrument was designed to analyse the videos and two questionnaires to elicit students' and instructor's opinions. Findings reveal the flexibility of m-learning and its adequacy for literary education in teacher training. The students learned to select and evaluate children's books and acquired some knowledge of children's literature. The task involved searching for information, critical thinking, analysis and synthesis, decision-making, autonomy, development of communicative competence, creativity and team work skills, and helped to familiarise students with m-learning. Weaknesses detected suggest that more taught sessions are required, and more attention should be paid to oral skills, to the use of the task blog and to fostering social interaction. Finally, the study has educational implications which might be applied in similar contexts *Learning in Higher Education* **Virtual Teamwork Assessment as a Tool for Addressing Attrition in Distance Education Students at a Regional Australian University** Dr. Celeste Lawson, Attrition and retention is a significant issue for the higher education sector world-wide. This presentation outlines a unique tool used at a regional Australian university to engage students through virtual teamwork assessment as a means of addressing attrition. The pedagogy of the assessment design incorporates an authentic task, individualized grading and negotiated team selection, all situated in a virtual team environment. Students are provided virtual team management skills as part of the assessment so the management of the team becomes an output of the task itself. This presentation analyses the approach over a three year period in three advanced communications units (Advanced Public Relations, Organisational Communication, and Public Relations and the Media) at CQ University, Queensland, Australia. The approach has increased student engagement, retention and satisfaction, and encourages learning. The approach has received academic acknowledgement as best practice; been adopted by other disciplines; and is supported by industry. *Assessment and Evaluation, Technologies in Learning* **Addressing Technology Concerns of Nontraditional Online Learners** Cathy Tobin, Patricia Hoefler, Nontraditional adult learners are attending online college programs today, and the expectation is for increasing numbers in future years, primarily because more jobs are requiring post-secondary degrees. For example, worker projections for the upcoming decade expect at least 106 million Americans to have degrees for employment (Sherman & Klein-Collins, 2015). As this need for better-educated workers increases so does the need for more universities to open their doors to this population (Chen, 2017). The online environment seems the most viable solution for this group of students, as most find that traditional campuses do not allow for the flexibility needed for a student who must divide his or her time between employment, family, and coursework. Therefore, the need for schools that can focus their attention on the technology needs and concerns of this unique learner is significant. What can be done to help ease the student into the online learning experience and help prepare students for coursework that might involve a more sophisticated mastery of web tools? This presentation will offer ideas and advice for approaching these concerns, with examples of current technology tools and how to introduce nontraditional students to this less than traditional learning environment. *Learner Diversity and Identities, Technologies in Learning*

Friday, 22 June	
12:20-13:05	**PARALLEL SESSIONS**

Ethnically Diverse College Students' Perceptions upon Enrollment in a Hybrid Design Course: A Replication Study

John R. Kleinpeter, Associate Professor, Department of Design, California State University Long Beach, Long Beach, California, United States

This paper describes 39 undergraduate, full-time students' responses to a quantitative survey immediately upon enrolling in a hybrid course in advanced design on the topic of visual communication for the built environment. Students were mostly female (56.4%) and between the ages of 21 and 24 (63.2%). They were Latino (35.1%), white (32.4%), and Asian (18.9%). Nearly 68% of participants in this study represented an ethnic minority group. Students described the most important aspects of the hybrid course as offering a flexible time schedule, a high level of access to course materials, and extra time to work at a job or internship. Students were most concerned about missing online deadlines and lack of contact with the professor. They were less concerned about lack of contact with classmates, getting a low grade, and confusion regarding assignments. Open-ended comments reflect that students appreciate the flexibility of the hybrid model to allow for outside responsibilities and the importance of regular communication with faculty regarding online assignments. These results are consistent with prior studies in terms of items identified as important to the hybrid learner; however, some of the items shifted in order of importance with the students' experiences in a prior hybrid course. For example, in the original study students were very concerned about loss of contact with peers, and in this replication study, concern about contact with classmates was rated as less important. Educational implications are provided. Areas for future research are outlined.
Technologies in Learning

Effect of Gross-Motor Movement on Decoding Ability: Using The Wilson Language Fundations Phonics Curriculum

Rachel Terlop,

I teach at a Title 1, inner-city elementary school, in Washington, D.C. Students in my class room were not accurately decoding three letter, consonant vowel consonant, words. The phonics curriculum that our school utilizes, Fundations, teaches fine-motor "tapping" skills. I formed the thesis - If students are able to practice their CVC decoding skills with gross-motor movement, as opposed to fine-motor "tapping," will decoding fluency skills, and accuracy of correct letter sounds, improve? I took Fundations large sound cards (letter, keyword, sound) and stapled them to the wall. Then, I tested students one at a time by providing them with a CVC word, and had students punch/tap/slap the letters of the word, while saying the sounds. I had them restate the word, and then spell it. This was done with seven words a day, every day, for a month. After 1 month of the intervention, students improved their whole words read by at least 5 words (half a years growth according to mCLASS assessment). The gross-motor intervention was successful in helping students correctly identify letters, and decode words.
Pedagogy and Curriculum

Self-Regulated Learning Strategies to Master an Enriched Advanced Level Primary Five Mathematics Curriculum

Prof. Prakash Singh,

The primary purpose of this quantitative study was to determine whether mathematically gifted pupils in Nigerian primary schools could master an enriched advanced level curriculum in mathematics using self-regulated learning (SRL) strategies. An enriched curriculum in mathematics was therefore developed for the experimental study that was conducted with sixty primary five pupils who were considered to be gifted in mathematics. Gifted pupils who participated in the Mathematics Enrichment Programme (MEP) were divided into two groups, the control group and the experimental group, with thirty pupils in each group. Pupils in the control group were exposed to direct teaching strategies, while the experimental group used SRL strategies in the MEP. This paper focuses on the attitudinal survey conducted after the completion of the MEP. Pupils' responses in this survey affirmed the significant relationship between SRL and an enriched advanced level differentiated curriculum for primary school gifted pupils. They strongly believe that the MEP was a realistic alternative to the present common core regular curriculum for gifted pupils in the mainstream of Nigerian education. Furthermore, they affirmed that the MEP provided them divergent thinking opportunities for using a problem-solving, self-discovery approach to work autonomously in a flexible learning environment. They also pointed out that gifted pupils who have the ability to work at a faster pace must not be compelled to do more of the same boring work from the textbook in the traditional classroom. Evidently, this study evokes the significance of using SRL strategies in implementing a differentiated enriched curriculum for gifted pupils in Nigerian primary schools.
Pedagogy and Curriculum

University Tutors in Mexico: A Study of Assessment Instruments

Salvador Ponce Ceballos,

In the year 2000 in Mexico, a very important project in higher education called academic tutorials was started, this project was proposed as a national strategy to strengthen the training of university students, as well as contributing to the reduction of negative indicators related to the training trajectory professional and school dropout. Currently a large number of institutions are designing evaluation strategies to identify the degree of development and impact of tutoring in institutions, this evaluation has focused on various dimensions such as tutor, program, services, instrumentation, among others. This work intends to make a specific contribution on the evaluation of the performance of the tutors, presents the partial results of an investigation that sought to characterize the questionnaires to evaluate the university tutors of Mexican institutions. The methodology of the investigation was proposed under a mixed approach of exploratory and descriptive scope, based on four stages: 1. Analysis of the state of the art; 2. Selection of 32 participating institutions; 3. Design of an instrument to analyze questionnaires and 4. Analysis of questionnaires. The results show limited evidence of documented experiences on the assessment of tutoring, as well as limitations of access to institutional instruments to assess tutoring, and little evidence of technical quality of the instruments collected was found. The conclusions point to the importance of evaluating the tutors with valid and reliable instruments, as well as making the evaluation processes public.
Learning in Higher Education

Room 6	**Workshop**

Friday, 22 June

12:20-13:05	**PARALLEL SESSIONS**

Peer-Assisted Learning & Support

Dawit Rumicha,

Nima Madani,

The workshop will foster conversations on how to enhance student learning by the practices based off of the model from the Florida Atlantic University Peer Assisted Learning & Support Program (PALS). The workshop will take a deeper look at the power of peer mentorship, leadership dynamics of a course organization, and analyzing the learning dynamics of a university community. The goal outcome of this session is to have participants obtain the tools necessary in being able to utilize techniques to bring burgeoning growth in their student's success through their ambitions of fostering an inclusive diverse learning environment. Following these proceedings participants will be brought together in an open forum on effective and non-effective teaching techniques in comprehensively bringing about student driven success. Specifically we will be visiting James Kouzes and Barry Posner, Five Practices of Exemplary Leadership® Model to further how this can be applicable to student development. We will also engage in interactive activities in putting attendees in scenarios where they will be tasked to use problem based learning strategies in increasing student engagement and success. They will also be brought into a activity to describe their methods of instruction by utilizing visual cues. Participants will gather in small groups of about 5 to discuss each of the practices and how it applies to their goals and set academic standards. The target audiences of this session will be university officials, university students, university faculty, and professionals in the field of instruction.

Learning in Higher Education, Adult, Community, and Professional Learning, Learner Diversity and Identities

Room 1	**Poster**

Inclusion of the Deaf in the University: Myth or Reality?

PhD Maria Cecilia De Moura,

Kathryn Pacheco Harrison,

This work intends to discuss whether what is asked by the Law assembling number 5626 (12/22/2005) regulating the Law about Brazilian Sign Language (Federal Law number 10436 – 04/23/2002) and the Accessibility Law (number 10098 – 12/19/2000) ordering that the Universities must be apt to receive Deaf students is being followed. The question that is put on nowadays scenario is: does the Deaf mainstreaming on the Universities really occur? After one year work at a University, working with teachers, Deaf students and interpreters, we conclude that the University is far away to achieve real inclusion and that many decisions must be taken and actions done in order to really meet the real inclusion. It is concluded that just the presence of the interpreter on the classroom is necessary, but not enough for the Deaf to have their rights respected. There is need also of awareness of the professor, need of visual material, need to enhance students capacities in written language and a supervisor to organize all this work.

Pedagogy and Curriculum, Learning in Higher Education, Adult, Community, and Professional Learning, Learner Diversity and Identities

Student Engagement in Higher Education

Jessica Miranda,

Over the past several decades, there has been growing interest in student engagement and its influence on student persistence, retention, and overall success in higher education. The National Survey of Student Engagement (NSSE) is one of the most widely used measures of student engagement in North America. In 2013, the NSSE underwent a major revision; however, the psychometric properties of the instrument have not been thoroughly investigated and validated for the instruments intended uses and score interpretations. The researcher sought to address this research gap through an in-depth psychometric analysis, utilizing item response theory and confirmatory factor analysis, of one university's 2015 NSSE data. Pre-existing secondary data were obtained for 1,592 freshman and senior students. The study investigates the psychometric soundness of the revised NSSE's items and construct structure. This study contributes to the field by addressing the dearth of research exploring whether the uses and interpretations of the revised NSSE scores are psychometrically sound. Research has shown that changes to the content of a measurement instrument can have significant influences on the psychometric properties of the instrument, and therefore when an instrument undergoes major revisions, its psychometric properties must be reexamined.

Assessment and Evaluation

Bilingual Education for the Deaf in Brazil

PhD Maria Cecilia De Moura,

PHd Sandra Regina Leite De Campos,

For the deaf in Brazil the Portuguese language is not the only foundation of their constitution as an individual of language as the Sign Language can be part of their identity. The effective acquisition of the Sign Language is of supreme importance to the subsequent acquisitions of the deaf individual. Welcoming the family of the deaf child is what promotes a bilingual education in fact, in which the child can learn and question the educator, learn and tell all he wants to their parents, learn and challenge his learning, learn and build more knowledge, learn and be a citizen of the world. If we effectively want to achieve bilingual education for the deaf, we must think about it since the detection of deafness; we must think of the deaf as a member of a family that should be assisted as much as their child. And if the language starts to be built inside the family, it's up to the school to formalize it, as it happens to everyone. It will be reported the work performed at a reception center for deaf babies and children and their families.

Early Childhood Learning, Learner Diversity and Identities

Friday, 22 June

<table>
<tr><td>12:20-13:05</td><td>PARALLEL SESSIONS</td></tr>
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Delve Deeper in Learning!
Ms Sanna Ruhalahti,

Facilitating deep learning requires a teaching and learning process that involves curriculum restructuring and a wide range of open and technology-driven collaborative learning opportunities.. Even though recent developments have improved competence based education and the alignment of intended learning outcomes and pedagogical practices, there is still a need to create more effective environments and learning processes to achieve deep learning. Presented DDD pedagogical model (Dialogical, Deep and Digital learning activity) is based on recent research in the field of professional teacher education, and facilitates changes in the digital learning culture. The model emphasise through deep learning orientation: self-paced, authentic, dialogical and collaborative knowledge construction in diverse digital environments. In the future, this model can also be used in design principles used to revise teaching practices, instead of applying a specific, fixed pedagogical model. The role of design principles is seen as a more flexible way to shape teaching and learning in diverse situations and environments. Although the study was conducted mainly in a Finnish professional teacher education context, the model is applicable to other education levels. The digitalisation of work and learning challenges us to facilitate a change in the learning culture towards deeper learning processes.

Pedagogy and Curriculum

New Approach for the Work with the Deaf/Hard of Hearing in Brazil in a Nonprofit Organization
PhD Maria Cecilia De Moura,
Ms. Ana Cristina Camano Passos,
Ms. Maria Helena Verissimo,
Ms. Rosangela Mota Zanetti,

There is, then, the need for an action that might enable the development of language and social skills of these individuals. The Adhara Institute (a nonprofit organization) aims to provide a place of inclusion, information and coexistence to allow these individuals to develop social and language skills in an environment in which the Brazilian Sign Language (Libras) is the primary means of communication in a meaningful Meaning Learning Theory perspective. This work shows how this work is developed, allowing the development of these individuals in an environment full of social significance and challenges to be overcome by the users through planned activities seeking meaningful learning. The forms of work and results will be shown. This is a work that can be followed by other groups that are worried about this population.

Early Childhood Learning, Adult, Community, and Professional Learning, Learner Diversity and Identities, Technologies in Learning

Learning Is My Journey: Cultivating Scaffolding Activities
Anne Maria Korhonen,

For sometimes there has been an ongoing discussion about personal learning environments, which means students have their own ownership of their learning in environments they prefer to take as a part of their learning processes. Learning assignments and artefacts should no longer been restored in learning management systems of educational institutions. The claim of the personal learning environments is rising from the idea lifelong learning as well as from informal learning as a meaningful part of a learning process. For teacher it has rosen a question of scaffolding. In the school of professional teacher education student teachers used their personal learning environment collaboratively during an online course. A learning design was based on a pedagogical model that was compared with a scaffolding model of online learning processes while a teacher is a facilitator. The results indicates that a pedagogical model may include all scaffolding activities. However, an online scaffolding has to be designed with a special attention with all stages of pedagogical model. This study also suggests that one of the most important environment for a scaffolding is to do it directly in student's personal learning environment.

Technologies in Learning

Hero with a Thousand Faces: Greek Primary Teachers' Discursive Constructions of the Principal
Efthalia Konstantinidou,
 Marina Malliou,

Drawing on discursive social psychology, the aim of the research project presented was to study Greek primary teachers' ways of understanding the "principalship" as identity. As the institutional status of the school principal places her on the top of school hierarchy in terms of responsibilities as well as privileges, studying the teachers' point of view towards the principal as participants of everyday school life may reveal the commonsensical ways actions associated with the particular official position are described and evaluated, and identities assigned. To this end semi-structured interviews were conducted and fully transcribed. The analysis focused on the variability of the constructions of the principal's identity within the argumentative context of the interview as participants accounted for the principal's actions. This type of analysis allows connecting the micro-context of argumentation with the macro-context of school structure as the discursive constructions of the principalship as identity also can be interpreted as constructions of the school's institutional order by everyday participants. Some practical implications of this approach may be designing ways of intervening in the principal-teachers relations by taking into account teachers' evaluations of the principal's actions, and designing principal selection and assessment criteria.

Educational Organization and Leadership

Friday, 22 June

12:20-13:05	**PARALLEL SESSIONS**

Strategies Used with Children with Deafblindness and Multiple Sensory Impairment
PhD Maria Cecilia De Moura,
PHd Leslie Piccolotto Ferreira,
Phd Denise Cintra Villas Boas,
Children with deafblindness and multiple sensory disabilities need support for understanding the world and to have access to information. It is critical to provide conditions for them to explore the environment, enrich their perceptions and relationship. The objective of this work was to analyze the perception of the teacher on the attention and communication strategies, developed by her, in the classroom, with children with congenital deafblindness and multiple sensory impairment. It was done an individual interview that was transcribed and analyzed after the teacher witness the audiovisual material recorded for six months. The teacher reported satisfaction in her work when she realized the development of the students and the attention given by her to the individual characteristics. She highlighted the importance of the participation of the family and the use of audiovisual records in contribution to her work. She realized she had lost some opportunities for communication and have not provided the time necessary for student's answers. It is concluded that a significant communication partner is important to identify, encourage and respond to attention and communicative behaviors of the child. Both the professor as the speech/language therapist must know how each child communicates and to be alert to non-verbal behaviors.
Pedagogy and Curriculum, Assessment and Evaluation, Early Childhood Learning

Systematic Process for Examining a Teacher Education Program's Alignment of Course and Field Work with High-Leverage, Evidence-Based Practices
Dr. Jenny Wells,
Jessica Miranda,
The U. S. federally funded Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center Innovation Configuration systematic process and tools were developed to facilitate examination of the implementation of high-leverage, evidence-based instructional practices. This process enables university programs to make well-informed decisions about program design and to determine how well their teacher candidates are actually prepared to effectively teach. This investigation sought to determine the extent to which these practices were being taught, observed, and applied within a teacher preparation program. Faculty utilized the Innovation Configuration process and tools to examine the program's six-course sequence for alignment with current research and to ensure students were engaging in meaningful course and field assignments. Through this systematic process, gaps and duplications were discovered and the importance of faculty engagement in program design and evaluation were highlighted. The process leads to increased collaboration of faculty resulting in greater coverage of the high-leverage, evidence-based practices within course Teacher preparation programs must align their curriculum with current research and scaffold course and field-based assignments to ensure that teacher candidates have opportunities to practice and receive feedback on implementation of high-leverage, evidence-based practices.
Assessment and Evaluation

Terribly Troublesome Academic Thesis Statement: The Interplay of Non-Native English Speaker Learner Identities and Composition Pedagogy
Nicholas Barkawitz,
Ninet Aghasatourian,
The development of a thesis statement in academic discourse is imperative yet problematic for non-native speakers of English as different speech communities assign different priority to this element of the essay. For an aggregate of L2 and Generation 1.5 students, this study has sought to examine their ability to implement devices that can cohere to a single statement of purpose. The literature on the subject offers a mixed review of L2 students' discursive issues as they pertain to American collegiate composition courses, whether it is a result of language issues, background knowledge, or lack of recognition of the importance of a thesis statement. Through the use of contrasting rhetorical analysis techniques on American university students' compositions and via class questionnaires, our methodological intent has been to determine the discursive gaps pertaining to the construction and development of thesis statements in college essays for pedagogical practice. Learner identity, language backgrounds and cultural perceptions of the student sample have also revealed new frameworks to analyze these elements. The goal is to provide compelling implications for classroom practice to emphasize thesis development in order to maintain structural coherence and cohesion, a focus not common to all of our students.
Pedagogy and Curriculum, Learner Diversity and Identities

Development of Mechanical Department Off-campus Internship Courses for Technological University: Mechanical Department Off-campus Internship Courses
Prof. Dyi-Cheng Chen, Changhua, Changhua, Taiwan
The purpose of this study is to explore the principles and modes of planning and developing off-campus internship courses. The construction of curriculum planning based on cultivation of practical problems in machinery industry. The purpose of this study is to integrate the curricula planning of cultivating practical ability in machinery industry and the development of mechanical department off-campus practice courses. This study uses group focus interviews. Four scholars and industry experts were invited to hold an expert symposium respectively. Modify and confirm the indicators of training ability of off-campus internship course through the discussion and related suggestions as the basis for curriculum content planning. Among them, in the "use of creativity in practical technology" structure, ergonomics is considered the most important design capability. In the "program management" structure, production systems and program control capabilities are seen as important. In the "effective communication" structure, sharing of information is seen as an important capability. In the "teamwork" structure, creating a culture of teamwork and the strategy of team and corporate is seen as the most important.
Pedagogy and Curriculum

Friday, 22 June

12:20-13:05	**PARALLEL SESSIONS**

The Employability Skills of Store Service Staff for Graduated Students of Technical University
Prof. Su Chang Chen,
The purpose of this study is to find the employability skills of store service staff for graduated students of technical university. The focused interview method is adopted. Four industrial experts and four academic experts are invited. The results show that there are three groups of employability skills. That is, competences of specific skills group, general competences group, and behavior/attitude trait group. There are 11 competences in specific skills group, 14 competences in general competences group and 12 competences in behavior/attitude trait group. The first five important competences in specific skills group are broad general stores service knowledge, specific knowledge of empirical/ practical methods in stores service field, specific theoretical knowledge in stores service field, and applying rules and regulations in the stores, documenting ideas and information. The first five important competences in general competences group are problem-solving ability, analytical competencies, ability to work in a team, reflective thinking, assessing one's own work, and learning abilities. The first five important competences in behavior/attitude trait group are oral communication skills, loyalty and integrity, power of concentration, initiative, and getting personally involved. The findings can give the department to plan a curriculum for their students to learn the employability in the technical university.
Learning in Higher Education

Developing a Teaching Framework of Integrating Off-campus Internship and Capstone Courses for Technological University Students
Hsi Chi Hsiao,
The purpose of this study is to develop a teaching framework of integrating off-campus internship and capstone courses for cultivating technological university students' problem solving skills through real industrial problems. In order to meet this purpose, three steps are proposed. The first step is to probe how to integrate off-campus internship and capstone courses. Then, the core competences profile for students to study through these two courses is established (e.g., problem identification, teamwork skills). In the second step, the competences profile is used to develop the teaching materials, evaluation indicators, mentors guidance, and teaching plan. The teaching strategy is proposed as project-based learning (PjBL). During students in the off-campus internship, this strategy will cultivate students' skills in finding real industrial problems. In the last step, when students go back to school they will convert the enterprise problems into their capstone projects. The technological university professors and industrial collaborative teachers will collaboratively use PjBL teaching strategy to help students solve the practical problem of the enterprise. Finally, the formative and summative evaluations are used to measure student's achievements in solving real problems identified in the enterprise. Through the integrating off-campus internship and capstone courses, students will learn real industrial problem solving skills.
Learning in Higher Education

13:05-13:20	**Transition Break**

13:20-14:35	**PARALLEL SESSIONS**

Room 1	**Embedded Meanings**

Recontextualizing the Myth of "The Abduction of Europe": Using Art Works for the Creation of Comics in an Interdisciplinary English Class Project
Maria Emmanouilidou, Thessaloniki, Greece, Greece
 Efi Papadimitriou,
The following paper is a presentation of a teaching intervention applied in a 6th grade English class in Thessaloniki, Greece, focusing on the ways art works can contribute to differentiated learning, increase of motivation and improvement of linguistic output in the target language. The materials chosen for the teaching intervention are five works of art revolving around the myth of "The Abduction of Europe." The purpose of the intervention was to kindle the students' critical skills through thorough investigation of the art works. Apart from the artistic elements portrayed, the students were encouraged to detect how male power is depicted in the paintings and sculpture chosen. Following the observation and analysis, the students produced comics relating the theme to the present day social world. Careful investigation of the comics exhibits an overwhelming tendency to perpetuate dominant stereotypes of male power where the weak female needs to be saved by the powerful male, even in its animalistic form. These findings seem quite disturbing in the sense that students have not yet developed critical literacy skills, but accept particular aspects of the social world as "natural." However, the overall outcome of the teaching intervention suggests that active engagement with works of art can improve the students' linguistic skills in English and enhance motivation.
Literacies Learning

Erasmus within the Framework of the Ionian University: Research on Identity Related Metamorphoses, Reflections and Experiences in the Context of the Mobilities 2012-2016
Georgia Tsimpida,
Nowadays Europe, aiming for the borders' breaking down and in response to the globalization of the economy and the recent immigration crisis, presents a new, more demanding Erasmus+ program concerning the university education. On the occasion of the celebration of the 30th Erasmus anniversary and the 60th anniversary of the Treaty of Rome, which reflects the importance of the year 2017, the present research conducted within the framework of the Open University (Greece), notes the importance of identities` issues through mobility actions. The main objective was to present the general theoretical reflexion of a Europe always developing, to explore the evolutions in a cultural, social, psychological level as well as the complexity of identification and identity related metamorphoses of the Ionian University`s students of Corfu, who travel in a world facing a new barriers crisis. In particular, within the context of the six Departments of the Ionian University and the students` future personal and professional fulfillment, the Erasmus bubble will be presented thoroughly: a practical approach of data/statistics of the period 2012-16 and the 25years experience of the Chief of the Bureau of Public and International Relations will shed light on important aspects concerning the future of the University.
Learning in Higher Education

Friday, 22 June

PARALLEL SESSIONS

Learning Literacy through the Rhetorical Function of the Drum: The Place of Sound, Symbolism and Reflection
Dr. Joseph H. Gaines,
This study corroborates the need to broaden the conceptual framework from which to examine the rhetorical function of the drum in Africa and broader African diaspora. The notion of "languaging" and "translanguaging," dynamically creative and reproductive processes--not constrained to only speech or writing to create meaning, seen through the lens of "semiotics," the study of sound, words, and body language is explored. In sum, the research cogently reveals how the African drum languages have been shown to be an influencing academic, as well as, psychosocial idiom. Continued discussion of their contribution and implications for the fields of: education, African studies, psychosocial linguistics, bilingual/bicultural studies, multicultural education, and comparative rhetoric is compelling.
Learner Diversity and Identities

Room 3 | **Alternative Learning Paths**

Constructing Alternative Paths to Comprehend Learning Difficulties
Andressa Martins do Carmo de Oliveira, University of Brasilia, Brazil, PhD Student
Many children face difficulties in learning in their early years in elementary school. Although there is much research on several theoretical aspects of learning disability, the emphasis is commonly associated exclusively with the cognitive-intellectual process. This superficial vision limits the possibility of a complex understanding of the problem. Advancing further in relation to the traditional view of learning difficulties in school, this paper reports on research carried out during my master´s degree, in a public elementary school in Brazil. The aim of the study was to comprehend how new subjective configurations emerge in school, mostly taking into consideration the quality of human relationships built in the classroom and the achievements in learning in this process. Among the cases studied, one is chosen for in-depth discussion in this presentation: a girl, seven years old, who was not socially integrated within the classroom, which made her feel isolated as well as demotivated concerning the school activities in the classroom. The theoretical and epistemological position on which the research was based was the Theory of Subjectivity, from a cultural-historical standpoint, as well as its epistemological and methodological proposition, Qualitative Epistemology and the constructive-interpretative method. The methodological tools used were conversational dynamics and diverse interactive sessions with groups of students, sometimes including the teacher. The contribution of this work relates to the possibility of advancing further in the comprehension of the subjective processes involved in the learning development, which makes it possible to articulate educational processes, subjective development and the school teaching-learning process.
Early Childhood Learning

Photography as a Pedagogical Tool: Connecting the Museum with Children's World
Nelly Askouni,
Dr. Aimilia Fakou,
Stefania Vouvousira,
During the school year 2014-15 an educational program aimed to familiarize children with the museum was implemented in three public kindergartens of Athens, with socioculturally different student populations. The goals of the program were to create a learning context that utilizes children's experiences and requires their active participation in the learning process, and to contribute to the mitigation of social inequality with respect to cultural goods, given that many of the participating students had never visited a museum before. During the visit children took photographs of exhibits they had chosen. They were asked later to relate these photos to objects, persons and images of their immediate environment and to photograph them as well, creating thus photography diptychs. Our paper focuses on the analysis of these diptychs. We examine what objects children chose to photograph, how these fit into their daily lives and how they relate to their subjective experience. The associative use of photography brings out children's voices and thus becomes a means for understanding their different social worlds and their active role in the learning process.
Early Childhood Learning, Learner Diversity and Identities

Utilising the Student Experience of Learning and Teaching to Respond to Student Learning Needs in Secondary Schools
Paul Hine, Dr, New South Wales Education and Standards Authority, St Ignatius' College
One of the most significant changes in the landscape of education over recent years is the democratisation of the teaching and learning process. Once the preserve of educational administrators in universities and schools, this has filtered down to classrooms where teachers and students participate in shaping the learning environment. Thousands of studies have been conducted in universities across the world associated with the statistical validity and efficacy of student evaluations of teaching and learning via University-Student Evaluation of Teaching (U-SETs), but there has been a paucity of attention and research focussed at the school level. This study developed a new instrument – the Student Experience of Learning and Teaching (SELT), which incorporates five scales relevant for the secondary school setting – Learning, Knowledge, Participation, Management and Assessment. The instrument was administered to a sample cohort of 1,741 students in 156 classes in Years 7, 8 and 10 to provide accurate and immediate feedback to teachers. Factor analysis of the instrument demonstrated support for the a priori 5-factor structure, and Cronbach's Alpha coefficient was used with each scale reporting good reliability. Thus, the instrument holds statistical validity and coherence. SELT data revealed that there were significant differences in classroom experiences, both within the same subject and across different subjects, and, that discussions between teachers and Heads of Faculty hold the potential to improve learning environments through measured intervention. This study has wide applicability for secondary schools, based upon scales and items that are believed to have relevance in every learning context.
Assessment and Evaluation

Room 5 | **Knowledge Ecologies**

Friday, 22 June	
13:20-14:35	**PARALLEL SESSIONS**

Teaching Qualitative Research Methodology at the Catholic University of Korea: Introducing the Political Strategic Analysis of Culture

Prof. Benedict DeDominicis, associate professor of political science, -, Catholic University of Korea, Bucheon-si, Gyeonggi-do, South Korea

The CUK Spring Semester 2017 undergraduate course, "Methodology for International Studies" was a practical, project-based course that aimed to help students better understand how perceptions, attitudes and values of political actors influence their political behavior in the context of political, economic and cultural globalizing processes. Students gathered information and data about a political actor, namely an international student at the Catholic University of Korea, to analyze his or her identity and behavior. The course outcome objectives in terms of student learning included the following: Demonstrate greater critical awareness of the predominant theoretical perspectives for orienting the analysis of cultural groups in relation to globalization; Gain an understanding of the current state of qualitative approaches to social science analysis; Demonstrate more effective written and oral communication skills for political analysis for distribution to different stakeholders; Demonstrate greater student ability to exploit new information technologies for student learning, community development and career advancement.

Pedagogy and Curriculum

Social Representations Regarding the Graduation Profile of the Differential Education Career and Its Social Public Function

Nathaly Vera Gajardo,

Social representations create cognitive systems, which are organized from stereotypes, values, norms, personal forming ourselves as individuals within society. In this context, this research paper aims to identify which are the social representations that students have entering the first year of the career of Special Education Teacher respect to the identity of the professional who wishes to form, and then interpret and contrast them with the Graduate Profile established by the Catholic University of Temuco, analyzing the public and social function of this profile. The research considered as first year students research subjects and data collection was performed using interview techniques and semantic networks; which were applied to two groups of participants. The results show that the subjects have a greater knowledge regarding the general competences of the profession, but not of the specific ones, relating the concept with the role and not with the discipline.

Assessment and Evaluation

Research to Action

Dr. Priscilla Wallace-Boerger,

Dr. Marsha Glines,

We will explore how doctoral candidates, as scholarly practitioners, conduct their research to create a dissertation with the intent of applying their findings in their field of education; thus putting theory to practice. As future leaders of higher education, such research affords doctoral candidates the opportunity to take on identify a problem that they will investigate, research, develop a solution, and put the solution into action. Framed around questions of equity, ethics and social justice this model seeks to develop its doctoral candidates into leaders who: will bring about solutions to complex problems, construct and apply knowledge to make a positive difference in higher education, and emphasizes the generation, transformation and use of professional knowledge and practice.

Room 7	**Teacher Preparation**

Microteaching as Formative Assessment for Pre-Service Teachers

Dr. Shane Cavanaugh, Professor, Teacher Education & Professional Development, Central Michigan University

Dr. Kristina Rouech,

The purpose of this research was to examine the effectiveness of using microteaching as a formative assessment for pre-service teachers in student teaching seminars. Qualitative evidence included analysis of approximately 100 students' written reflections and instructors' observations. Microteaching is a tool for teacher training used with pre and in-service teachers as a way to examine their teaching practice. Studies have found microteaching to be a high impact teaching practice in terms of student achievement. Typically, it involves teaching a portion of a lesson with a particular focus on a pre-determined teaching skill (i.e. leading discussions), video recording a portion of the lesson, and reviewing short clips with a group of peers and/or experts for analysis and reflection. By using microteaching videos with self and peer-review, student teachers can actually see what is happening rather than reflecting on what they thought happened. For this reason, our university has begun using microteaching in all student teaching seminars as a formative assessment - students analyze aspects of their teaching, reflect on their progress, and make plans for improvement. This study found that using facilitated video microteaching is an effective way to encourage student teachers to critically reflect on their emerging teacher practice.

Learning in Higher Education

Social Capital through Teacher Preparation: A Case from the Northwestern United States

Anita Bright, Associate Professor; ESOL Program Coordinator, Graduate School of Education; Curriculum and Instruction, Portland State University

Kimberly Ilosvay,

Despite public pressure for neoliberal approaches to teacher preparation, there remains an urgent and growing need for educators to be prepared to challenge the status quo and work to dismantle instantiated structures that are oppressive and/or marginalizing to students and families of color. To this end, this case examines an assignment for teacher candidates in the Pacific NW of the US intended to interrupt the current obsession with pragmatism and build a community of educators as informed intellectuals and activists.

Learning in Higher Education

Friday, 22 June

13:20-14:35	**PARALLEL SESSIONS**

Preparing Tomorrow's Teachers Today: Designing Teacher Education for Learning and Impact
Dr Teresa Angelico,
Associate Professor Larissa Mc Lean Davies,
Professor Elizabeth Mckinley,
Professor Lorraine Graham,
In a rapidly changing and increasingly complex global era there is a need to rethink established teacher education programs and reframe decision-making and practice. This presentation reports on the introduction of an Australian university led ITE program, designed to better prepare pre service teachers to work in diverse and ever-changing educational environments. To that end, the clinical approach to teacher education was established to enable ITE students to build their capacity to teach for growth for all students using an inclusive, developmental, strengths-based approach that utilises deep learning. The clinical approach to teaching requires ITE students to deliver quality teaching and ensure equitable outcomes for all students. It supports them to develop 21st century eLearning skills, to reflect critically on the ways in which educational theory and research informs teaching practice and to demonstrate 21st century skills. The clinical approach to teaching therefore provides the overall theoretical framework for the design, delivery and evaluation of the university led ITE program. It takes an evidence based approach to curriculum, pedagogy and assessment; delivers through partnerships with early childhood education providers and schools; and focuses on assessing teacher performance. A research project has been established to determine the impact and effectiveness of the program.
Learning in Higher Education

Room 8 | **Culture and Community**

The "Informed" Trip: The Successes, and Failures, of a New Study Tour Model
Dr. Andrew Howe,
The Honors Program at La Sierra University (Riverside, California) offers a study tour to Southeast Asia that, entering its fifth year, has just yielded a full cycle of assessment results. The trip is based on the theoretical concept that such transformative cultural experiences are best built upon a solid backdrop of information: prior to the summer three-week trip, students take a full quarter of coursework (40 contact hours spread over ten weeks) studying the politics, religion, art, music, and ecology of Singapore and Malaysia. Each student is made responsible for becoming an "expert" on several aspects of this region. Students are also in charge of researching passports, vaccines, and other logistical aspects of the trip. As many of these students are first-time college attendees, many have never been outside the United States before. During the three week trip, students are expected to lead out in their areas of expertise when the occasion arises. In addition to exploring some of the key pedagogical features of this study tour model, this paper will share the results of a four-year assessment cycle, including quantitative and qualitative data in the following areas: the ability to think critically and consistently about other cultures; the ability to understand cultural diversity and its importance in regional and global contexts; and, the ability to link civic engagement to personal transformation (specifically, during the section of the tour spent volunteering at schools and hospitals in Sarawak). Specific instruments of assessment, and results, will be shared.
Pedagogy and Curriculum

Supporting Ethnic Cultures and Languages: A Role for Public Schools in Multicultural Societies
Professor Kas Mazurek, Professor, Faculty of Education, University of Lethbridge, Lethbridge, Alberta, Canada, Lethbridge, Alberta, Canada
Fostering a shared social identity is a primary objective of publicly-funded schools. As western democratic nations become increasingly culturally and linguistically diverse, the possibility of societal fragmentation is a worry expressed in the media, by dominant groups, in populist political discourse, and among policy makers. At one end of the spectrum of opinions on the appropriate role of public schools in the new reality of pluralism is a call for public schools to focus on assimilation. At the other end, proponents embracing the rise of multiculturalism call on public schools to become microcosms of their societal environment. The debates between these poles can be bitter. For forty six years now Canada, demographically a "new immigrant" country marked by tremendous social diversity, has explicitly and proactively embraced multiculturalism as a foundational core of its national identity. This orientation permeates all public and institutional structures, including public schools.
Learner Diversity and Identities

The Role of Community Education in Achieving the Goals of Education for Sustainable Development in Japan
Hao Nguyen,
Education for sustainable development (ESD) was approved by UNESCO since 2002 and was implemented worldwide since 2004. As one of the leading countries that endorsed and deployed ESD nationwide, Japan took much of effort to enhance the awareness of ESD among the population. However, there is still existed a big gap between advantaged and disadvantaged regions, between formal education and informal education (or social education) in acknowledging of ESD and ESD implementation. This research was conducted with the inclined focus on ESD's implementation in the rural areas of Japan (the case study of Kodani village, Higashi Hiroshima town, Hiroshima prefecture). The preliminary result revealed that Community education, as a grassroots level of social education in Japan, recently has been emerging as a substantial factor in enhancing the ESD's comprehension of the people in the disadvantaged areas. Moreover, the ESD's practice has been carrying on by the Bottom-up process, and it seems that it works effectively in the small-scaled communities areas. This research is expected to contribute an empirical experience of ESD's implementation in the other disadvantaged areas in Japan.
Adult, Community, and Professional Learning

Room 9 | **Reflective Instruction**

Friday, 22 June	
13:20-14:35	**PARALLEL SESSIONS**

What Does It Take Using Digital Tools to Improve Student Writing

Sweety Law,

Employers have continually indicated that writing instruction is much needed in higher education across all majors. It has become more imperative to better prepare our graduates for professional success in an age of increasing writing necessity, data analytics and reporting, and technical sophistication. Writing assessment in a class setting has learning goals and needs to be differentiated from a mass testing approach. When learning to write well, especially relating to subject-specific content, feedback is necessary. Performing analysis and evaluation, then providing explanation and recommendations takes time. Newer digital tools can allow for providing formative feedback; and therefore transparency about grading as well. Among teaching tasks, grading assignments consumes the majority of online faculty time. This study identifies what type of online grading could take up the majority of faculty time and specifies estimates of time needed for such grading. In adopting an optimal combined formative and summative assessment model, faculty workload remains high. Results of the study might help develop more sound policies of academic support. Faculty might use the study's information for better curricula planning and improved support of student assistants.

Assessment and Evaluation

Indigenizing Resilience through Alternative Education

Prof. Karen Sacdalan,

The provision of alternative education is a desirable opportunity for children and youth who are at-risk. It gives students the aspiration and drive to achieve their dreams and goals in life. But establishing an educational system with curriculum flexibility may not necessarily be the only influencing factor that these children and youth at-risk need in order to be educated in their pursuit of a successful career. There are certain issues unexamined from the sociological point of view. Alternative education becomes the means, but ultimately the course of finishing a life goal substantially requires a great deal of resilience on the part of the learner. The layering of unique realities was explored in this study which unpacked cultural values transmitted through course of social relationships. The lived experience through narratives of five social actors using thematic analysis presented deeper meaning and understanding of education. Evidence revealed that there is the indigenization of resilience which became the central point of argument. The realized issues of poignant realities in the learning process have permeated within the social structures that is being dealt upon by alternative education.

Pedagogy and Curriculum

Speeding versus Learning: The Consequences of the Culture of Speed on Learners and Teachers

Dr. Christopher Trogan, Associate Interdisciplinary Faculty, Gallatin School of Individualized Study, New York University, New York, New York, United States

It is no secret that higher education, like all other areas of education and like life itself, has been overtaken by the need to do more and produce more at a rate that outpaces any in history. While this phenomenon has been thoroughly documented (e.g. The Slow Professor by Berg and Seeger, among others), there has been less written on the ways in which this type of learning impacts the learner from the point of view of memory, application, and the ability to make connections. In other words, what impact does the warp speed of things today have on the memory? What about on the learner's ability to apply what s/he has learned? And, finally, on the learner's ability to make connections to other facts and ideas? This paper will introduce some of the biology and neuroscience behind "slowing down" and will make an impassioned plea that this is the only way one can truly learn. This paper will also make use of the author's own experience in the classroom in order to show how serious this situation is and how much of a liability it is on our students/learners, as well as on ourselves. Finally, adopting methods from the "Slow" movement, it will demonstrate how a single course can be transformed to be much more effective (and enjoyable) to all.

Learning in Higher Education

Friday, 22 June	
14:40-16:20	**Roundtable**
	A twenty-year multimodal educational intervention is described addressing the Muslim minority children in Thrace --a North-Eastern Greek province. Locked within the wider Greek-Turkish conflict this territorial minority has suffered oppressive policies, has been marginalized and left, up until twenty years ago, virtually uneducated, with very limited knowledge of the Greek language and, consequently, with no voice. The intervention runs mainly, in parallel with formal education comprising teaching of Greek as a second language, development of multiple educational materials, compensatory classes, teacher training and extensive work with the community. It is a complex task, taking place amidst antagonistic political interests with deep historical roots. It has remained committed to the notion that a socially cohesive, democratic community rests on the potential of promoting mutual enrichment and citizenship, as well as the improvement of school performance. Set within the cross-fertilization of practice-invested theory with theoretically oriented practice, practitioners in the field narrate their long experience of working with minority children and their communities: Reading and writing as social acts are supplemented with other modes of communication including oral, visual, audio, gestural and spatial. Teacher supervision aims at empowering teachers in improving instruction of linguistically and culturally diverse students and at the cultivation of reflective practices. Greek classes for women go hand in hand with their emancipation. Everyday trips of the mobile units apply literacy pedagogy to children in isolated settlements. All educational practices ultimately aim at strengthening agency, and at challenging hegemonic representations serving the maintenance of the given social order. **Coordinator** **Thalia Dragonas, Professor of Social Psychology, National nd Kapodistrian University of Athens.** **Contributors** **Irini Asimakopoulou, Secondary school teacher, MA in Education and Human Rights, affiliate of the project "Integration and Education of Muslim Children",** **Chara Dafermou, Assistant professor in early childhood education and teaching approaches, National and Kapodistrian University of Athens** **Anastasia Demetriou, Primary school teacher, MA in Education and Human Rights, 5th Primary school (Korydallos), affiliate of the project "Integration and Education of Muslim Children"** **Olga Katsiani, Social worker, affiliate of the project "Integration and Education of Muslim Children"** **Victoria Lagopoulou, Primary school teacher, MA in Education and Human Rights, 1st Primary school (Alimos), affiliate of the project "Integration and Education of Muslim Children"** **Maria Zografaki, Secondary school teacher, Ph.D in Sociology of Education, 2nd Secondary school (Nea Moudania), affiliate of the project "Integration and Education of Muslim Children"**
16:00-16:15	**End of Sessions**

May 2, 2018 4:07 PM

Saturday, 23 June	
08:30-09:00	**Conference Registration Desk Open**
09:00-09:35	**Plenary Session**
09:35-10:05	**Garden Conversation & Coffee Break**
10:05-11:20	**PARALLEL SESSIONS**

Room 1

Multilingual Education

Development of Japanese L2 Content Questions in an English Language Background Child in Australia
Dr. Satomi Kawaguchi, Associate Professor, School of Humanities & Communication Arts, Western Sydney University, Penrith, NSW, Australia
Dr. Junko Iwasaki,
This longitudinal study examines the acquisition of Japanese L2 content questions in an English-speaking background Australian child between age 7;0 and 8;9 comparing emerging patterns with monolingual (Clancy 1985) and simultaneous bilingual first language (BFL) acquirers (Di Biase & Itani-Adams 2016, Mishina-Mori 2005). Possible Cross-linguistic influence on word order is also examined. Our informant, John, acquired English from birth and learned Japanese from age 6;3 when he was enrolled in a Japanese primary school in Australia, hence he learned his L2 in a naturalistic environment. Using natural conversation and elicitation tasks speech data was collected over 26 sessions, beginning 9 months after enrolment and was examined in terms of the Prominence Hypothesis (Bettoni & Di Biase 2015) within Processability Theory (Pienemann1998). The child produced 373 content questions including nani (what), doko (where), doshite (why), and dare (who). After producing single word questions, content question appeared with copula sentences followed by lexical verbs. Most of them were formed with the question word in-situ. The acquisitional sequence was consistent with the Prominence Hypothesis similarly to the simultaneous bilinguals. However, unlike the error-free acquisition in monolingual and simultaneous bilinguals, John produced errors relating to case particles in his content questions.
Early Childhood Learning

Leveraging CMS-Based Technologies for Teaching Mandarin Chinese Pronunciation
Dr. Weihsun Mao,
Pronunciation is one of the most complicated yet important aspects of teaching Mandarin Chinese as a foreign language. Successful communication cannot take place without correct pronunciation, and poorly pronounced speech may disorient the listener and inhibit comprehension. "Pronunciation should be taken more seriously, not just for its own sake, but as the basis for speaking and comprehending." (Cook 2001) Pronunciation is particularly challenging for non-heritage students of Chinese, who face the double challenge of learning to produce novel sounds as well as mastering an unfamiliar tonal pronunciation system. In Chinese, different levels of pitch and contours of pronunciation engender vastly different meanings; therefore, the role of tonal accuracy in the development of spoken competence in Chinese cannot be underestimated. Combining phonetic and phonological principles with firsthand experience teaching Mandarin online, I argue that properly leveraging built-in technologies in CMS can help learners build a strong foundation in pronunciation at the beginning level, which provides long term benefits. I will discuss how technologies used for Mandarin pronunciation teaching/learning are related to corresponding linguistic theories, and demonstrate how these technologies can support online Mandarin Chinese teaching/learning with a focus on pronunciation. I present a paradigm that links many nuances/features of good Mandarin pronunciation teaching/learning with the technologies integrated in and facilitated by the CMS.
Technologies in Learning

Learning Context and L2 Acquisition of Chinese Word Order
Dr. Yanyin Zhang, Canberra, ACT, Australia
The one-year longitudinal study compares the L2 acquisition of four key Chinese sentence structures in the foreign language (FL) and the target language (TL) settings respectively. The four sentence structures are a) canonical [SVO], b) Object-initial [OSV], c) Object-preverbal [SOV], and d) the BA structure [S BA-OV]. They are located at three stages of the processability hierarchy according to Processability Thoery (Pienemann 1998, 2005). The study addresses two questions: whether they are acquired in the predicated sequence in both learning contexts; whether the TL context facilitates faster acquisition? The speech data came from 6 zero-proficiency Chinese language learners at two universities: 3 in China and 3 in Australia. The results show no impact of the learning setting on the acquisition sequence. Impact is found in the acquisition rate. The learners in Australia appeared to progress faster as measured by classroom contact hours and by instructional weeks. The findings confirm previous research that the TL learning context does not exert influence on L2 grammar development, and that the FL context is at no disadvantage in this regard.
Learning in Higher Education

Room 10

Curricular Challenges in Greece

Development of Expository Texts in Modern Greek: Children, Adolescents, and Young Adults
Dr Vicky Kantzou,
Dr Evangelia Thomadaki,
Expository discourse, i.e. the use of language to convey information, is of enormous importance in education, given its role in the transmission of knowledge. Students' ability to produce this type of discourse is inextricably related to academic success. However, research examining the developing ability of students to produce expository texts is relatively recent, and for Modern Greek quite limited. Aiming at shedding more light on the issue, samples of two written expository texts by children and adolescents aged 10, 13 and 16, as well as young adults aged 22-25 years were collected. A written narrative was also elicited from each participant. Data analysis focuses on word (e.g. word length), sentence (e.g. average sentence length clause density) and text level (e.g. text length) characteristics. In this presentation, results that indicate developmental patterns will be discussed. Age and text type-related differences are observed, highlighting the fact that language development is complex and continues well through adolescence.
Literacies Learning

Saturday, 23 June	
10:05-11:20	**PARALLEL SESSIONS**
	Teaching Basic Grammar Structures of Greek Sign Language: Intervention Program for Deaf and Hard of Hearing Pre-school and School Age Students Spyridoula Karipi, Administrator, Kindergarden school for the Deaf of Argyroypolis Dr Vassilis Kourbetis, Dr. Anastasia Alevriadou, The main aim of the present field study is to present an intervention of teaching grammatical structures of the GSL with explicit instruction to Deaf and Hard of Hearing -DHH- pre- school and early school pupils. According to theoretical and field research findings, exposing children early to GSL, proper teaching tools, gradual maturation of the language and corresponding developmental milestones of DHH are achieved . The knowledge of a visual, accessible language, such as GSL, is directly related to the degree of knowledge and understanding of written language by deaf children and consequently their literacy. In bilingual education, GSL is the first and dominant language that DHH students should learn in the same way hearing students learn spoken and written languages , aiming at language proficiency in the first language and the acquisition of meta-linguistic skills. GSL should not be used only as a communication medium but rather as a school subject teaching its linguistic and grammatical-syntactic structures. Teaching interventions were videotaped on a weekly basis so we can evaluate them and improve them when and where necessary. Assessments of students' language skills were done by carefully observation of videos with students' sign language productions that are included in each student's portfolio. The aim is to find out whether the systematic teaching of grammatical structures contributes to the linguistic development of the GSL and furthermore the written and spoken language. *Early Childhood Learning* **Attitudes towards Reading for Pleasure and Reading Achievement in Greece** Prof. Vassilia Hatzinikita, Patras, Achaia, Greece Dr. Karolina Retali, Polyxeni Manoli, Research has indicated that students with more positive attitudes towards reading for pleasure tend to read more often, leading to higher reading achievement. As Greece is a country with below-average reading achievement in all PISA assessment cycles and with very limited related nationally representative research available, it is deemed important to examine factors related to attitudes towards reading for pleasure in Greece and explore any relation to reading achievement. Therefore, the present study, with the use of multilevel modelling analysis of the most recent relevant PISA database, examined factors related to 15-year-old students' attitudes towards reading for pleasure in Greece, focusing on reading achievement, gender and socio-economic status (SES). Findings indicated that there is a positive relation between students' reading for pleasure attitudes and their reading achievement as well as a weak but positive relation between reading for pleasure attitudes and SES. In addition, boys were found with more negative attitudes towards reading than girls, even after controlling for reading achievement. The present study offers valuable insights for policy and practice and suggests that the promotion of reading as a meaningful recreational activity should constitute a major focus on behalf of parents, teachers, schools and government. *Assessment and Evaluation*
Room 3	**New Insights** **Learning from the Educator's Perspective: The Lived Experience in Learning of Educators in Accredited Programs in Australia** Christine Chinchen, A number of researchers have suggested that the aim of teaching is to create opportunities for learning. However, learning is a complex phenomenon and poorly understood. This study used phenomenography to identify the qualitatively different ways in which educators in accredited programs in VET and HE in Australia perceive and conceive of learning. Semi-structured interviews were conducted with 18 educators and their responses analysed using iterative phenomenographic data analysis. The results gained from this study add new insights into learning and the way educators appreciate it in their roles as professional educators, learners, and mentors. By disseminating these new insights, this study further clarifies the phenomenon of learning and aspects that matter when creating opportunities for learning. *Learning in Higher Education* **Tabula Rasa in Machine Learning and Human Learning** Prof. Seung Hwan Kim, Artificial Intelligence AI, Alphago Zero, starts with Tabula Rasa. Epistemological idea Tabula Rasa, blank slate, means that all most all the human knowledge comes from experience. Through experience, human being accumulates knowledge and data. According to the Behaviorism, experience is S-R (stimuli-response) processing. It reminds us of Pavlov's dog. Dog has trained with stimuli and response repeatedly and has internalized his behavior. In this Behaviorism idea, human is like to be an animal and a machine. Same as machine, human can be trained with positive reinforcement and positive punishment. Machine Learning is high and cutting edge technology supervised by human. As can be seen in Deep Mind Learning system, Machine Learning surpasses Human Learning in some field. In this new learning environment, human value fluctuates a lot. It leads us to the ontological question "what is human being?" and "human learning is useless or not?" From the questions, we should think again what is difference between Machine Learning and Human Learning? Alphago Zero's Machine Learning system follows experimental process. It focuses on a posteriori cognitive learning as in Empiricism and Behaviorism. *Technologies in Learning*

Saturday, 23 June	
10:05-11:20	**PARALLEL SESSIONS**
	Two Cups of Empathy?: Reporting on Two Professional Sessions to Build Empathy between Instructors and Students Dr. Zoë A. Meletis, Melinda Worfolk, Our theoretical framework posits that empathy-building can be a helpful tool for the classroom, since a disjuncture between student experience and instructor understanding can lead to an empathy gap that inhibits good teaching. Our presentation is about two professional development workshops for instructors, facilitated at the 2016 and 2017 University of Northern British Columbia/College of New Caledonia joint Teaching and Learning Conferences. In these workshops, instructors took on the role of students by participating in simulation and role-play activities. In one activity, participants wrote a timed test in a discipline outside their subject area. In another, they alternated taking on a student role and an instructor role in various hypothetical scenarios. After all activities, participants were given the opportunity for individual reflection and group debriefing. After each workshop, participants expressed that the activities had helped them to reflect on their past experiences with students, and to think about ways of increasing their empathy in future dealings with a diverse range of students. Based on the positive responses of the participants in the workshop sessions, we believe that the use of role play/simulation can be a valuable component of professional development for instructors in higher education. *Learner Diversity and Identities*
Room 5	**Ubiquitous Learning** **Changing Shape of Sites of Learning** Dr. Janis Massa, Centrally-planned educational policies, pedagogy, and practices, are evolving, no longer limited to teachers standing in front of a room delivering content to students. The ubiquity of the internet, wireless networks and other technologies have torn down the walls of the classroom, morphing it into a variety of unconventional, location-independent, learning settings. New models of online and hybrid learning can provide learning options and individualized instruction for students, with the goal of increasing engagement and achievement. School settings can be adjusted to respond to complexities of increased diversity, globally, by drawing on daily, lived experiences of students. Project Learning, to be presented, here, serves as a model of inquiry-based learning, designed to bring students' realities into the classroom while actively linking new concepts and skills to the existing knowledge base. The Project has been field-tested by this researcher at the two diverse sites in the U.S. Implications confirm that students' background and current realities must constitute the basis of policies, practices and pedagogy for teaching and learning to occur (Massa, forthcoming). Students in classrooms located in highly distinct areas of the U.S., conduct joint research on a common aspect of their respective communities, ranging from historical, cultural, urban/rural development, or other. A collaboratively written Research Paper provides opportunities for partners to negotiate a common topic, develop research questions, organize the paper, showcase communities in which the students live-- and bring that reality into the classroom. Digital technology facilitates students in creating a secure web site to disseminate information via Instagram. Two team members video conference via Google Talk, participate in threaded dialogue, and exchange pertinent documents. Google Earth permits students to display aspects of their communities with 3-D present-time geographic representation; local Project liaisons coordinate the time difference in both diverse areas. *Educational Organization and Leadership* **Lived Experiences of Students and Professors in a Blended Learning Graduate Program: A Case Study of a Canadian Faculty of Education** Professor Maurice Taylor, The purpose of this study was to explore the current experiences of students and professors in a Faculty of Education graduate program that has adopted blended learning. It was also intended to uncover some of enablers and constraints faced by faculty administration in implementing a university wide blended learning initiative. Using a qualitative case study research design, a large faculty of education in a mid-sized university in Eastern Ontario, Canada was the site of the investigation. A constant comparative data analysis technique was used on three data sources were: key informant interviews, artifacts and field notes. Results indicated that the graduate student has specific learning requirements that necessitate attention to certain aspects of this new teaching method and that professors who teach in a blended learning format are working towards meeting the needs of such students. Enablers and constraints from an administrator's perspective in further developing blended learning are also addressed. *Learning in Higher Education, Technologies in Learning*
Room 7	**New Directions in Teaching** **Teacher Emotion: A Key Component of Education** Hanwei Cheng, Teachers' emotion is a double edged sword—it can either prompt teaching activities or do harm to it, and it is therefore important for us to explore this issue and ensure emotion is applied appropriately in daily teaching practice. Based on literature review as well as author's personal experience, this research examines the ways teachers' emotion influence students, teachers and the teaching practice as a whole. As it turns out, teachers' emotion is closely related to a variety of issues such as teachers' job burnout, and the emotion itself is influenced by various factors under the teaching context. Possible solutions to solving teachers' emotional problems, as well as potential methods of putting emotion to good use, are proposed according to the findings. *Pedagogy and Curriculum*

Saturday, 23 June	
10:05-11:20	**PARALLEL SESSIONS**
	Towards Understanding the Language of Reflection Yulia Muchnik Rozanov, Constant search for the best training methods raising the competence of novice teachers has always been a central issue in pedagogical discourse, and the analysis of student-teachers' reflective reports may point at particular methods and practices that tend to cause novice teachers' professional growth. Extensive research has employed open content analysis methodology to scrutinize students' reflective reports in order help their mentors optimize the training process. However, the open content analysis approach might sometimes overlook implicitly conveyed concerns and anxiety that novice teachers tend to feel and may as well be insufficient to follow complicated processes, such as identity shaping or professional empowerment. The current study suggests a range of linguistic markers to be observed throughout the students' reflective reports that could indicate the areas requiring mentors' particular attention in order to enhance the students' professional growth and empowerment. The proposed and further particularized Systemic Functional Linguistics (SFL)-based methodology has been applied to the analysis of the reflective reports by the first-year students in the science teaching track of one of the teaching colleges in Israel. Three case studies have been analyzed emerging distinctive linguistic markers that point at internalization of the material taught, the process of identity change, and the student-teachers' positioning. We believe that the suggested methodology may serve as a supplementary but effective means of identifying the crucial issues in the students' training process. *Learning in Higher Education* **Professional Course on Primary Teachers' PCK Development within Inquiry Learning Approaches** Maria Chaitidou, Anna Spyrtou, Katerina Dimitriadou, Petros Kariotoglou, This research focuses on the development of Pedagogical Content Knowledge (PCK) in four primary teachers during a professional learning course. The course consists of two parts: a) a theoretical framework, concerning the explicit introduction of PCK in inquiry-based learning, and the teachers' engagement in a Teaching-Learning Sequence (TLS) concerning Material Science; a practical phase during which teachers designed and implemented their own TLS in real classrooms. We assume that if the teachers are explicitly familiarized with the PCK components, namely Pedagogical Knowledge, Content Knowledge and Context Knowledge, and if they reflect on their own PCK along with the implementation of the aforementioned TLS, then their PCK will be developed towards the use of multiple inquiry learning environments in their teaching practices. Educational material for the explicit PCK introduction was developed consisting of worksheets, reflective tasks, Power Point transparencies and a teacher's guide. Data were collected by the use of tools such as Content Representations (CoReS), semi-structured interviews, classroom observations and the researcher's notes. Content Analysis was employed in the data analysis procedure. Results indicated that teachers fruitfully designed and implemented inquiry approaches such as modeling and using tools to gather, analyze and interpret data. *Science, Mathematics and Technology Learning*
Room 8	**Change Initiatives** **In a Time of Educational Turbulence and Change: Requiring More Than the Humdrum of Effective Leadership** Dr Molly Van Niekerk, Potchefstroom, Potchefstroom, South Africa Educational leader's by virtue of their position are influential leaders and affect school direction. In a time of educational turbulence and change principals are forced to adapt their leadership practices. Effective principals are usually measured according to a practice perspective and an impact perspective. Principals are therefore required to have the right focus of change and tailor their own leadership practices based on the magnitude of change they are leading. Research on principal effectiveness is needed as changes in principal's roles and society have raised new and challenging questions about principal effectiveness. The focus of this study is on the requirements for effective leadership in a time of educational turbulence and change. This study implemented qualitative research through in-depth- and focus group interviews and formed the basis for an interpretative perspective. Purposive sampling across four provinces in South Africa allowed principals, educators, school management teams and district officials to reflect on issues regarding effective leadership. The Principal Impact- and McREL's Balance Leadership Framework formed the structure for this study and guided the researcher in identifying additional variables that an effective leader needs to consider. Recommendations to ensure effective leadership in time of turbulence and never ending change are presented. *Educational Organization and Leadership* **Empowering the School Leaders of Tomorrow: What Lessons Can We Learn from Today's School Leaders?** Francia Kinchington, Is passion enough? Exactly how do the decisions made in the course of running a school, mark out an effective school leader? How do school leaders model practice based on their values and their world view? This paper explores "wise" decision-making arising from Aristotle's concept of phronesis, to examine the role of values-driven leadership and its reported impact on the school community in terms of developing confidence, trust and psychological safety. Constructs of self-efficacy and agency are examined within the context of decision-making and leading socio-cognitive change. A questionnaire to a purposive sample of 13 School Leaders (n=4 primary and n=9 secondary) from England and The Netherlands with between 2 and 25 years of experience formed the basis of the research and thematic analysis undertaken. The analysis examined: categories of decisions made; staff involvement and influencing factors, and identified five key themes related to wise decision-making, namely: clarity and confidence in what constitutes a wise decision; acknowledging the impact of poor decision-making; values-driven leadership; time as a factor, and finally, the relationship between intuition, versus experience. From these themes emerge suggestions for the training and development of aspiring and recently appointed school leaders that bring together values-driven decision-making and passion. *Educational Organization and Leadership*

Saturday, 23 June	
10:05-11:20	**PARALLEL SESSIONS**
	Leadership Strategies for Effecting Change in South African Higher Education Naziema Begum Jappie, Higher education institutions are currently undergoing phenomenal changes driven by the stakeholders like the students and workers, evident in the student protest actions of 2015 and 2016. Historically social movements fought for various aspects of social justice, identity, human rights and democracy, which is still evident in South Africa today. Higher education leadership have strived towards playing a role in building democracy and ensuring financial sustainability of universities. Post 1994 universities adopted a corporate culture which required commitment from all staff and students to succeed. Academics and support staff struggle, on occasions, to identify what it is they want to do and even to identify who are the customers. A case study of a comparison between two South African higher education institutions will be used to demonstrate how demands by students and workers have generated leadership to rethink the institutional agenda in a changing environment. This will be qualitative study of senior leadership at two institutions in the Western Cape and will include interviews and document study. *Educational Organization and Leadership*
Room 9	**The Nontraditional Student** **International Doctoral Education : Exploring Students' Lived Experiences and Complexities in Navigating their Research Journeys** Annabella Fung, Research Assistant, Faculty of Education, Monash University, Melbourne, Victoria, Australia This research springs from an initial investigation of the first international higher-research forum in 2015 between two education faculties at Monash University in Australia and the University of Hong Kong. Unlike the prior published study from this project which focused on an older local and international student cohort (aged 35-60, Fung, Siu & Southcott, 2017), this pilot study explored a younger cohort of doctoral students (aged 25-45). Interpretative Phenomenological Analysis (IPA) was used to explore participants' self-reported experiences concerning the motivations and challenges of mature-aged doctoral students. The findings have significant implications for global doctoral program development, funding and admission policies, scope and quality of educational offerings, international exchange forum organizations, academic enhancement and cross-border research collaboration. It is recommended that mature students require greater emotional support in addition to financial sponsorships in terms of scholarships and stipends. Offering postgraduate research students part-time positions at their home institutions could foster their capacity building and enable early socialisation and successful transition into academia. *Learning in Higher Education* **Can Education in Prison Create Global Legal and Cultural Awareness?: Inside-Out Model of Prison Education in Western Canada** Michael Young, Professor and Director, School of Humanitarian Studies, Royal Roads University, Victoria, BC, Canada The Inside-Out Prison Exchange Program is an educational model predicated on the notion that collaborative dialogue has the capacity to overcome social barriers and produce social change. Founded almost 20 years ago at Temple University in the USA, the program has expanded internationally. As part of an undergraduate justice studies program at Royal Roads University in Western Canada, a course on comparative legal traditions and philosophies was delivered to 13 inside and 13 outside students at a minimum security federal penitentiary in Spring, 2018. True to Inside-Out design, the course was delivered to with non-traditional pedagogy including learning circles, and an emphasis on collaborative learning. Using a qualitative case study method, this research examines the: processes involved in gaining institutional support from the university and the penitentiary to offer the course; strategy used to identify suitable inside and outside students; adaptation of course curriculum to the Inside-Out model of delivery; successes and challenges of teaching the course; and assessment of the course's effect to reduce the barriers between inside and outside students and to produce the social change promoted by Inside-Out philosophy. The course is in progress, but the results will speak to a deeper understanding of legal traditions globally, and the relevance of these traditions to all people, including incarcerated individuals and students, which is essential for positive personal and social transformation. The research concludes with recommendations for future offerings of courses based on Inside-Out in the present context. *2018 Special Focus: Education in a Time of Austerity and Social Turbulence*
11:20-12:20	**Lunch**
12:20-14:00	**PARALLEL SESSIONS**
Room 7	**Regenerated Teaching and Learning** **Artificial Intelligence as a Sophisticated Instructional Tool in Education** Georgios N. Kouziokas, Artificial intelligence has invaded in many sectors of human life. The application of Artificial Intelligence in education has been upgraded the last years since new intelligent educational techniques have been proposed by several researchers. The application of Artificial intelligence in education can be achieved by utilizing technology in multiple ways, such as intelligent virtual agents, artificial human characters, talking robots, humanized chatbots and other kinds of artificial intelligent educational tools that can help students learn in a more effective way and also teachers to enhance their instructional techniques. This paper investigates artificial intelligence based techniques to support learning activities in education by providing a more flexible learning context in a more attractive learning environment. *Technologies in Learning*

Saturday, 23 June	
12:20-14:00	**PARALLEL SESSIONS**

The Determining Factors in Web 2.0 Adoption by University Students

Leidys Contreras Chinchilla, Full time professor, Ingeniería de Sistemas, Universidad Popular del Cesar

This paper shows the results of design and implementation of a methodology that allowed to establish certain determining factors in adopting Web 2.0 by university students. For the construction of such methodology, the starting point was a review and comparison of already existing theories for the establishment of determining factors in adopting Web 2.0 in higher education environments. Also, some successful cases were reviewed in regard to the application of the above mentioned theories in higher education institutions worldwide between years 2004 and 2012. Afterwards, a methodological proposal was designed with an indicator system based on three categories. Lastly, the developed methodology was implemented onto a sample of students in the Systems Engineering program of the Popular University of Cesar Province. As a result of this research work, most influencing aspects in students were obtained as follows: Easy to use, flexibility, interaction capabilities, educational material availability, reinforcement given to classes, usefulness of educational materials as distributed, particularly through Facebook, Twitter and Wiki platforms. Moreover, it was possible to evidence there is a noticeable influence coming from the cultural environment, while the influences coming from other people was established as not significant.

Technologies in Learning

Lecturers' Perception and Acceptance toward Online Course as Personal Development Opportunity

Angela Atik Setiyanti,

Lecturers have obligations in order to develop his/her professionalism. One of the lecturer' obligations is to improve and develop academic qualifications and competence on an ongoing basis in line with developments in science, technology and art. One of the results of technological developments is the availability of online courses that can be used as a means of learning by taking extra lessons provided in online course sites, both paid and free sites. This presentation will discuss how do the lecturers address these opportunities. How is the lecturers' perception and acceptance toward online course as a medium for learning in an effort to improve self-competence. The discussion will be conducted on the relationship between four variables of the Technology Acceptance Model such as PU (Perceived Usefulness), PEOU (Perceived Ease of Use), ATU (Attitude Toward Using), and BI (Behavioral Intention).

Technologies in Learning

Room 8	**Initiatives and Interventions**

How the Freshman Project Can Help College Students Explore Professional Courses

Ya-Ling Tu,

Prof. Yung-Hsiang Hu,

Due to rapid globalization and constant changes in science and technology, Taiwan's industrial structure is in desperate need of transformation. Industry 4.0 is such an opportunity for the required industrial upgrading. From k-12, the Taiwan education system is too focused on test scores already. Therefore, most students are often seen as lacking critical thinking skills. The Freshman Project has adopted the CDIO (conceive, design, implement and operate) framework, in which first-year students think about the appearance of future factories and production processes to set professional learning goals and provide motivation early in their careers. According to questionnaire analysis, this study found that the learning motivations of the students are stronger than those who do not participate in the Freshman Project. Furthermore, the results of the interviews indicated the Freshman Project enables its students to understand other people's creative ideas while developing their own creativity and imagination. The Freshman Project's learning experience teaches first-year students how to learn and stimulates their motivation even before entering formal classes, as well as guides them in planning future courses for self-enrichment.

Learning in Higher Education

Exploring Factors That Shape Students' Understanding of Their Career Choices

Nceba Nyembezi, Port Elizabeth, Eastern Cape, South Africa

The study aimed to investigate factors that shape the Technical Vocational Education and Training engineering students' understanding of their future career choices, given the promising and ambitious vision for growth both in Technical Vocational Education and Training, (TVET). Qualitative self-administered questionnaires which are open-ended in nature were used as data collection tool to assemble facts about students' beliefs, feelings and experiences regarding certain engineering programs and services offered at TVET colleges. Non-probability sampling was used to select 113 participants who voluntarily completed the questionnaires which were organized to stimulate the required information. The findings are rather interesting, as they point to divergent views shared by students. There are those who feel very strongly that TVET qualification especially engineering leads to full employment because of its demand. Whilst the other group contends that the high rate of youth unemployment in South Africa does not guarantee even a graduate with either TVET or Higher Education qualification. They argue that no qualification guarantees anyone an employment as advanced by human capital theory. Vocational Education and Training must be repositioned to articulate a political response to poor schooling in relation to labor market and ease school leavers into jobs or self-employment under conditions of wide spread youth unemployment.

Learning in Higher Education

Saturday, 23 June

12:20-14:00	**PARALLEL SESSIONS**

In Defense of Debate: Academic Debate as Pedagogical Tool For Citizen Empowerment
Korry Harvey,
Academia offers a variety of pedagogical tools to instruct and train students in behaviors that serve societal needs. One of those tools, formalized academic debate, is in a unique position to prepare students for meaningful public discourse and civic engagement by addressing prominent and contentious social issues through role-playing advocacy. Students are expected to gather evidence, construct sound arguments, and critically evaluate contrasting positions, all while developing various rhetorical techniques and listening skills. Although sometimes viewed suspiciously as an overly confrontational endeavor, when practiced properly, academic debate strives for greater shared knowledge, and even agreement, not through hostile or combative discourse, but rather through a reasoned, ethical, and deliberative exchange of differing perspectives and ideals. This paper will propose an important role for academic debate as a interdisciplinary training device, with the purpose of preparing students to skillfully engage in public discourse. It will examine some of the problematic practices of current social and political discourse, establish a conceptualization of best practices, and propose pedagogical means for improved engagement in public discourse and citizen advocacy.
Assessment and Evaluation

Digital Literacy and Critical Thinking Development in the 21st Century College Classroom
Kimberlyn Greene, Doctoral Candidate , Higher Education, University of Southern California, Poway, California, United States
The findings from a dissertation project examining how undergraduate digital literacy courses foster students' critical thinking skill development will be presented. Utilizing a multiple case study design, two digital literacy courses were analyzed and compared according to their course structure and instructional delivery. The novel conceptual framework exploring the interplay of digital literacy, critical thinking development, and teacher beliefs will also be discussed. This study has implications for higher education curriculum design and faculty training.
Learning in Higher Education

Room 9	**The Dynamic Classroom** **Finding and Making Free Space to Teach Biology Well** Sharon Pelech, Associate Professor, University of Lethbridge How can biology teachers create free space for their students to experience science as a living discipline where students can develop a love for science within the demands of overbearing curricular content and limited time? Using Hermeneutic inquiry, the research in this proposed paper examines how teachers experienced these tensions within their classrooms and the impact on students' engagement in biology. In addition, faced with possible curricular changes through many countries going through attempts for major curriculum redesign, many teachers in this study demonstrated a form of pedagogical conservatism where change becomes restricted to minor adjustments. The proposed paper will, therefore, explore what seems to be a double conundrum wherein teachers claim they would like to create free space for their students but, when the possibility emerges, teacher have difficulty seeing how things could be otherwise. This paper will identify what free space may look like in practice and some of the "taken for granted" assumptions that obscure further possibilities for what teaching biology could mean. *Pedagogy and Curriculum* **Contextual Pitfalls: Focusing on Capacitating Teachers to Teach in a Diverse Learning Environment** Dr. Mirna Nel, Prof. Mary Grosser, Dr. Magda Kloppers, Dr. Stef Esterhuizen, In 2001 South Africa moved to a more inclusive education approach with the introduction of Education White Paper 6 (EWP6). The goal of this policy is to ensure that all learners receive quality education. A pivotal strategy to ascertain this goal is to capacitate teachers in applying a variety of teaching strategies to address learners' diverse needs in one classroom. However, sixteen years after EWP6 this appears to remain an unattainable goal. Several research studies report on the poor quality of education in South Africa, asserting that teachers struggle to cope with the diverse learning needs in one classroom. The purpose of the research project, reported on in this presentation, was to empower teachers in employing the Six-Bricks Lego and Six Thinking Hats strategies to improve learners' thinking, language, perceptual, socio-emotional and motoric skills. A mixed-methods research approach using a quasi-experimental design was employed. Three primary schools were purposefully selected to use as pilot projects. Contextual factors as possible variables impacting on the research were thrashed out beforehand with the help of an advisory committee. However, during the implementation expected and unforeseen contextual issues challenged the researchers to recognise that these issues can become pitfalls in conducting authentic research. *Learner Diversity and Identities*

Saturday, 23 June	
12:20-14:00	**PARALLEL SESSIONS**
	Differentiating Learning for All Students: An Innovative School-university Partnership Initiative to Support Pre-service Teacher Education Dr Teresa Angelico, Associate Professor Larissa Mc Lean Davies, Dr Melody Anderson, Dr Daniela Acquaro, The process for constructing this rubric facilitated the development of a shared understanding, between teachers, pre-service teachers and academics, of how to differentiate teaching to cater for diverse needs of students in various educational contexts. This common understanding provides the basis for a collaborative approach to the assessment of pre-service teachers' performance during professional experience placements. Drawing on a variety of sources of data, including surveys, interviews, and course and subject reviews, the researchers found that process of collaboratively designing and implementing a government funded project enabled school and university staff to develop a shared understanding of how best to support pre-service teachers during placements, through provision of feedback and assessment of teaching practice using the differentiation rubric. The focus on the professional development and engagement of teachers supported schools to build their capacity to support pre-service teachers during placement. The findings have implications for providers of initial teacher education as they seek to ensure that their pre-service teachers successfully transition to work by better preparing them to be responsive to the needs of all. *Pedagogy and Curriculum*
Room 1	**Workshop** **Easy-Peasy Ways to Add Digital Magic to Your Teaching** Dr. Brad Garner, The world has gone digital! The degree to which this reality has impacted higher education is worthy of further discussion. But you, as an innovative and forward thinking faculty member can make your classes pop and sizzle with the latest in easy-to-learn digital tools that connect you with your students both inside and outside the classroom. These include social media, presentation tools, videos, interactive learning objects, web-based resources…only to mention a few. This session will allow you to sample a variety digital tools (and receive a digital document with step-by-step directions for all fifty tools)! Strap in for a digital adventure. *Pedagogy and Curriculum, Assessment and Evaluation, Technologies in Learning* **But What If They Fly?: Balanced Support for Exceptional Learners** Jessika Kleen, Partner, Professional Development / Legal, Machado Law Group / Machado Professional Development, Springfield, NEW JERSEY, United States Attendees will gain insight on differentiating accommodations and modifications to provide balanced support to exceptional learners, so they can rise to the challenges of their abilities. This workshop is based on the premise that the exceptional learner, that is, students with disabilities, have capabilities that need to be nourished, and not simply compensated for. Across the world there are laws and policies that direct educators to implement accommodations and modifications in an effort to assist these exceptional learners. The discussion is whether we are preparing learners for success or are we teaching them to function only with assistance? This workshop with explore some of the most common modifications and accommodations, such as discreet trial teaching, FM systems, behavior plans, and prompting, and the formal structures that require them. Attendees will be led through an immersive experience, which consists of a series of exercises designed to provide perspective on a variety of disabilities and the accommodations and modifications currently used to address them. From there, we will explore the rationale behind these processes, and discuss how each attendee/learner was assisted or hindered by each. Adjustments to the modifications and accommodations will be made and the interactive process will be restarted, followed by discussion on the efficacy of the assistance. *Learner Diversity and Identities*
Room 5	**Workshops**

Saturday, 23 June

12:20-14:00	**PARALLEL SESSIONS**

Reflective Practice in a College Language Class

Liliana Torres-Goens,

A brief description of my thesis findings will be highlighted in order to give a general framework of reference to this approach. One of the main goals of this pedagogical instruction is to build venues of communication between the students and the professor for better understanding of the essence of learning. Also, intertwining relationships between "doing" and "thinking" will be exemplified and discussed. Attendees will actively participate in reflective activities I use in my classrooms so they can see the value and understand this pedagogical stance. The way this workshop will be conducted is as follows: In order to explain my philosophy, I will combine reflective activities with explanations of my pedagogical stance. As participants come into the room, I will ask them to complete an anonymous short survey on a piece of paper. I will start out with an ice-breaking exercise called: Connection is open...In this activity, participants are asked to sit in a circle and for 5 minutes, share aloud any thoughts that come to their mind. They can share anything related to their lives, work, the conference, or anything they want. Nobody is allowed to respond or make a comment about their classmates' comments. We all listen and participate, if desired. I will explain the purpose of this activity and it will be the start point of my talk. Group Activity: Find somebody whose last name starts with the letter of yours. This is a debriefing activity. Participants voluntarily go to the blackboard and write the survey answers. I will probably divide the blackboard into 3 sections for each question. Nobody can talk while doing this and answers should be one word only. Then, in this specific case, the objective of the activity is to find out commonalities among the participants' goals by attending this session. After everybody has written their answers, people walk around and look at the blackboard silently and identify that list. At the end, I will ask the participants to take a look at their initial survey answers and write a short self-assessment reflection about the "before and after" learning experience in the workshop. More examples will be given in the areas of after-quiz reflection, after-class reflection, syllabus elaboration, earning points negotiation, and end and beginning of the course reflections.

Pedagogy and Curriculum

Dance: Addressing Learning and Language Needs through Innovative Differentiation

Dr. Holly Arnold,

Created to equip teachers with how to provide appropriate linguistically and culturally responsive pedagogy, the D.A.N.C.E. framework is centered on learning language and content through scaffolding and linguistically and culturally responsive supports. Each component of the D.A.N.C.E. framework is paired with an activity that serves as an example of the component's importance and is a classroom strategy teachers can implement with their respective classes. D represents "Differentiate," which analyzes the importance of cultural, linguistic, and academic differentiation that is appropriate for all students. It is introduced with the Illusion Activity, which is an optical brainteaser, and followed by the Lotus Jigsaw, during which attendees work in groups to find the gist of a purposefully difficult and extremely esoteric passage. Groups brainstorm types of differentiation they would employ for such passages before the presenter offers suggestions. A is "Assessments" that are embedded within culturally responsive pedagogy and provide innovative ways of assessing diverse learners. This includes the Toaster Activity, during which attendees must describe a toaster in a common language. This highlights how students may have the content knowledge but lack the language with which to express it. Following this is the UFO-Ball Activity where attendees work to light up a ball, while utilizing and exploring the importance of sentence stems. Both activities are diverse methods of assessment, and how they can be adjusted for different language levels is modeled. N stands for "kNowing Your Students," which discusses how to draw from students' background knowledge and experiences to form connections to the curriculum. N includes a Culture Walk where attendees respond to questions or sentences on papers taped to the walls (or desks/tables) around the room (done prior to the presentation). The In-The-Circle Activity, during which attendees non-verbally respond to questions that relate to their lives, follows if time permits. Both activities provide teachers with engaging and innovative ways to get to know their students, while learning information that can assist them with providing appropriate linguistically and culturally responsive pedagogy throughout the year. C represents "Celebrating the Community," where the intersection of students' cultures link to inclusive pedagogy. For this activity, attendees circle the room and share strategies with each other on how to reach out to students' communities. (A semantic map - with key principles to remember - is provided.) Ideas are shared with the whole group. E is "Engagement" and highlights the foundation of the sociocultural theory through the utilization of interaction to increase learning. Attendees are placed in groups, watch a shocking (yet humorous) news clip on whales (appropriate for all grade levels), and are assigned a role within the group that demonstrates how students of varying proficiency levels can receive appropriate differentiation during group work. Through the scope of the sociocultural grid, D.A.N.C.E.-ing in the classroom connects students' language and culture to the content. Because this framework is grounded in providing linguistically and culturally responsive pedagogy, appropriate differentiation strategies and activities have been selected or created to align with each component of this framework. This provides teachers with both a working knowledge of this culturally responsive pedagogical framework and the means by which it can be successfully implemented with diverse students.

Learner Diversity and Identities

14:00-14:15	**Transition Break**
14:15-15:55	**PARALLEL SESSIONS**
Room 1	**Responsive Curricula**

Saturday, 23 June

14:15-15:55	**PARALLEL SESSIONS**

Utilizing the Arrowsmith Program to Assist Primary School Children with Cognitive Learning Issues
Dr Louise Oliaro,
Dr Richard O'donovan,
The cognitive exercises were based on the Arrowsmith program founded on neuroscience research, which uses specific cognitive exercises to strengthen targeted areas of the brain that are linked to weak cognitive capacities. Through initial assessment these areas of weakness are specifically identified within each student that enters the program. They are then provided with an individualised program, based around a set of exercises that have been tailored to address their specific need. The study used a mixed methodology, drawing on both qualitative and quantitative data. Data was gathered from a range of sources, in order to address both academic and social issues. The sample group consisted of 30 students who entered the Arrowsmith program and a control group of 30 students who had a similar academic, social and behavioural profile. The results highlight the changes in academic achievement in the Arrowsmith students over the three years, the impact on the students' social and emotional wellbeing as well as the impact on their families. It considers the significance of these changes when compared to the control group.
Learner Diversity and Identities

Teaching Practices, Materials and Classroom Climate in L2 Classes Offered to Adult Refugees and Migrants in Greece
Polyxeni Manoli,
Mrs. Evgenia Berdesi,
Efrosyni Vysovitou,
Despoina Kiamili,
The present study aims at investigating the teaching language procedures, the educational materials, the challenges, as well as the classroom climate in Greek classes offered to adult refugees and migrants in three different regions in Greece. The data were collected through semi-structured interviews with the students and their teachers and classroom observations and analyzed through the content analysis method in the context of the Postgraduate Programme "Language Education for Refugees and Migrants" at the Hellenic Open University, particularly the module "LRM50: Applied Linguistics and Second Language Acquisition". The results of the study revealed learners' diversity, teachers' use of various teaching materials and practices focusing mostly on the Present-Practice-Production (PPP) method and the communicative approach. In addition, it was shown that teachers mainly emphasized speaking skills in a friendly classroom atmosphere, which was in accordance with the learners' goals. The educational implications that resulted from this study are further discussed and the need for further research to verify these findings is pointed out.
Literacies Learning

Impact of In-school Filial Therapy on Student Outcomes
Dr Louise Oliaro,
Ms Jane Cooper,
Professor Chris Trotter,
This study examines the use of the Filial Therapy Program on behavioural and social performance for children of primary school age, as a form of effective early intervention. The program was specifically modified to suit the unique needs of students in rural and remote Australia. The researchers reviewed the use of the program in three primary schools, in Dubbo, Wellington and Bourke, all remote towns in central New South Wales, Australia. Each of these suburbs have a significant number of Indigenous members when compared to other regions within Australia. The social challenges and complexities of this region have been highlighted in recent years. These reports have highlighted the social and economic disadvantage of the region, listing it amongst one of the most economic locations in Australia. The research used a mixed methodology design, drawing on both qualitative and quantitative data. The sample included 30 students participating in the program and 30 control students (similar demographics issues but not involved in the program). Data was collected on the student's attendance, academic performance, classroom behaviour and self-conception pre and post participation in the program. Qualitative data was also collected via semi-structured interviews with both parents and teachers.
Early Childhood Learning

Room 5	**Integrated Curricula**

Full STEAM Ahead: Addressing the Opportunity Gap through an Afterschool Enrichment Program
Dr. Sandy Buczynski,
This study was designed to evaluate the effectiveness of the Full STEAM ahead afterschool program implemented in five elementary schools in an urban school district in Southern California. The study evaluated students' level of science, technology, engineering, and math conceptual understandings and attitudes toward experimenting and confidence in STEAM learning. Results revealed how this STEAM enrichment program helped the development of learner's analogy skills, engineering capabilities, prediction testing, reasoning skills, and application of science concepts. Seventy-four percent of students surveyed reported to "like" the full STEAM ahead activities while 81% indicated that they enjoyed experimenting. Forty-two percent of the students revealed that they did not know the science content prior to participation in this enrichment program. The self-efficacy of the students was very high with 69% self-reporting that they expect to do "very well" in their academic science/math classes. Since the majority of students in the program are Latino, the inference is that enrichment of these skills will help bridge the "opportunity gap" that today's Latino students face in the U.S.
Science, Mathematics and Technology Learning

Saturday, 23 June	
14:15-15:55	**PARALLEL SESSIONS**

Good Practices in STEM Based Instruction for Learning Competency Improvement of Secondary School Students in Thailand

Suttipong Boonphadung, Vice-Dean for Administration, Faculty of Education, Suan Sunandha Rajabhat University, Bangkok, Bangkok, Thailand

Instruction based on STEM education has been known and valued as the emphasis on learning through a project which integrates science, mathmatics, technology and engineering disciplines for enhancing learning competency of students, therefore; this study aimed to investigate good practices from STEM education's instructional models of regional STEM education centers in Thailand, investigate good practices of learning evaluation at schools which are regional STEM education centers. This research design is qualitative and the informants were 8 coordinators at regional STEM education centers and 16 experienced teachers trained from STEM education centers. The research instrument was an interview form (IOC=1.0) and the gained information was analyzed by the content analysis and, then, written as description. The results revealed that (1) the good practices about the instructional models of the regional STEM education centers consisted of (1.1) the practices to propel STEM education in class (1.2) the practices to propel STEM education in courses by employing project or problem-based learning (1.3) the practices to propel STEM education in curricula by the cooperation among teachers of all strands to develop integrated curricula (2) the good practices in learning management design were the inclusion of a school or a community's context to the learning content and the support of problem solving skill integratedly through 5E cycle (3) the good practices for evaluating learning based on STEM education were evaluating the process of working and its product by authentic evaluation and performance task evaluation and the evaluation criteria was designed to cover all dimensions definitely.
Science, Mathematics and Technology Learning

Math Anxiety and Emotional Intelligence

Dr. Hosin Shirvani, professor, University of Texas Rio Grande Valley

The study included 82 senior-level students in a elementary education undergraduate program in the United States. The study investigates whether students with overall emotional levels exhibit different levels of math anxiety. The study also examined the relationship between math anxiety and five components of emotional intelligence which are: self-awareness, self-regulation, motivation, empathy, and social skills.
Science, Mathematics and Technology Learning

Self-regulatory Learning Style: The Formularizing Role of Hope and Self-efficacy, and the Effects on Performance in Language and Mathematics

Dr. Georgia Stephanou,
 Fotini Tsoni,

This research aimed at examining students' self-regulated learning style regarding the four different types of behavioral regulation: external, introjected, identified and intrinsic, the role of hope (pathway, agency) in the formulation of self-efficacy, and its impact on self-regulated learning style and the interactive effects of all above factors on performance in the school subjects of language and mathematics. The participants were 165 primary school students, fifth and sixth grades, both gender, who came from 20 state primary schools of various regions of Greece. The students completed the scales at the middle of a school year, while their teachers estimated their school performance. The results showed that the students reported a mixed profile of self-regulatory learning style, favoring external and identified, hope (mainly, agency thinking) was a positive formulator of self-efficacy, hope explained a small percentage of variance of self-regulatory, beyond self-efficacy, with no effects on intrinsic regulation, and the three set of concepts influenced school performance in language and mathematics, particularly agency hope thinking. The findings are discussed with for their implications in education and in future research.
Pedagogy and Curriculum, Science, Mathematics and Technology Learning

| Room 7 | **Conscious Policy** |

University Students' Social Class Understandings in Challenging Times

Dr. Maria Papapolydorou, Dr, Education , University of Nicosia

This paper discusses the ways in which a group of Higher Education students understood social class and its relevance in society. The findings are a result of a small-scale study carried out with 3rd year university students. The data was collected through the use of a Virtual Learning Environment forum in which students were invited to participate as part of one of their courses. Data analysis suggested that, despite an extent of variation in students' responses, the majority perceived social class as a very complex, and often confusing, concept that extended beyond definitions related to income and/or occupation. Instead, class was often understood in relation to cultural, symbolic and social elements. Furthermore, most students maintained that class is a redundant category with no influence on people's lives. In particular, they put forward, directly or indirectly, the view that we live in a meritocratic society and emphasized individual agency as against structure. A much smaller group of students acknowledged social class as an influential sociological category, which informed individuals' life opportunities and trajectories. This paper discusses these findings with reference to debates about the nature of social class identities (see Giddens (1990), Savage et al. (2001), Devine (1992) etc.).
Learner Diversity and Identities

	Saturday, 23 June
14:15-15:55	**PARALLEL SESSIONS**

Managing the Research Process: introducing a Learning Application That Guides Learners to Conduct Research in a Structured Framework
Dr. Keith Maycock,
The modern culture of learning consists of an unlimited network of information which is available to anyone with an internet connection. This culture of learning takes a step towards Marx's ambitious "right to education for all" matching the opportunity of a bourgeois education with proletarian realities. However, this march is tempered by the fact that access to resources does not ensure an excellent education on its own. On the one hand, the quality of information or educational resources available vary significantly in the information age. While on the other hand, the 21st-century learner is now expected to use technology as a tool; to research, systematise, evaluate, and communicate information effectively and seamlessly, in addition to knowledge creation. The paper introduces an educational tool which was designed to bridge a perceived gap with post graduate learners conducting postgraduate research projects and or dissertations. This educational tool enables learners to conduct searches across many repositories using a single interface and manages and visualises the learners' review process for both the learner and the supervisor to ensure that the learner follows the typical research cycle. Additionally, the application has many advanced features for researches to enable them to automatically conduct systematic reviews and highlight potential collaborations.
Technologies in Learning

Student Perceptions of Faculty Excellence: How Students Rank Professor Attributes and Why This Matters
Dr. Randall Woodard, Chair, Associate Professor, Philosophy, Theology, and Religion, Saint Leo University, Saint Leo , FL, United States
Dr. Dene Williamson,
Dr. Patrick Ryan Murphy,
Since student evaluations are an important part of the tenure / promotion process, it is important to look at the way students rank / categorize faculty excellence. This study will compare and contrast date received from research on student perceptions and compare / contrast that data with academic research on faculty excellence. We will gather data from three different disciplines / cross sections of students (business, economics, and the humanities) and evaluate the qualities that students report being the most important with higher education / Scholarship of Teaching and Learning data in order to see how students differ / share commonalities with that research. The paper will share those areas of overlap but also point out qualities that students find most valuable for faculty to use in their own professional development.
Pedagogy and Curriculum, Learning in Higher Education

Changing Cohorts, Changing Curricula: Are We Meeting the Needs of Contemporary Students at a Tertiary Level?
Dr Louise Oliaro,
Dr Averil Marie Grieve,
Dr Bella Ross,
Dr Richard O'donovan,
Associate Proffessor Ted Brown,
Associate Professor Colin Jevons,
Previous research indicates that Monash University students generally have a high level of satisfaction with their chosen course. Recent changes in the student demographics, however, may have had an impact on levels of satisfaction, particularly in terms of how students expect their courses should be taught and delivered. Monash University, in line with many other tertiary education institutions, has seen in an increase in student numbers, especially international students. This coupled with the changing nature of tertiary students requires universities to re-think the pedagogy they use to ensure students are prepared for the workforce upon graduation. This research aimed to examine whether the teaching and delivery of courses offered by four disciplines at Monash University kept pace with these changing demographics and expectations. The four disciplines included: social work, occupational therapy, education and business. The study gathered both qualitative and quantitative data through the distribution of an online survey to all students enrolled in the four disciplines in 2017. The study provides a current profile of the nature and type of students choosing to study at a tertiary level. It outlines their reasons for, expectations and satisfaction with their chosen course. In addition it highlights the type of teaching tools and approaches that best meets the needs of contemporary tertiary students.
Learning in Higher Education

Room 8	**Addressing Social Turbulence** **Society and Its Legitimation in School Books** Prof. Nurit Elhanan-Peled, This study examines the multimoal ways Israeli textbooks legitimate the symbolic, cultural, and physical elimination of Palestinian and Non-White Jewish "others." The interpretation of findings uses the paradigm of Zionist settler-colonialism and its logic of elimination. The analysis uses the Gardening Metaphor elaborated by Zygmunt Bauman (Modernity and the Holocaust), which applies to regimes that wish to create an artificial society on the basis of racial purity. The semiotic means used in textbooks to represent both groups have a lot in common and stem from the same logic and the same project of Jewish racial "purity" which the books are meant to promote. In order to accept such segregationist policy and engage in its practices children are made heterophobic through the use of Holocaust rhetoric of victimhood and Power, that teaches fear of others, extreme nationalism and majoritarianism, and promotes the development of a predatory identity. Social Semiotic principles of inquiry are used in the multimodal analysis and therefore and every sign is understood as motivated by interests and ideologies within Israeli settler-colonial culture. The verbal analysis will include Holocaust language of victimhood (equating all others to Nazis and using "extermination" Auschwitz" and Anti-Semitism regarding every act of Palestinian resistance) and the language of Power. The visual analysis will be applied to artistic and scientific visuals such as photographs, maps and graphs. *2018 Special Focus: Education in a Time of Austerity and Social Turbulence*

Saturday, 23 June	
14:15-15:55	**PARALLEL SESSIONS**
Room 3	**Workshop** **Collaborative Pedagogy for Liberation and Transformation: Addressing Diversity in the Classroom through Ensemble Teaching and Learning** Dr. Shoshana Simons, MA/PhDc Danielle Drake, Since its inception, the university system has been dominated by the Ivory Tower model as the prevailing source of Western pedagogical practice. Institutionalized systems of discipline and reward, even within progressive educational contexts, are deeply informed by this model. This workshop will draw from liberatory educational theory and arts-based practices developed by the presenters who use them as tools for building a compassionate learning community across cultures and backgrounds in a very diverse university setting. These creative and invitational practices use simple visual, rhythmic, and embodied arts processes. As illustration, participants will be invited to engage in an adaptation of a collective arts-based practice called "Tree of Life" which all incoming Expressive Arts students participate in when they first enter the program. Together, we will use art materials to collaboratively construct our "Tree of Multicultural Educational Practice" promoting "ensemble learning & teaching" through the process. The tree consists of the following elements: roots: who are the educational practitioners and theorists who have inspired us as multicultural educators? Ground: what are the contexts in which we work? Bark: drawing from our roots, what qualities and skills do we bring to our practice as inclusive, multicultural educators? Branches: what are our hopes and dreams for the future of our field? Fruits: What are the gifts we would like to pass on to our students? Compost: what aspects of our field need to be discarded and composted? Storms: What environmental factors threaten our Tree? Participants will come away with a greater understanding of inclusive frameworks that support diverse pedagogy in the university classroom; ways in which to think collaboratively across faculty, programs, and departments; and arts based tools to invite creativity and diversity into the classroom from both faculty and students. *Pedagogy and Curriculum, Learner Diversity and Identities* **Why Utilizing Values Acties in All Classrooms Enhance Opportunities for Creating an Inclusive Learning Culture for All** Dr. Marsha Glines, Dr. Priscilla Wallace-Boerger, This experiential workshop will offer a hands on experience for participants to explore values clarification activities to be utilized in classrooms from kindergarten through graduate school or for future use as professional development training. The purpose of this workshop is to offer participants the opportunity to experience values activities, discuss how to modify them based on age/student level and to stimulate discussion and other activities to promote understanding and acceptance of diverse learners and multicultural differences in our classrooms for 2018 and beyond. *Learner Diversity and Identities*
Room 9	**Workshop** **Developing Inquiring Minds through Models of Engaged Learning and Teaching in a Time of Austerity and Social Turbulence** Sophie Karanicolas, Associate Professor , Adelaide Dental School , University of Adelaide How do we identify our most valuable resources in a time of austerity, to deliver quality education for the development of inquiring minds? Building student capacity to think critically and inquisitively, builds a level of creativity and self determination that will prepare our students for a modern workplace that is defined by technological advances. However, in contrast to these advances, the modern workplace is also influenced by measures of austerity and at times, social turbulence. This is why students and teachers need to be fully immersed in MELT, to develop a student's sense of self efficacy and self empowerment to enable them to maximise the use of their available resources in creative ways, despite the 'real-world' challenges that they may face. This workshop will present an evidence-based, adaptable and transferrable MELT framework for the design of learning activities that build on the concept of discovery learning. The different aspects of the MELT framework will be expanded upon through cross-disciplinary exemplars to enable participants to unpack the criteria of each facet . Participants in this workshop will be able to select one of their current learning and teaching approaches and re-develop associated learning activities to align with the University of Adelaide's MELT framework. A key aspect of this activity will be the creative utilisation of existing resources to provide a more engaging learning experience for students. Participants will then work in teams to receive feedback on their newly re-designed approaches through a collegial and peer reviewed approach. *Learning in Higher Education*
15:55-16:10	**End of Sessions**