

Twenty-second International Conference on Learning

What Counts as Learning? Big Data, Little Data, Evidence & Assessment

9-11 JULY 2015 | UNIVERSIDAD SAN PABLO CEU | MADRID, SPAIN | THELEARNER.COM



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*“What Counts as Learning? Big Data, Little Data, Evidence
and Assessment”*

Universidad San Pablo CEU | Madrid, Spain | 9-11 July 2015



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 COMMON GROUND

International Conference on Learning

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Dear Delegate,

Welcome to the Twenty-second International Conference on Learning at the Universidad San Pablo CEU in Madrid, Spain.

This series of conferences began in 1989 in Sydney, Australia with a focus on literacy and learning. Initially, the conference served as an avenue for exploring 'genre-based' approaches to literacy. Since then, the scope has broadened, though literacy has remained one of the key conference themes. The intellectual trajectory of the conference broadened by the mid-1990s, with the development of the idea of 'multiliteracies'. This idea was grounded in the recognition that there are many more educationally relevant language forms beyond the standard forms of national languages which had been the characteristic focus of school literacy. It was also based on that idea that there are many more relevant modes of communication and representation beyond alphabetical literacy, a perspective that has become even more pressing with the emergence of new media.

In addition to organizing the Learning Conference, Common Ground publishes selected papers from conference attendees at <http://thelearner.com/publications/journal>, and we do encourage all conference participants to submit a paper based on their conference presentation for peer review and possible publication in the journal. We also publish books at <http://thelearner.com/publications/books> in both print and electronic formats. We would like to invite conference participants to develop publishing proposals for original works, or for edited collections of papers drawn from the journal which address an identified theme.

Thank you to all who have put such a phenomenal amount of work into preparing for the Learning Conference. I would like to particularly thank everyone at Universidad San Pablo CEU for all their efforts to make this conference a success. I would also like to thank my Common Ground colleagues for all of their work on the conference, especially Maghan Fettes, Karim Gherab-Martin, Raquel Jimenez Palomino, Ashely McBride, Larissa Nogueira, Ana Quintana, and Izabel Szary.

We wish you all the best for this conference, and hope it will provide you every opportunity for dialogue with colleagues from around the corner and around the world. And we hope you will be able to join us at next year's conference at the University of British Columbia in Vancouver, Canada, 13-15 July 2016!

Yours sincerely,



Bill Cope
Director, Common Ground Publishing
Professor, Education Policy, Organization, and Leadership
University of Illinois, Urbana-Champaign, USA



Our Mission

Common Ground Publishing aims to enable all people to participate in creating collaborative knowledge and to share that knowledge with the greater world. Through our academic conferences, peer-reviewed journals and books, and innovative software, we build transformative knowledge communities and provide platforms for meaningful interactions across diverse media.

Our Message

Heritage knowledge systems are characterized by vertical separations—of discipline, professional association, institution, and country. Common Ground identifies some of the pivotal ideas and challenges of our time and builds knowledge communities that cut horizontally across legacy knowledge structures. Sustainability, diversity, learning, the future of the humanities, the nature of interdisciplinarity, the place of the arts in society, technology's connections with knowledge, the changing role of the university—these are deeply important questions of our time which require interdisciplinary thinking, global conversations, and cross-institutional intellectual collaborations. Common Ground is a meeting place for these conversations, shared spaces in which differences can meet and safely connect—differences of perspective, experience, knowledge base, methodology, geographical or cultural origins, and institutional affiliation. We strive to create the places of intellectual interaction and imagination that our future deserves.

Our Media

Common Ground creates and supports knowledge communities through a number of mechanisms and media. Annual conferences are held around the world to connect the global (the international delegates) with the local (academics, practitioners, and community leaders from the host community). Conference sessions include as many ways of speaking as possible to encourage each and every participant to engage, interact, and contribute. The journals and book imprint offer fully-refereed academic outlets for formalized knowledge, developed through innovative approaches to the processes of submission, peer review, and production. The knowledge community also maintains an online presence—through presentations on our YouTube channel, monthly email newsletters, as well as Facebook and Twitter feeds. And Common Ground's own software, Scholar, offers a path-breaking platform for online discussions and networking, as well as for creating, reviewing, and disseminating text and multi-media works.

The Learner Knowledge Community

*Exploring the meaning and purpose
of education, with a focus on
innovative pedagogies and a view
to new social possibilities through
education*



The Learner | Knowledge Community

The Learner Knowledge Community is brought together around a common concern for learning and an interest to explore new educational possibilities. The community interacts through an innovative, annual face-to-face conference, as well as year-round online relationships, a family of peer reviewed journals, and book imprint—exploring the affordances of the new digital media.

Conference

The Learning Conference is built upon four key features: Internationalism, Interdisciplinarity, Inclusiveness, and Interaction. Conference delegates include leaders in the field as well as emerging scholars, who travel to the conference from all corners of the globe and represent a broad range of disciplines and perspectives. A variety of presentation options and session types offer delegates multiple opportunities to engage, to discuss key issues in the field, and to build relationships with scholars from other cultures and disciplines.

Publishing

The Learner Knowledge Community enables members to publish through two media. First, community members can enter a world of journal publication unlike the traditional academic publishing forums—a result of the responsive, non-hierarchical, and constructive nature of the peer review process. The Learner Collection provides a framework for double-blind peer review, enabling authors to publish into an academic journal of the highest standard. The second publication medium is through the book imprint, The Learner, publishing cutting edge books in print and digital formats. Publication proposal and manuscript submissions are welcome.

Community

The Learner Knowledge Community offers several opportunities for ongoing communication among its members. Any member may upload video presentations based on scholarly work to the community YouTube channel. Monthly email newsletters contain updates on conference and publishing activities as well as broader news of interest. Join the conversations on Facebook and Twitter. Or explore our new social media platform, Scholar.



The Learner | Themes

Exploring the processes of designing and implementing learning experiences, including decisions regarding content (curriculum) and strategies for instruction (pedagogy)

Theme 1: Pedagogy and Curriculum

- Learning theory or educational practice, as well as general approaches to educating teachers in content knowledge and pedagogy
- Pedagogical theory and instructional practice
- Curriculum as a program of learning
- Educational reform in curriculum and instruction
- Differentiating and personalizing instruction
- Teachers' content knowledge or pedagogical knowledge

Investigates the processes of specifying educational outcomes and designing methods for measuring student learning

Theme 2: Assessment and Evaluation

- Evaluating the effectiveness of educational interventions, or assessing the impact of educational programs on learners, teachers, institutions, and society
- Purposes of assessment (diagnostic, formative, summative)
- The politics and practice of educational accountability
- Intelligence or ability, competence or capacity: what are the measurable ends of education?
- Assessment strategies (portfolio, adaptive, computer, embedded)
- Types of educational measurement (qualitative, quantitative; cognitive, affective, performance)
- Educational research methodologies (descriptive, experimental, participatory, action research)
- Program evaluation: purposes, strategies, role in educational reform

Inquires into the organization of formal systems of education and their impact on the teaching and learning process

Theme 3: Educational Organization and Leadership

- Examines issues of professionalism in education and the roles of administrators and governing bodies on the educational institution and environment
- Learning environments: the changing shape of educational institutions, and changing sites of learning
- The role of educational organizations in society and/or social change
- The teaching profession: teachers' work, roles, and responsibilities
- Educational policies
- The changing purposes of education: shaping new kinds of worker, citizen and personal identities
- Educational administrators: effective leadership in a changing society

Investigations of learning and development in the first seven years of life

Theme 4: Early Childhood Learning

- The impact of formal, family, and socio-cultural influences on early learning
- Influences of family and social/cultural environments on early learning
- Early childhood education: the roles of daycare, preschool, kindergartens
- Early childhood literacies, arts and communications
- Early childhood numeracies and science





The Learner | Themes

Studies of tertiary or postsecondary education: institutional concerns (admissions, funding, scope and quality of educational offerings)

Theme 5: Learning in Higher Education

- Instructional strategies and effectiveness with tertiary learners; the postsecondary learning environment
- Teacher education programs: their place in the university, how to prepare today's pre-service teachers for tomorrow's schools; issues of requirements, licensure, balancing theoretical and applied learning
- The future of the university: its links to work, citizenship and identity
- Tertiary teaching and learning
- Knowledge ecologies: linking research and teaching in higher education
- Pre-service teacher education: policies, programs, and practices

Explores adult learning in a variety of contexts, from adult basic education to workplace training and professional learning

Theme 6: Adult, Community, and Professional Learning

- Includes in-service and professional development for teachers
- Formal and informal learning opportunities for adult learners
- Lifelong learning for the society of constant change
- Professional continuing education and workplace training and development
- Vocational education and training for the future
- Apprenticeship and other models of technical and further education
- Popular and community education
- Teacher in-service and professional development

Focuses on recognizing and responding to individual diversity in learners and on the dynamics of teaching and learning in diverse communities and classrooms

Theme 7: Learner Diversity and Identities

- Considers issues of learners' identities and inter-relationships among students, as well as strategies for promoting social justice, multicultural understanding, and tolerance
- Defining dimensions of student diversity (demographics, disabilities, gender identity, and other dimensions of diversity)
- Social, cultural, and individual differences that influence learning (culture, learning styles)
- Inclusive education
- Equity, participation and opportunity
- Minorities and Majorities: how these are changing
- Special education, learning difficulties, disability
- International, global, multicultural and cross-cultural education

Explores the role of technologies in learning, and processes of learning about and through technologies

Theme 8: Technologies in Learning

- Technology and human values: learning through and about technology
- Crossing the digital divide: access to learning in, and about, the digital world
- New tools for learning: online digitally mediated learning
- Virtual worlds, virtual classrooms: interactive, self-paced and autonomous learning
- Ubiquitous learning: using the affordances of the new mediaDistance learning: reducing the distance





Inquires into the processes of learning to read, write and communicate using new media and multimodal literacies

Theme 9: Literacies Learning

- Defining new literacies
- Languages of power: literacy's role in social access
- Instructional responses to individual differences in literacy learning
- The visual and the verbal: Multiliteracies and multimodal communications
- Literacy in learning: language in learning across the subject areas
- The changing role of libraries in literacies learning
- Languages education and second language learning
- Multilingual learning for a multicultural world
- The arts and design in multimodal learning
- The computer, internet, and digital media: educational challenges and responses

Studies of best practices in teaching and learning science, mathematics and technology

Theme 10: Science, Mathematics and Technology Learning

- Science disciplines: learning physics, chemistry, biology and other sciences
- Learning in and about the natural environment
- Modes of instruction (didactic, inquiry, collaborative)
- Mathematics pedagogies
- Learning about and through technologies
- Teachers' pedagogical content knowledge



What Counts as Learning? Big Data, Little Data, Evidence and Assessment

The “digital revolution” is changing the ways in which students do their work and also the ways in which teachers source curriculum content and plan learning activities. They also transform the sources of data that provide evidence of student learning. The fields of educational data mining and learning analytics offer perspectives on an important and newly emerging area of innovation in the learning sciences. As students undertake more of their learning in computer-mediated environments, an evolving cluster of technologies and associated pedagogical processes offer great promise to provide solutions to some longstanding practical challenges in the field of education. The larger potential of continuous formative and progress assessment based on many small datapoints is to make redundant summative assessment in its traditional forms, or at least to supplement traditional summative assessments in a way that compensates for their intrinsic limitations.

Some of the topics we want to address are digitally-mediated learning in the areas of:

- Formative assessment
- Continuous assessment
- Criterion-referenced (versus norm-referenced) assessment
- Intelligent tutors
- Educational data mining
- Learning analytics
- Dashboards and mashups



The Learner | Scope and Concerns

Learning and Education: Their Breadth and Depth

‘Learning’ is bigger than education. Humans are born with an innate capacity to learn, and over the span of a lifetime learning never stops. Learning simply happens as people engage with each other, interact with the natural world and move about in the world they have constructed. Indeed, one of the things that makes us distinctively human is our enormous capacity to learn. Other species learn, too, from the tiniest of insects to the smartest of chimpanzees. But none has practices of pedagogy or institutions of education. As a consequence, the main way in which other species develop over time is through the incremental, biological adaptations of evolution. Change is natural. It is slow.

Education makes human learning unlike the learning of any other creature. Learning allows humans to escape the strict determinations of nature. It gives humans the resources with which to understand themselves and their world, and to transform their conditions of living, for better or for worse.

Education is a peculiarly human capacity to nurture learning in a conscious way, and to create social contexts that have been specially designed for that purpose: the institutions of education. Everyday learning happens naturally, everywhere and all the time. Education—encompassing institutions, its curricula and its pedagogies—is learning by design.

The Art and Science of Teaching

Teaching happens everywhere. Many people are naturally quite good at teaching. They explain things clearly. They are patient. And they have the knack of explaining just enough, but not too much, so the learner gains a sense that they are gradually mastering something, albeit with a more knowledgeable person’s support. You can find the practice of teaching in action everywhere in everyday life. In fact, it is impossible to imagine everyday life without it. Teaching and learning are integral to our nature as humans.

Teaching is also a vocation, a profession. People in the business of teaching are good at their job when they have developed and apply the dispositions and sensibilities of the person who is a good teacher in everyday life.

But there is much more to the teaching profession than having a natural knack, however well practiced. There is also a science to education, which adds method and reflexivity to the art of teaching, and is backed up by a body of specialist knowledge. This science asks and attempts to answer fundamental and searching questions. How does learning happen? How do we organize teaching so it is most effective? What works for learners? And when it works, how do we know it has worked? The science of education attempts to answer these questions in a well thought-through and soundly analyzed way.

Learning Practices

Learning is how a person or a group comes to know, and knowing consists of a variety of types of action. In learning, a knower positions themselves in relation to the knowable, and engages. Knowing entails doing—experiencing, conceptualizing, analyzing or applying, for instance.

A learner brings their own person to the act of knowing, their subjectivity. When engagement occurs, they become a more or less transformed person. Their horizons of knowing and acting have been expanded.



The Learner | Scope and Concerns

Learning can be analyzed at three levels: ‘pedagogy’, or the microdynamics of moments of teaching and learning; ‘curriculum’, or the learning designs for particular areas of knowledge; and ‘education’ or the overall institutional setting in which pedagogy and curriculum are located.

Pedagogy is a planned and deliberate process whereby one person helps another to learn. This is what First Peoples did through various formalized rites of passage, from child to adult to elder – learning law, spirituality and nature. It is also how teachers in the era of modern, mass, institutionalized education have organized the learners in their classrooms and their learning. Pedagogy is the science and practice of the dynamics of knowing. Assessment is the measure of pedagogy: interpreting the shape and extent of the knower’s transformation.

Curriculum is the substantive content of learning and its organization into subjects and topics – mathematics, history, physical education and the like. In places of formal and systematic teaching and learning, pedagogy occurs within these larger frameworks in which the processes of engagement are given structure and order. These often defined by specific contents and methodologies, hence the distinctive ‘disciplines’. Well might we ask, what is the nature and future of ‘literacy’, ‘numeracy’, ‘science’, ‘history’, ‘social studies’, ‘economics’, ‘physical education’ and the like? How are they connected, with each other, and a world in a state of dynamic transformation? And how do we evaluate their effectiveness as curriculum?

Education has traditionally been used with reference formal learning communities, the institutions of school, college and university that first appeared along with the emergence of writing as a tool for public administration (to train, for instance, ‘mandarins’ or public officials in imperial China, or the writers of cuneiform in ancient Mesopotamia/Iraq); to support religions founded on sacred texts (the Islamic madrasa , or the Christian monastery); and to transmit formally developed knowledge and wisdom (the Academy of ancient Athens, or Confucian teaching in China).

Learning happens everywhere and all the time. It is an intrinsic part of our human natures. Education, however is learning by design, in community settings specially designed as such—the institutions of early childhood, school, technical/vocational, university and adult education. Education also sometimes takes informal or semiformal forms within settings whose primary rationale is commercial or communal, including workplaces, community groups, households or public places.

Towards a Science of Education

What is this overarching institution, ‘education’? In its most visible manifestation it consists of its institutional forms: schools, colleges and universities. But, more broadly conceived, education is a social process, a relationship of teaching and learning. As a professional practice, it is a discipline.

The science of education analyzes pedagogy, curriculum and educational institutions. It is a discipline or body of knowledge about learning and teaching – about how these practices are conceived and realized.

‘Science’ or ‘discipline’ refers to a privileged kind of knowledge, created by people with special skills who mostly work in research, academic or teaching jobs. It involves careful experimentation and focused observation. Scientists systematically explore phenomena, discover facts and patterns and gradually build these into theories that describe the world. Over time, we come to trust these and ascribe to them the authority of science.

In this spirit, we might create a science of education that focuses on the brain as a biological entity and the mind as a source of behaviors (cognitive science). Or we might set up experiments in which we carefully explore the facts of learning in order





The Learner | Scope and Concerns

to prove what works or doesn't work. Like the medical scientist, we might give some learners a dosage of a certain kind of educational medicine and others a placebo, to see whether a particular intervention produces better test results—such are the formal experimental methods of randomized, controlled trials.

Often, however, we need to know more. It is indeed helpful to know something of how the mind works, but what of the cultural conditions that also form the thinking person? We need good proofs of which kinds of educational interventions work, but what if the research questions we are asking or the tests we are using to evaluate results can only measure a narrow range of capacities and knowledge? What if the tests can prove that the intervention works – scores are going up – but some learners are not engaged by a curriculum that has been retrofitted to the tests? What if the tests only succeed in measuring recall of the facts that the tests expect the learners to have acquired – simple, multiple-choice or yes/no answers? A critic of such 'standardized testing' may ask, what's the use of this in a world in which facts can always be looked up, but problem solving and creativity are now more sought-after capacities, and there can be more than one valid and useful answer to most of the more important questions? For these reasons, we also need to work with a broader understanding of the discipline of education, based on a broader definition of science than experimental methods.

An Interdisciplinary Science

The discipline of education is grounded in the science of learning, or how people come to know. It is a science that explores what knowing is. It focuses on how babies, then young people, then adults, learn. Education-as-science is a specially focused form of knowing: knowing how knowing happens and how capacities to know develop. It is, in a sense, the science of all sciences. It is also concerned with the organization of teaching that supports systematic, formal learning and the institutions in which that learning occurs.

Too often, education is regarded as a poor cousin of other disciplines in the university – the natural sciences, the humanities and the other professions, for instance. It is regarded as something that enables other disciplines, rather than being a discipline in its own right. This is often reflected in reduced levels of research funding, lower student entry requirements and the destination salaries of graduates. Education seems to be less rigorous and derivative. Its disciplinary base borrowed from other, apparently more foundational disciplines – sociology, history, psychology, cognitive science, linguistics, philosophy – and the substantive knowledge of various subject areas, such as literature, science and mathematics.

For sure, education is broader-ranging and more eclectic than other disciplines. Education draws on a number of disciplinary strands – the philosophy of knowledge (epistemology), the cognitive science of perception and learning, developmental psychology, the history of modern institutions, the sociology of diverse communities, the linguistics and semiotics of meaning – to name just a few of education's disciplinary perspectives. These and other strands come together to make the discipline of education. In this sense, education is more than a discipline – it is an extraordinarily interdisciplinary endeavor.

Education as the Science of Sciences

Education is also the soil in which all the other disciplines grow. You can't do any of the other disciplines in a university or college except through the medium of education. No other discipline exists except through its learning. A novice can only enter a discipline – physics, or law, or history, or literature – through education, learning the accumulated knowledge that has become that discipline. In this sense, education is more than just interdisciplinary. It does more than just stitch together other disciplines. It is a metadiscipline, essential as the practical grounding of all disciplines. Education is the discipline of disciplines.





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Education is the systematic investigation of how humans come to know. It focuses on formal, institutionalized learning at all its levels from preschool to school, college and university. Education is also concerned with the processes of informal learning—how babies learn to speak at home, or how children and adults learn to use an interface or play a game. It is concerned with how organizations and groups learn, collecting and acquiring knowledge that is applied in their communities, professions and workplaces. In fact, as knowledge is needed and used everywhere, learning happens everywhere. There is no part of our lives to where the discipline of education cannot provide a useful perspective.

Maybe, then, education is more than just an interdisciplinary place that ties together shreds and patches from other disciplines – a bit of psychology here, a bit of sociology there, a bit of management there. Education should be regarded as the metadisciplinary foundation of all disciplines. Its focus is the science of knowing, no less.

The metadiscipline of education inquires into learning, or how we come to know and be. Education-as-metadiscipline explores knowing and being. It analyzes how people and groups learn and come to be what they are. As such, it is an especially expansive exploration of knowing. It is interested to know how knowing happens and how capacities to know develop.

Education is the New Philosophy

What if we were to think of education in these more expansive and more ambitious ways? If we are to think in these terms, then the intellectual and practical agenda of education is no less than to explore the bases and pragmatics of human knowledge, becoming and identity. Education asks this ur-disciplinary question: How is it that we come to know and be, as individuals and collectively? If this is education's central question, surely, then, we can argue that it is the source of all other disciplines? It is the means by which all other disciplines come into being.

Philosophy used to claim a metadisciplinary position like this. It was the discipline where students not only thought, but thought about thinking. However, for decades, philosophy has been making itself less relevant. It has become too word-bound, too obscure, too formal and too disconnected from practical, lived experience.

But philosophy's metaquestions still need to be asked. Education should perhaps take the former position of philosophy as the discipline of disciplines, and do it more engagingly and relevantly than philosophy ever did. Education is the new philosophy.

Investing in Education for a 'Knowledge Society'

Add to these expanded intellectual ambitions, widened ambitions for education in public discourse and everyday social reality—and these should be good times to be an educator.

Politicians and captains of industry alike tell us that knowledge is now a key factor of production, a fundamental basis of competitiveness—at the personal, enterprise and national levels. And as knowledge is a product of learning, education is more important than ever. This is why education has become such a prominent topic in the public discourse of social promise.

The expectations of education have been ratcheted up. More than ever before, people are saying that education is pivotal to social and economic progress. This does not necessarily translate immediately into greater public investment in education (a businesslike approach, one would think). But today's rhetoric about the importance of education does give educators greater leverage in the public discourse than we had until recently.





The Learner | Scope and Concerns

Stated simply, in a knowledge economy in which more and more jobs require greater depths of knowledge, schools must do what they can to bridge the knowledge gaps. If they can achieve this, they are at least doing something to ameliorate the worst systemic material inequalities. Schools, in other words, have a new opportunity, a new responsibility and a new challenge to build societies that are more inclusive of social classes whose access to material resources was historically limited.

Despite this, educators struggle to find the resources to meet increasing expectations, despite all talk of a 'knowledge society' and 'new economy'. We may have listened to this rhetoric with a great deal of skepticism given the struggles we educators face. Nevertheless, we need to grasp what is rhetorically or genuinely new in our times. We must seize the drift of contemporary public discourse, and position ourselves centrally. Here is our chance: the stuff of knowledge is no more and no less than the stuff of learning. Surely too, this new kind of society requires a new kind of learning and that a new social status is ascribed to education. It is our role as educators to advocate for education, to make a claim for the allocation of the social resources required in order to meet expanding expectations.

Designs for Social Futures: Towards 'New Learning'

How might we imagine a better society which locates education at the heart of things? This heart may well be economic in the sense that it is bound to material self-improvement or personal ambition. Equally, however, education is a space to re-imagine and try out a new and better world which delivers improved material, environmental and cultural outcomes for all. Education must surely be a place of open possibilities, for personal growth, for social transformation and for the deepening of democracy. Such is the agenda of 'New Learning', explicitly or implicitly. This agenda holds whether our work and thinking is expansive and philosophical or local and finely grained.

If we were to choose a single word to characterize the agenda of the New Learning, it is to be 'transformative'. New Learning is thus not simply based on a reading of change. It is also grounded in an optimistic agenda in which we educators can constructively contribute to change. If knowledge is indeed as pivotal in contemporary society as the 'new economy' commentators and politicians claim, then educators should seize the agenda and position themselves as forces of change. We have a professional responsibility to be change agents who design the education for the future and who, in so doing, also help design the future.

You might see this as a sensible conservatism, sensible for being realistic about the contemporary forces of technology, globalization and cultural change. Or you could see it to be an emancipatory agenda that aspires to make a future that is different from the present by addressing its many crises – of poverty, environment, cultural difference and existential meaning, for instance. In other words, the transformation may be pragmatic (enabling learners to do their best in the given social conditions) or it may be emancipatory (making the world a better place) or it may be both.

At its best, transformative New Learning embodies a realistic view of contemporary society, or the kinds of knowledge and capacities for knowing that children need to develop in order to be good workers in a 'knowledge economy'; participating citizens in a globalized, cosmopolitan society; and balanced personalities in a society that affords a range of life choices that at times feels overwhelming. It nurtures the social sensibilities of a kind of person who understands that they determine the world by their actions as much as they are determined by that world. It creates a person who understands how their individual needs are inextricably linked with their responsibility to work for the common good as we become more and more closely connected into ever-expanding and overlapping social networks.



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The issue is not merely one of quantity. It is not simply a matter of providing more education for more people. While many nations persevere with educational structures founded in the 19th century or earlier, the knowledge economy demands different and creative approaches to learning. Schools, at least in their traditional form, may not dominate the educational landscape of the 21st century. Neat segregations of the past may crumble. Given may give.

Learner Diversity

No learning exists without learners, in all their diversity. It is a distinctive feature of the New Learning to recognize the enormous variability of lifeworld circumstances that learners bring to learning. The demographics are insistent: material (class, locale, family circumstances), corporeal (age, race, sex and sexuality, and physical and mental characteristics) and symbolic (culture, language, gender, affinity and persona). This conceptual starting point helps explain the telling patterns of educational and social outcomes.

Behind these demographics are real people, who have always already learned and whose range of learning possibilities are both boundless and circumscribed by what they have learned already and what they have become through that learning. Here we encounter the raw material diversity – of human experiences, dispositions, sensibilities, epistemologies and world views. These are always far more varied and complex than the raw demographics would at first glance suggest. Learning succeeds or fails to the extent that it engages the varied identities and subjectivities of learners. Engagement produces opportunity, equity and participation. Failure to engage produces failure, disadvantage and inequality.

The questions we face as educators today are big, the challenges sometimes daunting. How do we, for instance, ensure that education fulfills its democratic mission, through quality teaching, a transformative curriculum and dedicated programs that address inequality? Targeting groups who are disadvantaged and ‘at risk’ is an essential responsibility of educators, not on the basis of moral arguments alone but also because of the economic and social dangers of allowing individuals and groups to be excluded.

Education’s Agendas

In this time of extraordinary social transformation and uncertainty, educators need to consider themselves to be designers of social futures, to search out new ways to address the learning needs of our society, and in so doing to position education at an inarguably central place in society. Professional educators of tomorrow will not be people who simply enact received systems, standards, organizational structures and professional ethics.

Indeed, powerful educational ideas – about how people act and build knowledge in context and in collaboration with others, for instance – could well become leading social ideas in currently more privileged areas of endeavor, such as business and technology. Perhaps, if we can succeed at putting education at the heart of the designs for society’s future, we might even be able to succeed in our various campaigns to ensure that education is innovative, empowering, just and adequately resourced.

Education in all its aspects is in a moment of transition today. The idea of ‘New Learning’ contrasts what education has been like in the past, with the changes we are experiencing today, with an imaginative view of the possible features of learning environments in the near future. What will learning be like, and what will teachers’ jobs be like? Are we educators well enough equipped to answer the questions we encounter and address the challenges we face? Does our discipline provide us with the intellectual wherewithal to face changes of these proportions? It could, but only if we conceive education to be a science as rigorous in its methods and as ambitious in its scope as any other.





The Learner | Scope and Concerns

Education's agenda is intellectually expansive and practically ambitious. It is learner-transformative, enabling productive workers, participating citizens and fulfilled persons. And it is world-transformative as we interrogate the human nature of learning and its role in imagining and enacting new ways of being human and living socially: shaping our identities, framing our ways of belonging, using technologies, representing meanings in new ways and through new media, building participatory spaces and collaborating to build and rebuild the world. These are enormous intellectual and practical challenges.

Transformative education is an act of imagination for the future of learning and an attempt to find practical ways to develop aspects of this future in the educational practices of the present. It is an open-ended struggle rather than a clear destination, a process rather than a formula for action. It is a work-in-progress.

The science of education is a domain of social imagination, experimentation, invention and action. It's big. It's ambitious. And it's determinedly practical.

The Learning Conference, journals, book imprint and online community provide a forum for dialogue about the nature and future of learning. They are places for presenting research and reflections on education both in general terms and through the minutiae of practice. They attempt to build an agenda for a new learning, and more ambitiously an agenda for a knowledge society which is as good as the promise of its name.



The Learner | Community Membership

About

The Learner Knowledge Community is dedicated to the concept of independent, peer-led groups of scholars, researchers, and practitioners working together to build bodies of knowledge related to topics of critical importance to society at large. Focusing on the intersection of academia and social impact, The Learner Knowledge Community brings an interdisciplinary, international perspective to discussions of new developments in the field, including research, practice, policy, and teaching.

Membership Benefits

As a Learner Knowledge Community member you have access to a broad range of tools and resources to use in your own work:

- Digital subscription to The Learner Collection for one year.
- Digital subscription to the book imprint for one year.
- One article publication per year (pending peer review).
- Participation as a reviewer in the peer review process, with the opportunity to be listed as an Associate Editor after reviewing three or more articles.
- Subscription to the community e-newsletter, providing access to news and announcements for and from the knowledge community.
- Option to add a video presentation to the community YouTube channel.
- Free access to the **Scholar** social knowledge platform, including:
 - ◊ Personal profile and publication portfolio page;
 - ◊ Ability to interact and form communities with peers away from the clutter and commercialism of other social media;
 - ◊ Optional feeds to Facebook and Twitter;
 - ◊ Complimentary use of **Scholar** in your classes—for class interactions in its Community space, multimodal student writing in its Creator space, and managing student peer review, assessment, and sharing of published work.



[www.facebook.com/
TheLearner.cg](http://www.facebook.com/TheLearner.cg)

[@thelearners](https://twitter.com/thelearners)

[#CGLearning](https://twitter.com/CGLearning)

Present and Participate in the Conference

You have already begun your engagement in the community by attending the conference, presenting your work, and interacting face-to-face with other members. We hope this experience provides a valuable source of feedback for your current work and the possible seeds for future individual and collaborative projects, as well as the start of a conversation with community colleagues that will continue well into the future.

Publish Journal Articles or Books

We encourage you to submit an article for review and possible publication in the journal. In this way, you may share the finished outcome of your presentation with other participants and members of the community. As a member of the community, you will also be invited to review others' work and contribute to the development of the community knowledge base as an Associate Editor. As part of your active membership in the community, you also have online access to the complete works (current and previous volumes) of journal and to the book imprint. We also invite you to consider submitting a proposal for the book imprint.

Engage through Social Media

There are several ways to connect and network with community colleagues:



Email Newsletters: Published monthly, these contain information on the conference and publishing, along with news of interest to the community. Contribute news or links with a subject line 'Email Newsletter Suggestion' to support@thelearner.com.



Scholar: Common Ground's path-breaking platform that connects academic peers from around the world in a space that is modulated for serious discourse and the presentation of knowledge works.



Facebook: Comment on current news, view photos from the conference, and take advantage of special benefits for community members at: <http://www.facebook.com/TheLearner.cg>.



Twitter: Follow the community [@thelearners](https://twitter.com/thelearners) and talk about the conference with [#CGLearning](https://twitter.com/CGLearning).



YouTube Channel: View online presentations or contribute your own at <http://thelearner.com/the-conference/types-of-conference-sessions/online-presentations>.



The Learner | Advisory Board

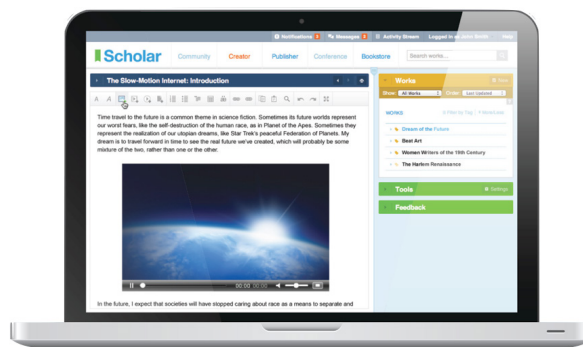
The principal role of the Advisory Board is to drive the overall intellectual direction of The Learner Knowledge Community and to consult on our foundational themes as they evolve along with the currents of the community. Board members are invited to attend the annual conference with a complimentary registration and provide important insights on conference development, including suggestions for speakers, venues, and special themes. We also encourage board members to submit articles for publication consideration to The Learner Collection as well as proposals or completed manuscripts to The Learner Book Imprint.

We are grateful for the continued service and support of these world-class scholars and practitioners.

- Michael Apple, University of Wisconsin-Madison, Madison, USA
- David Barton, Lancaster University, Lancaster, UK
- Bill Cope, University of Illinois, Urbana-Champaign, USA
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- Nicola Yelland, Victoria University, Melbourne, Australia

A Social Knowledge Platform

Create Your Academic Profile and Connect to Peers



Developed by our brilliant Common Ground software team, **Scholar** connects academic peers from around the world in a space that is modulated for serious discourse and the presentation of knowledge works.

Utilize Your Free Scholar Membership Today through

- Building your *academic profile* and list of published works.
- Joining a community with a *thematic or disciplinary focus*.
- Establishing a new knowledge community *relevant to your field*.
- Creating *new academic work* in our innovative publishing space.
- Building a *peer review network* around your work or courses.

Scholar Quick Start Guide

1. Navigate to <http://cgscholar.com>. Select [**Sign Up**] below 'Create an Account'.
2. Enter a "**blip**" (a very brief one-sentence description of yourself).
3. Click on the "**Find and join communities**" link located under the YOUR COMMUNITIES heading (On the left hand navigation bar).
4. Search for a community to join or create your own.

Scholar Next Steps – Build Your Academic Profile

- **About:** Include information about yourself, including a linked CV in the top, dark blue bar.
- **Interests:** Create searchable information so others with similar interests can locate you.
- **Peers:** Invite others to connect as a peer and keep up with their work.
- **Shares:** Make your page a comprehensive portfolio of your work by adding publications in the Shares area - be these full text copies of works in cases where you have permission, or a link to a bookstore, library or publisher listing. If you choose Common Ground's hybrid open access option, you may post the final version of your work here, available to anyone on the web if you select the 'make my site public' option.
- **Image:** Add a photograph of yourself to this page; hover over the avatar and click the pencil/edit icon to select.
- **Publisher:** All Common Ground community members have free access to our peer review space for their courses. Here they can arrange for students to write multimodal essays or reports in the Creator space (including image, video, audio, dataset or any other file), manage student peer review, co-ordinate assessments, and share students' works by publishing them to the Community space.



A Digital Learning Platform

Use **Scholar** to Support Your Teaching

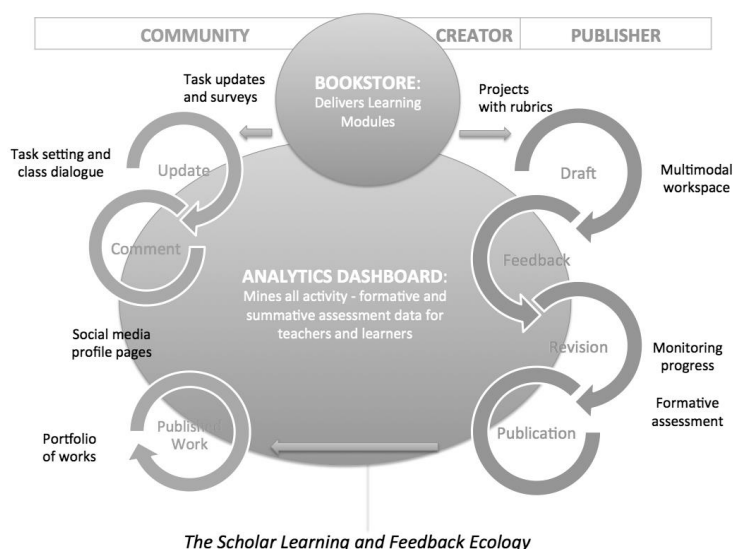
Scholar is a social knowledge platform that *transforms the patterns of interaction in learning by putting students first*, positioning them as knowledge producers instead of passive knowledge consumers. **Scholar** provides scaffolding to encourage making and sharing knowledge drawing from multiple sources rather than memorizing knowledge that has been presented to them.

Scholar also answers one of the most fundamental questions students and instructors have of their performance, “How am I doing?” Typical modes of assessment often answer this question either too late to matter or in a way that is not clear or comprehensive enough to meaningfully contribute to better performance.

A collaborative research and development project between Common Ground and the College of Education at the University of Illinois, **Scholar** contains a knowledge community space, a multimedia web writing space, a formative assessment environment that facilitates peer review, and a dashboard with aggregated machine and human formative and summative writing assessment data.

The following **Scholar** features are only available to Common Ground Knowledge Community members as part of their membership. Please email us at support@cgscholar.com if you would like the complimentary educator account that comes with participation in a Common Ground conference.

- Create projects for groups of students, involving draft, peer review, revision and publication.
- Publish student works to each student’s personal portfolio space, accessible through the web for class discussion.
- Create and distribute surveys.
- Evaluate student work using a variety of measures in the assessment dashboard.



Scholar is a generation beyond learning management systems. It is what we term a *Digital Learning Platform*—it transforms learning by engaging students in powerfully horizontal “social knowledge” relationships. **For more information, visit: <http://knowledge.cgscholar.com>.**



The Learner Collection

*Exploring the meaning and purpose
of education, with a view towards
new educational possibilities*



Indexing

Cabell's
Education Research
Complete
Education Source
Scopus
The Australian Research
Council (ERA)
Ulrich's Periodicals Directory

Founded:

1989

Publication Frequency:

Quarterly (March, June,
September, December)

thelearner.com

ijl.cgpublisher.com

About

The journals in The Learner Collection provide a forum for any person with an interest in, and concern for, education at any of its levels and in any of its forms, from early childhood, to schools, to higher education and lifelong learning—and in any of its sites, from home to school to university to workplace.

Collection Editors



Bill Cope, University of Illinois, Urbana-Champaign, USA



Mary Kalantzis, University of Illinois, Urbana-Champaign, USA

Associate Editors

Articles published in The Learner Collection are peer reviewed by scholars who are active members of The Learner Knowledge Community. Reviewers may be past or present conference delegates, fellow submitters to the collection, or scholars who have volunteered to review papers (and have been screened by Common Ground's editorial team). This engagement with the knowledge community, as well as Common Ground's synergistic and criterion-based evaluation system, distinguishes the peer review process from journals that have a more top-down approach to refereeing. Reviewers are assigned to papers based on their academic interests and scholarly expertise. In recognition of the valuable feedback and publication recommendations that they provide, reviewers are acknowledged as Associate Editors in the volume that includes the paper(s) they reviewed. Thus, in addition to The Learner Collection's Editors and Advisory Board, the Associate Editors contribute significantly to the overall editorial quality and content of the collection.

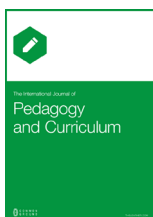


The International Journal of Learning: Annual Review

ISSN: 1447-9494 (print) | 1447-9540 (online)

Indexing: Cabell's, Education Research Complete, Education Source, Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory

About: *The International Journal of Learning: Annual Review* sets out to foster inquiry, invite dialogue and build a body of knowledge on the nature and future of learning.

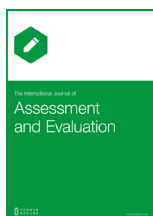


The International Journal of Pedagogy and Curriculum

ISSN: 2327-7963 (print) | 2327-9133 (online)

Indexing: Cabell's, Education Source, Scopus, Ulrich's Periodicals Directory

About: *The International Journal of Pedagogy and Curriculum* explores the processes of designing and implementing learning experiences and the dynamics of learning.



The International Journal of Assessment and Evaluation

ISSN: 2327-7920 (print) | 2327-8692 (online)

Indexing: Cabell's, Education Source, Scopus, Ulrich's Periodicals Directory

About: *The International Journal of Assessment and Evaluation* investigates the dimensions of educational measurement.

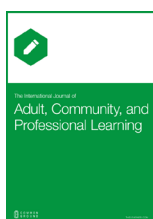


The International Journal of Literacies

ISSN: 2327-0136 (print) | 2327-266X (online)

Indexing: Cabell's, Education Source, Scopus, Ulrich's Periodicals Directory

About: *The International Journal of Literacies* inquires into the processes of learning to read, write and communicate, both in conventional alphabetical terms and using new media and multimodal literacies.

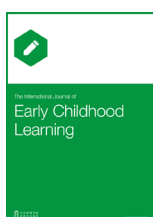


The International Journal of Adult, Community, and Professional Learning

ISSN: 2328-6318 (print) | 2328-6296 (online)

Indexing: Cabell's, Education Source, Scopus, Ulrich's Periodicals Directory

About: *The International Journal of Adult, Community, and Professional Learning* explores adult learning in a variety of contexts, from adult basic education to workplace training and professional learning.



The International Journal of Early Childhood Learning

ISSN: 2327-7939 (print) | 2327-8722 (online)

Indexing: Cabell's, Education Source, Scopus, Ulrich's Periodicals Directory

About: *The International Journal of Early Childhood Learning* investigates the dynamics of learning in the first seven years of life including documentation of early childhood learning practices and exegeses of the effects of those practices.



The Learner | Collection Titles



The International Journal of Learning in Higher Education

ISSN: 2327-7955 (print) | 2327-8749 (online)

Indexing: Cabell's, Education Source, Scopus, Ulrich's Periodicals Directory

About: *The International Journal of Learning in Higher Education* offers studies of learning at college and university levels, including teacher education.



The International Journal of Learner Diversity and Identities

ISSN: 2327-0128 (print) | 2327-2627 (online)

Indexing: Cabell's, Education Source, Scopus, Ulrich's Periodicals Directory

About: *The International Journal of Learner Diversity and Identities* investigates the dynamics of learning in diverse communities and classrooms.



The International Journal of Technologies in Learning

ISSN: 2327-0144 (print) | 2327-2686 (online)

Indexing: Cabell's, Education Source, Scopus, Ulrich's Periodicals Directory

About: *The International Journal of Technologies in Learning* explores the role of technologies in learning, and processes of learning about and through technologies.



The International Journal of Educational Organization and Leadership

ISSN: 2329-1656 (print) | 2329-1591 (online)

Indexing: Cabell's, Education Source, Scopus, Ulrich's Periodicals Directory

About: *The International Journal of Educational Organization and Leadership* inquires into the nature and processes of effective educational administration and leadership.



The International Journal of Science, Mathematics, and Technology Learning

ISSN: 2327-7971 (print) | 2327-915X (online)

Indexing: Cabell's, Education Source, Scopus, Ulrich's Periodicals Directory

About: *The International Journal of Science, Mathematics, and Technology Learning* offers studies of best practices in teaching and learning science, mathematics and technology.



The Learner | Submission Process

Journal Collection Submission Process and Timeline

Below, please find step-by-step instructions on the journal article submission process:

1. Submit a conference presentation proposal.
2. Once your conference presentation proposal has been accepted, you may submit your article by clicking the “Add a Paper” button on the right side of your proposal page. You may upload your article anytime between the first and the final submission deadlines. (See dates below)
3. Once your article is received, it is verified against template and submission requirements. If your article satisfies these requirements, your identity and contact details are then removed, and the article is matched to two appropriate referees and sent for review. You can view the status of your article at any time by logging into your CGPublisher account at www.CGPublisher.com.
4. When both referee reports are uploaded, and after the referees’ identities have been removed, you will be notified by email and provided with a link to view the reports.
5. If your article has been accepted, you will be asked to accept the Publishing Agreement and submit a final copy of your article. If your paper is accepted with revisions, you will be required to submit a change note with your final submission, explaining how you revised your article in light of the referees’ comments. If your article is rejected, you may resubmit it once, with a detailed change note, for review by new referees.
6. Once we have received the final submission of your article, which was accepted or accepted with revisions, our Publishing Department will give your article a final review. This final review will verify that you have complied with the Chicago Manual of Style (16th edition), and will check any edits you have made while considering the feedback of your referees. After this review has been satisfactorily completed, your paper will be typeset and a proof will be sent to you for approval before publication.
7. Individual articles may be published “Web First” with a full citation. Full issues follow at regular, quarterly intervals. All issues are published 4 times per volume (except the annual review, which is published once per volume).

Submission Timeline

You may submit your article for publication to the journal at any time throughout the year. The rolling submission deadlines are as follows:

- Submission Round 1 – 15 January
- Submission Round 2 – 15 April
- Submission Round 3 – 15 July
- Submission Round 4 (final) – 15 October

Note: If your article is submitted after the final deadline for the volume, it will be considered for the following year’s volume. The sooner you submit, the sooner your article will begin the peer review process. Also, because we publish “Web First,” early submission means that your article may be published with a full citation as soon as it is ready, even if that is before the full issue is published.





Hybrid Open Access

All Common Ground Journals are Hybrid Open Access. Hybrid Open Access is an option increasingly offered by both university presses and well-known commercial publishers.

Hybrid Open Access means some articles are available only to subscribers, while others are made available at no charge to anyone searching the web. Authors pay an additional fee for the open access option. Authors may do this because open access is a requirement of their research-funding agency, or they may do this so non-subscribers can access their article for free.

Common Ground's open access charge is \$250 per article—a very reasonable price compared to our hybrid open access competitors and purely open access journals resourced with an author publication fee. Digital articles are normally only available through individual or institutional subscriptions or for purchase at \$5 per article. However, if you choose to make your article Open Access, this means anyone on the web may download it for free.

Paying subscribers still receive considerable benefits with access to all articles in the journal, from both current and past volumes, without any restrictions. However, making your paper available at no charge through Open Access increases its visibility, accessibility, potential readership, and citation counts. Open Access articles also generate higher citation counts.

Institutional Open Access

Common Ground is proud to announce an exciting new model of scholarly publishing called Institutional Open Access.

Institutional Open Access allows faculty and graduate students to submit articles to Common Ground journals for unrestricted open access publication. These articles will be freely and publicly available to the whole world through our hybrid open access infrastructure. With Institutional Open Access, instead of the author paying a per-article open access fee, institutions pay a set annual fee that entitles their students and faculty to publish a given number of open access articles each year.

The rights to the articles remain with the subscribing institution. Both the author and the institution can also share the final typeset version of the article in any place they wish, including institutional repositories, personal websites, and privately or publicly accessible course materials. We support the highest Sherpa/Romeo access level—Green.

For more information on how to make your article Open Access, or information on Institutional Open Access, please contact us at support@commongroundpublishing.com.



International Award for Excellence

The Learner Collection presents an annual International Award for Excellence for new research or thinking in the area of education. All articles submitted for publication in The Learner Collection are entered into consideration for this award. The review committee for the award is selected from the International Advisory Board for the collection and the Annual Learning Conference. The committee selects the winning article from the ten highest-ranked articles emerging from the review process and according to the selection criteria outlined in the reviewer guidelines. The remaining nine top papers will be featured on our website.

Award Winner, Volume 20

Katrina McNab, University of Tasmania, Australia

Ruth Fielding-Barnsley, University of Tasmania, Australia

For the Article

“Digital Texts, iPads, and Families: An Examination of Families’ Shared Reading Behaviours”

Abstract

Research into new ways of reading employing digital tablet devices is scarce, particularly with regard to one-to-one implementation in schools in low socio-economic populations. This descriptive mixed methods study investigates the digital reading practices of families and their 4-7 year old children located in a socio-economically disadvantaged community in Tasmania, Australia. Families read digital texts (ebooks and iBooks) on school provided iPads and participated in a six-week shared reading initiative. As the project required an in-depth understanding of families’ experiences, a mixed methodology approach was adopted. Analysis indicates that families were not always exploiting the unique features of digital texts to support their children’s literacy development. Two-way knowledge exchange activities between the home and school may serve to mediate this phenomenon. Thus, the findings of the study suggest that the inclusion of parent training sessions should be an important consideration when implementing home-school digital shared reading initiatives. Leaders in schools and departments of education need data on programme effectiveness such as this and on issues faced by stakeholders when implementing these kinds of programmes to make good decisions about where to invest technology resources.



The Learner | Subscriptions and Access

Community Membership and Personal Subscriptions

As part of each conference registration, all conference participants (both virtual and in-person) have a one-year digital subscription to the entire Learner Collection. This complimentary personal subscription grants access to both the current volume of the collection as well as the entire backlist. The period of complimentary access begins at the time of registration and ends one year after the close of the conference. After that time, delegates may purchase a personal subscription.

To view articles, go to <http://ijl.cgpublisher.com/>. Select the “Login” option and provide a CGPublisher username and password. Then, select an article and download the PDF. For lost or forgotten login details, select “forgot your login” to request a new password.

Journal Subscriptions

Common Ground offers print and digital subscriptions to all of its journals. Subscriptions are available to the full Learner Collection, individual journals within the collection, and to custom suites based on a given institution’s unique content needs. Subscription prices are based on a tiered scale that corresponds to the full-time enrollment (FTE) of the subscribing institution.

For more information, please visit:

- <http://thelearner.com/publications/journal/subscriptions-and-orders>
- Or contact us at journals@commongroundpublishing.com

Library Recommendations

Download the Library Recommendation form from our website to recommend that your institution subscribe to the Learner Collection: <http://thelearner.com/publications/journal/library-recommendation>.

The Learner Book Imprint

*Aiming to set new standards in
participatory knowledge creation
and scholarly publication*



Call for Books

Common Ground is setting new standards of rigorous academic knowledge creation and scholarly publication. Unlike other publishers, we're not interested in the size of potential markets or competition from other books. We're only interested in the intellectual quality of the work. If your book is a brilliant contribution to a specialist area of knowledge that only serves a small intellectual community, we still want to publish it. If it is expansive and has a broad appeal, we want to publish it too, but only if it is of the highest intellectual quality.

We welcome proposals or completed manuscript submissions of:

- Individually and jointly authored books
- Edited collections addressing a clear, intellectually challenging theme
- Collections of articles published in our journals
- Out-of-copyright books, including important books that have gone out of print and classics with new introductions

Book Proposal Guidelines

Books should be between 30,000 and 150,000 words in length. They are published simultaneously in print and electronic formats and are available through Amazon and as Kindle editions. To publish a book, please send us a proposal including:

- Title
- Author(s)/editor(s)
- Draft back-cover blurb
- Author bio note(s)
- Table of contents
- Intended audience and significance of contribution
- Sample chapters or complete manuscript
- Manuscript submission date

Proposals can be submitted by email to books@commongroundpublishing.com. Please note the book imprint to which you are submitting in the subject line.



Call for Book Reviewers

Common Ground Publishing is seeking distinguished peer reviewers to evaluate book manuscripts.

As part of our commitment to intellectual excellence and a rigorous review process, Common Ground sends book manuscripts that have received initial editorial approval to peer reviewers to further evaluate and provide constructive feedback. The comments and guidance that these reviewers supply is invaluable to our authors and an essential part of the publication process.

Common Ground recognizes the important role of reviewers by acknowledging book reviewers as members of the Editorial Review Board for a period of at least one year. The list of members of the Editorial Review Board will be posted on our website.

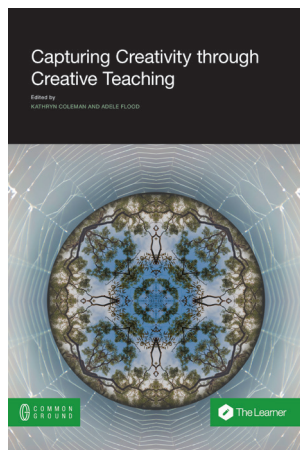
If you would like to review book manuscripts, please send an email to books@commongroundpublishing.com with:

- A brief description of your professional credentials
- A list of your areas of interest and expertise
- A copy of your CV with current contact details

If we feel that you are qualified and we require refereeing for manuscripts within your purview, we will contact you.

Capturing Creativity through Creative Teaching

Kathryn Coleman and Adele Flood (eds.)



ISBN—978-1-61229-636-4
390 Pages

Community Website:
thelearner.com

Bookstore:
thelearner.cgpublisher.com

The nature of creativity has long been a contested field of beliefs and ideas. Theorists make claims based on a wide range of positions developed through educational practices. Various disciplines have particular views of creativity, artists claim knowledge of creative practice, philosophers provide substance to support ideas, while psychological attributes are posited to affirm the nature of creative learning. Creativity lends itself easily to individuals who make statements that reflect on the nature of both creating and the experiences that enable individuals to create. This edited collection of research and practice explores this range of perspectives in three parts through a variety of disciplines, global contexts, and practice in higher education.

Part I: Creativity

Authors: Belinda Allen; Arianne Rourke; Rosemary C. Reilly; Candyce Reynolds, Dannelle Stevens & Ellen West; and Kylie Budge.

Part II: Teaching Creatively

Authors: Natalie Senjov-Makohon; Tiina Moore; Jenny Ramirez and Howard Sanborn; Nicholas McGuigan and Thomas Kern; Patsie Polly, Julian Cox, Kathryn Coleman, Jia-Lin Yang, Nicole Jones & Thuan Thai; Mary A. Burston; Dannelle Stevens, Candyce Reynolds & Ellen West; and Megan McPherson.

Part III: Creativity in Practice

Authors: Leela Cejnar; Bodil Rasmussen, Catharine McNamara & Anna Crow; Emily Frawley; Jia-Lin Yang, Kathryn Coleman, Mita Das & Nicholas Hawkins; Narelle Lemon; Lorraine White-Hancock; and Adele Flood.

Editors

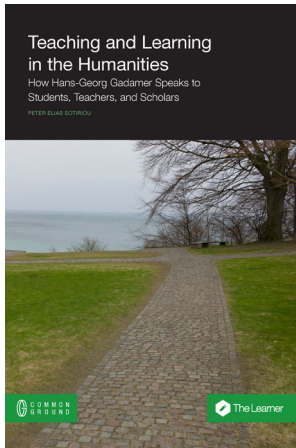
Kathryn Coleman is an artist, researcher and teacher and her research specifically focuses on the use of digital portfolios, open badges, and digital learning spaces in education and the arts for life long and life wide learning. Kate is a lecturer and project manager at Deakin University in Melbourne, Australia and Board member of the Association for Authentic, Experiential, and Evidence Based Learning (AAEEBL).

Adele Flood, PhD is a consultant, artist, academic, traveller and educator – she is an inspirational presenter who has had exhibitions across a number of genres. Adele was the Australian Woman Artist of the Year at the Australian Embassy in New York, and is recognised as a UNESCO regional expert in art education.



Teaching and Learning in the Humanities: How Hans-Georg Gadamer Speaks to Students, Teachers, and Scholars

Peter Elias Sotiriou



ISBN—978-1-61229-698-2
180 Pages

Community Website:
thelearner.com

Bookstore:
thelearner.cgpublisher.com

The humanities as a college discipline is currently facing serious challenges from both campus administrators and American politicians on the state and federal levels. As curricula are more and more geared toward career placement and profitable salaries after graduation, courses in the humanities are being questioned regarding their “usefulness” in the twenty-first century American college curriculum.

In his *Teaching and Learning in the Humanities*, Peter Sotiriou, composition scholar and college English teacher, presents a cogent argument for the proper and necessary role of the humanities in college course work. Relying on Hans-Georg Gadamer’s philosophical hermeneutics, particularly as delineated in his magnum opus *Truth and Method*, Sotiriou explores Gadamer’s key philosophical concepts which speak to humanities learning and teaching: the human sciences, play, imitation, tradition, authority, and, most importantly, reading as a phenomenological event.

In a thorough-going fashion, Sotiriou explores these concepts as philosophical terms with a keen eye to their classroom applications. In doing so, he answers central questions humanities teachers ask: What texts should I use? How should I select them? What writing prompts are appropriate? How should lectures and classroom discussions be orchestrated? How do humanities texts differ from those students who read and study in the natural and technical sciences?

In answering these questions, in their theoretical and practical contexts, Sotiriou demonstrates how the humanities discipline—what Gadamer considers the human sciences—requires a different kind of learning than one finds in the natural and technical sciences.

Finally, and significantly, Sotiriou’s *Teaching and Learning in the Humanities* provides a cogent response to, and critique of, the encroachment of neoliberal educational programs into humanities learning and teaching, where profit and loss, online teaching, and technology have become the economically and politically persuasive alternatives to classroom conversation and dialogue. *Teaching and Learning in the Humanities* is an important and insightful study for humanities students, teachers, and scholars who are interrogated by college administrators and state and federal politicians asking how and whether English, art, philosophy, and history courses are still necessary in order to prepare college students for the challenges they will encounter in the twenty-first century.

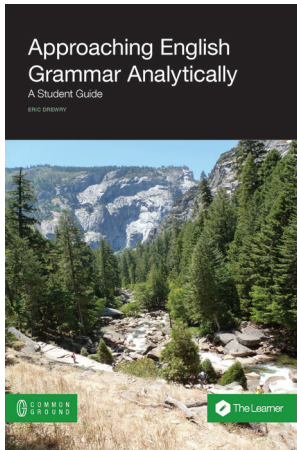
Author Bio:

Peter Sotiriou is an English professor at Los Angeles City College where he teaches courses in composition and literature. He is the author of five textbooks in college reading, study skills, critical thinking, and composition. He has also written several academic articles and a full-length book on Hans-Georg Gadamer and pedagogy.



Approaching English Grammar Analytically: A Student Guide

Eric Drewry



ISBN—978-1-61229-542-8
311 Pages

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Bookstore:
thelearner.cgpublisher.com

This text presents English grammar from a descriptive and cognitive viewpoint. It contains a depth and breadth appropriate for a one-semester, undergraduate university course for upperclassmen preparing to become English teachers in grades K through 12. It does not assume the students have any background in syntax, although an interest in the structure of the English sentence will supply very helpful motivation.

Similarly, the book is also appropriate for professional skills enhancement for teachers who are already in the classroom. The content is not a series of high school lessons. Instead, the book provides an analytical approach that allows a teacher to explain grammar clearly for students in grades K through 12. It is useful for language arts teachers, especially if they are working with pupils whose home dialect is non-standard English (or non-English, in some instances) by helping the teacher to analyze the students' cognitive grammar.

Using sentence examples as data, this approach explains and analyzes lexical categories, types of phrases, and types of clauses with a minimum of syntactic theory. For example, the discussions in chapters 7 and 8 cover a variety of sentence transformations by moving or deleting elements of a sentence. These discussions proceed without using terminology from any of the newer syntactic theories. All of the theory is explained using data that any native speaker would be comfortable with.

At the same time, enough theoretical apparatus is built up so that students and learners of all ages can see how English grammar shows very consistent structure, while also allowing a great deal of stylistic flexibility.

Editors

Eric Drewry earned M.A. and Ph.D. degrees in linguistics at the University of Delaware and a J.D. degree from the Duke University Law School. He has been an associate professor in the Department of English at Azusa Pacific University in Azusa, California, since 2004. He is the author of “A Grammar Research Guide for Ngwi Languages” and one of the co-authors of *How to Master English Conversation*.

The Learning Conference

Discussing and examining key issues of education, and building face-to-face relationships with leading and emerging scholars from the field that represent a broad range of disciplines and perspectives



Conference History

The International Conference on Learning began its life in Sydney, Australia in 1989, focusing on genre approaches to literacy, and auspiced by the Literacy and Education Research Network. Since then, the focus of the conference has broadened to encompass as one of its themes 'Multiliteracies' or a broader range of communications than conventionally understood under the rubric of alphabetical literacy. The conference has also extended its interest into learning more generally, and particularly, the question of 'new learning' or the necessary transformations underway in teaching and learning in contemporary social, cultural, and technological conditions.

The International Conference on Learning is built upon four key features: Internationalism, Interdisciplinarity, Inclusiveness, and Interaction. Conference delegates include leaders in the field as well as emerging scholars, who travel to the conference from all corners of the globe and represent a broad range of disciplines and perspectives. A variety of presentation options and session types offer delegates multiple opportunities to engage, to discuss key issues in the field, and to build relationships with scholars from other cultures and disciplines.

Past Conferences

- 1989 – University of Technology, Sydney, Australia
- 1991 – University of Technology, Sydney, Australia
- 1993 – University of Technology, Sydney, Australia
- 1995 – Townsville, Australia
- 1997 – Araluen Arts Centre Alice Springs, Araluen, Australia
- 1999 – Universiti Sains Malaysia, Penang, Malaysia
- 2000 – RMIT University, Melbourne, Australia
- 2001 – University of Athens, Spetses, Greece
- 2002 – Beijing Normal University, Beijing, China
- 2003 – Institute of Education, University of London, London, UK
- 2004 – Institute of Pedagogical Sciences, Havana, Cuba
- 2005 – University of Granada, Granada, Spain
- 2006 – Sam Sharpe Teachers College, Montego Bay, Jamaica
- 2007 – University of the Witwatersrand, Johannesburg, South Africa
- 2008 – University of Illinois-Chicago, Chicago, USA
- 2009 – University of Barcelona, Barcelona, Spain
- 2010 – The Hong Kong Institute of Education, Hong Kong SAR, China
- 2011 – University of Mauritius, Reduit, Mauritius
- 2012 – Institute of Education, University of London, London, UK
- 2013 – The University of the Aegean, Rhodes, Greece
- 2004 – Lander College at Touro College, New York City, USA
- 2015 – Universidad San Pablo CEU, Madrid, Spain



Plenary Speaker Highlights

The International Conference on Learning has a rich history of featuring leading and emerging voices from the field, including:

- Michael Apple, University of Wisconsin, Madison, USA
- Zhong Binglin, Beijing Normal University, Beijing, People's Republic of China
- Courtney Cazden, Harvard University, Cambridge, USA
- Bill Cope, University of Illinois, Urbana-Champaign, USA
- Jim Cummins, Ontario Institute for Studies in Education, Toronto, Canada
- James Paul Gee, Clark University, Worcester, USA
- Kris Gutierrez, University of California, Los Angeles, USA
- Carey Jewitt, Institute of Education, University of London, London, UK
- Mary Kalantzis, University of Illinois, Urbana-Champaign, USA
- Michele Knobel, Montclair State University, Montclair, USA
- Gunther Kress, Institute of Education, University of London, London, UK
- Colin Lankshear, University of Ballarat, Ballarat, Australia
- Graça Machel, South Africa
- Peter McLaren, University of California, Los Angeles, USA
- Sarah Michaels, Clark University, Worcester, USA
- Martin Nakata, James Cook University, Townsville, Australia
- Denise Newfield, University of Witwatersrand, Johannesburg, South Africa
- Amibigapthy Pandian, Universiti Sains Malaysia, Penang, Malaysia
- Fazal Rizvi, RMIT University, Melbourne, Australia
- Crain Soudien, University of Cape Town, Cape Town, South Africa
- Pippa Stein, University of Witwatersrand, Johannesburg, South Africa
- Brian Street, King's College, London University, London, UK



The Learner | About the Conference

Past Partners:

Over the years the International Conference on Learning has had the pleasure of working with the following organizations:



Beijing Normal
University
Beijing, China (2002)



Department of Education
Universiti Sains Malaysia
Penang, Malaysia (1999)



Hong Kong
Institute of Education
Hong Kong SAR, China (2010)



Institute of Education
University of London
London, UK (2003, 2012)



James Cook University
Townsville, Australia (1995)



National and Kapodistrian
UNIVERSITY OF ATHENS
National and Kapodistrian
University of Athens
Athens, Greece (2001)



RMIT University
Melbourne, Australia (1999-2009)



The Faculty of Education
University of Granada
Granada, Spain (2005)



The Sam Sharpe
Teachers' College
Montego Bay, Jamaica (2006)



The University of Barcelona
Barcelona, Spain (2009)



University of Mauritius
Reduit, Mauritius (2011)



University of Technology
Sydney, Australia (1989-1993)



University of the Aegean
Rhodes, Greece (2013)



University of the Witwatersrand
Johannesburg, South Africa (2007)



Conference Principles and Features

The structure of the conference is based on four core principles that pervade all aspects of the knowledge community:

International

This conference travels around the world to provide opportunities for delegates to see and experience different countries and locations. But more importantly, the Learning Conference offers a tangible and meaningful opportunity to engage with scholars from a diversity of cultures and perspectives. This year, delegates from over forty countries are in attendance, offering a unique and unparalleled opportunity to engage directly with colleagues from all corners of the globe.

Interdisciplinary

Unlike association conferences attended by delegates with similar backgrounds and specialties, this conference brings together researchers, practitioners, and scholars from a wide range of disciplines who have a shared interest in the themes and concerns of this community. As a result, topics are broached from a variety of perspectives, interdisciplinary methods are applauded, and mutual respect and collaboration are encouraged.

Inclusive

Anyone whose scholarly work is sound and relevant is welcome to participate in this community and conference, regardless of discipline, culture, institution, or career path. Whether an emeritus professor, graduate student, researcher, teacher, policymaker, practitioner, or administrator, your work and your voice can contribute to the collective body of knowledge that is created and shared by this community.

Interactive

To take full advantage of the rich diversity of cultures, backgrounds, and perspectives represented at the conference, there must be ample opportunities to speak, listen, engage, and interact. A variety of session formats, from more to less structured, are offered throughout the conference to provide these opportunities.



Plenary

Plenary speakers, chosen from among the world's leading thinkers, offer formal presentations on topics of broad interest to the community and conference delegation. One or more speakers are scheduled into a plenary session, most often the first session of the day. As a general rule, there are no questions or discussion during these sessions. Instead, plenary speakers answer questions and participate in informal, extended discussions during their Garden Conversation.



Garden Conversation

Garden Conversations are informal, unstructured sessions that allow delegates a chance to meet plenary speakers and talk with them at length about the issues arising from their presentation. When the venue and weather allow, we try to arrange for a circle of chairs to be placed outdoors.



Talking Circles

Held on the first day of the conference, Talking Circles offer an early opportunity to meet other delegates with similar interests and concerns. Delegates self-select into groups based on broad thematic areas and then engage in extended discussion about the issues and concerns they feel are of utmost importance to that segment of the community. Questions like "Who are we?", "What is our common ground?", "What are the current challenges facing society in this area?", "What challenges do we face in constructing knowledge and effecting meaningful change in this area?" may guide the conversation. When possible, a second Talking Circle is held on the final day of the conference, for the original group to reconvene and discuss changes in their perspectives and understandings as a result of the conference experience. Reports from the Talking Circles provide a framework for the delegates' final discussions during the Closing Session.



Themed Paper Presentations

Paper presentations are grouped by general themes or topics into sessions comprised of three or four presentations followed by group discussion. Each presenter in the session makes a formal twenty-minute presentation of their work; Q&A and group discussion follow after all have presented. Session Chairs introduce the speakers, keep time on the presentations, and facilitate the discussion. Each presenter's formal, written paper will be available to participants if accepted to the journal.



Colloquium

Colloquium sessions are organized by a group of colleagues who wish to present various dimensions of a project or perspectives on an issue. Four or five short formal presentations are followed by commentary and/or group discussion. A single article or multiple articles may be submitted to the journal based on the content of a colloquium session.



Focused Discussion

For work that is best discussed or debated, rather than reported on through a formal presentation, these sessions provide a forum for an extended “roundtable” conversation between an author and a small group of interested colleagues. Several such discussions occur simultaneously in a specified area, with each author’s table designated by a number corresponding to the title and topic listed in the program schedule. Summaries of the author’s key ideas, or points of discussion, are used to stimulate and guide the discourse. A single article, based on the scholarly work and informed by the focused discussion as appropriate, may be submitted to the journal.



Workshop/Interactive Session

Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue or debate—all involving substantial interaction with the audience. A single article (jointly authored, if appropriate) may be submitted to the journal based on a workshop session.



Poster Sessions

Poster sessions present preliminary results of works in progress or projects that lend themselves to visual displays and representations. These sessions allow for engagement in informal discussions about the work with interested delegates throughout the session.



The Learner | Daily Schedule

Featured Sessions

Publishing Your Article or Book with Common Ground

Friday, 10 July — 11:25–12:10 — Room 8

Saturday, 11 July — 13:15–14:00 — Room 15

Ashley McBride, Community Editor, Common Ground Publishing

Description: In this session a representative from CG Publishing will present and discuss The Learner Collection and The Learner book imprint. They will present an overview of Common Ground’s publishing philosophy and practices. They will also offer tips for turning conference papers into journal articles, present an overview of journal publishing procedures, introduce The Learner book imprint, and provide information on Common Ground’s book proposal submission process. Please feel free to bring questions—the second half of the session will be devoted to Q & A.

Thursday, 9, July

08:00–09:30	Conference Registration Desk Open
09:30–10:00	Conference Opening
10:00–10:30	Plenary Session—Diana Laurillard, Institute of Education, London, UK <i>Our Challenge: Teachers Must Own the Learning Analytics that Will Solve Education’s Problems</i>
10:30–11:00	Plenary Session—Pierpaolo Limone, University of Foggia, Italy <i>Data Driven Credentials and Quality Assurance in the European Higher Education Area</i>
11:00–11:10	Transition Break
11:10–12:00	Talking Circles & Garden Session Focused Discussion Room: Garden Session with Diana Laurillard and Pierpaolo Limone Room 1: Pedagogy and Curriculum Room 2: Early Childhood Learning Room 3: Adult, Community, and Professional Learning Room 7: Learning in Higher Education Room 8: Assessment and Evaluation & Special Theme: What Counts as Learning? Big Data, Little Data, Evidence and Assessment Room 9: Educational Organization and Leadership Room 13: Technologies in Learning & Science, Mathematics, and Technology Learning Room 14: Literacies Learning Room 15: Learner Diversity and Identities
12:00–13:30	Lunch





Thursday, 9, July (continued)

13:30–14:45	Parallel Sessions Poster Room: See Schedule of Sessions section for presenter details Room 1: Pedagogies for Post-secondary Education Room 2: Organizational Leadership Initiatives Room 3: Peer Learning and Peer Review Room 7: Student Centered Assessment: K-12 Room 8: Meaningful Learning Room 9: New Directions in Higher Education Room 13: Achievement, Engagement, and Retention Room 14: Social and Personal: Technology-mediated Learning through Scholar
14:45–15:00	Break
15:00–16:15	Parallel Sessions Focused Discussion Room: See Schedule of Sessions section for presenter details Room 1: Transforming Teacher Education Room 2: Communities of Practice Room 3: The EFL Classroom Room 7: Learning Diversities Room 8: Education and Gender Issues Room 9: Research and Information in Higher Education Room 13: The Tools of Teaching
16:15–16:30	Break
16:30–17:45	Parallel Sessions Room 1: What Counts as Assessment? Room 2: Leadership Learning Room 3: Teaching Math: K-12 Room 7: Assessment Issues in Language Learning Room 8: New Methodologies in Higher Education Room 9: The Changing Classroom Room 13: Special Issues in Higher Education Room 14: Late Additions (<i>Check board for additions</i>)



Friday, 10, July

08:30–09:30	Conference Registration Desk Open
09:30–11:10	Parallel Sessions Room 1: Learning Outcomes Room 2: Colloquium: A Peer Review Instructional Design Program and the Quality Matters Rubric Room 3: Diversity and Agency Room 7: Teachers as Professionals Room 8: Collaborations for Change Room 9: Impacts of Higher Education
11:10–11:25	Break
11:25–12:10	Parallel Sessions Room 1: Workshop: Creating Digital Citizens and Engaged Learners Room 2: Workshop: Changing Early Childhood Education One Neuron at a Time Room 3: Workshop: A Reflective Practice Room 7: Workshop: CTE STREAM Core Competency Room 8: Publishing Information Session Room 13: Workshop: The Object of My Affection Room 14: Workshop: It Takes a Community to Engage with a Community
12:15–13:35	Lunch
13:35–15:15	Parallel Sessions Poster Room: See Schedule of Sessions section for presenter details Room 1: Workshops: Music Re-instruction (<i>Runs 13:35-14:20</i>) An Integrated Curriculum for a Diverse Student Body (<i>Runs 14:30-15:15</i>) Room 2: Technology and Teacher Education Room 3: Literacies Learning in K-12 Institutions Room 7: Pedagogies and Media Room 8: STEM Challenges Room 9: Workshops: An Introduction to Academic Remediation (<i>Runs 13:35-14:20</i>) Model and Method for Teaching Racial and Ethnic Bias (<i>Runs 14:30-15:15</i>) Room 13: Evaluation and Assessment
15:15–15:30	Break



Friday, 10, July (continued)

15:30–17:10	Parallel Sessions
	Focused Discussion Room: See Schedule of Sessions section for presenter details
	Room 1: Workshops: From Learning Research to the Foreign Language Class (<i>Runs 15:30-16:15</i>)
	Starting Strong (<i>Runs 16:25-17:10</i>)
	Room 2: Early Childhood and the Role of the Family
	Room 3: Assessment in Post-secondary Education
	Room 7: Teaching Math
	Room 8: The Voices of Teaching and Learning
	Room 9: Workshops: Not Just Playing with Clay (<i>Runs 15:30-16:15</i>)
	Dancing through the Alphabet (<i>Runs 16:25-17:10</i>)
19:00–23:00	Room 13: e-Learning and the Role of Digital Devices
	Room 14: Late Additions (<i>Check board for additions</i>)
	Conference Dinner and Tour at the Reina Sofia Museum (<i>Pre-registration required—inquire with registration desk for availability</i>)



Saturday, 11, July

08:30–09:30	Conference Registration Desk Open
09:30–10:00	Plenary Session—Mary Kalantzis, University of Illinois, Urbana-Champaign, USA; Bill Cope, University of Illinois, Urbana-Champaign, USA <i>Big Data Comes to School: Learning and Assessment in the Era of Technology-Mediated Learning</i>
10:30–10:40	Transition Break
10:40–11:55	Parallel Sessions Poster Room: See Schedule of Sessions section for presenter details Room 1: Multilingual and Multicultural Room 2: Professional Learning Room 3: MOOCS Room 7: Focusing on the Student Room 8: Empowered Learning Room 9: Initiatives and Interventions in Early Childhood Education Room 13: Post-secondary Initiatives Room 14: Special Topics
11:55–13:15	Lunch
13:15–14:55	Parallel Sessions Room 1: Workshops: From Abstract to Authentic (<i>Runs 13:15-14:00</i>) DOTS Strategy App (<i>Runs 14:10-14:55</i>) Room 2: The Changing Classroom in Higher Education Room 3: Teaching Foreign Language Room 7: Responsive Curriculums Room 8: Post-secondary Technologies Room 9: Workshops: Mindful and Stress Reduction (<i>Runs 13:15-14:00</i>) From the Ground Up (<i>Runs 14:10-14:55</i>) Room 13: Evaluation and Professional Development Room 14: Late Additions (<i>Check board for additions</i>) Room 15: Publishing Information Session (<i>Runs 13:15-14:00</i>) Workshop: Musical Play (<i>Runs 14:10-14:55</i>)
14:55–15:10	Break
15:10–16:50	Parallel Sessions Room 1: Workshops: Transdisciplinary Literacies (<i>Runs 15:10-15:55</i>) Celebrate Teaching Your Culture (<i>Runs 16:05-16:50</i>) Room 2: Educating for Advanced Degrees Room 3: Pre-service Education Room 7: Diversities in Teaching and Learning Room 8: Leadership and Organization Room 9: Workshops: Implementing Trauma-Informed Educational Strategies (<i>Runs 15:10-15:55</i>) Demonstrating Impact of a Department for Learning Enhancement (<i>Runs 16:05-16:50</i>) Room 13: Assessment Strategies and Student Agency Room 14: Technology's Creative Solutions
16:55–17:25	Closing Session

Below is the floor plan of the conference venue building. Please use these maps to locate session rooms, as per outlined in the conference schedule of sessions.

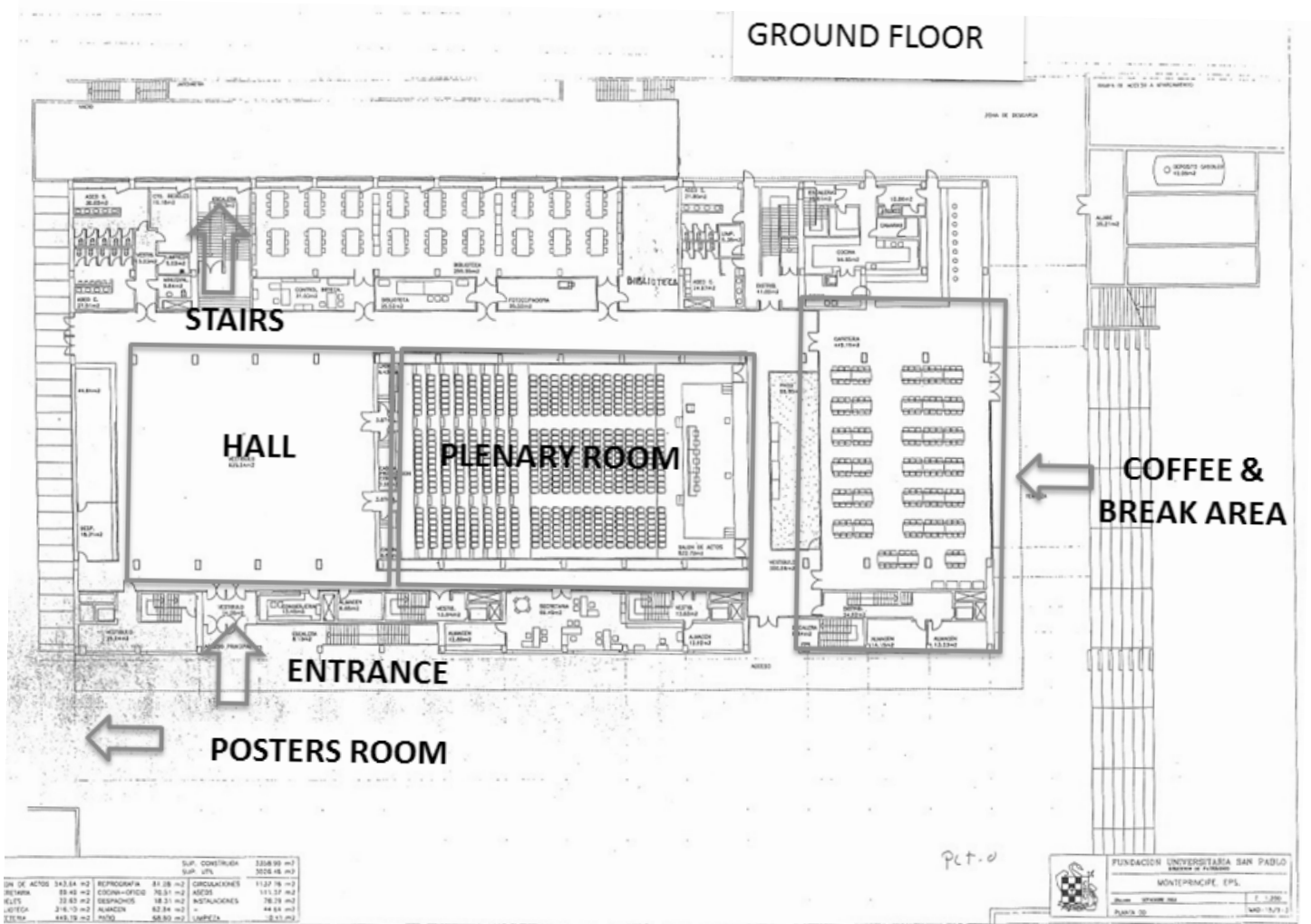
Please note Lunch will be held in a separate building. Please look for directional signs when exiting the building.

Floor -1

Located on this floor: Focused Discussion Session Room

Floor 0

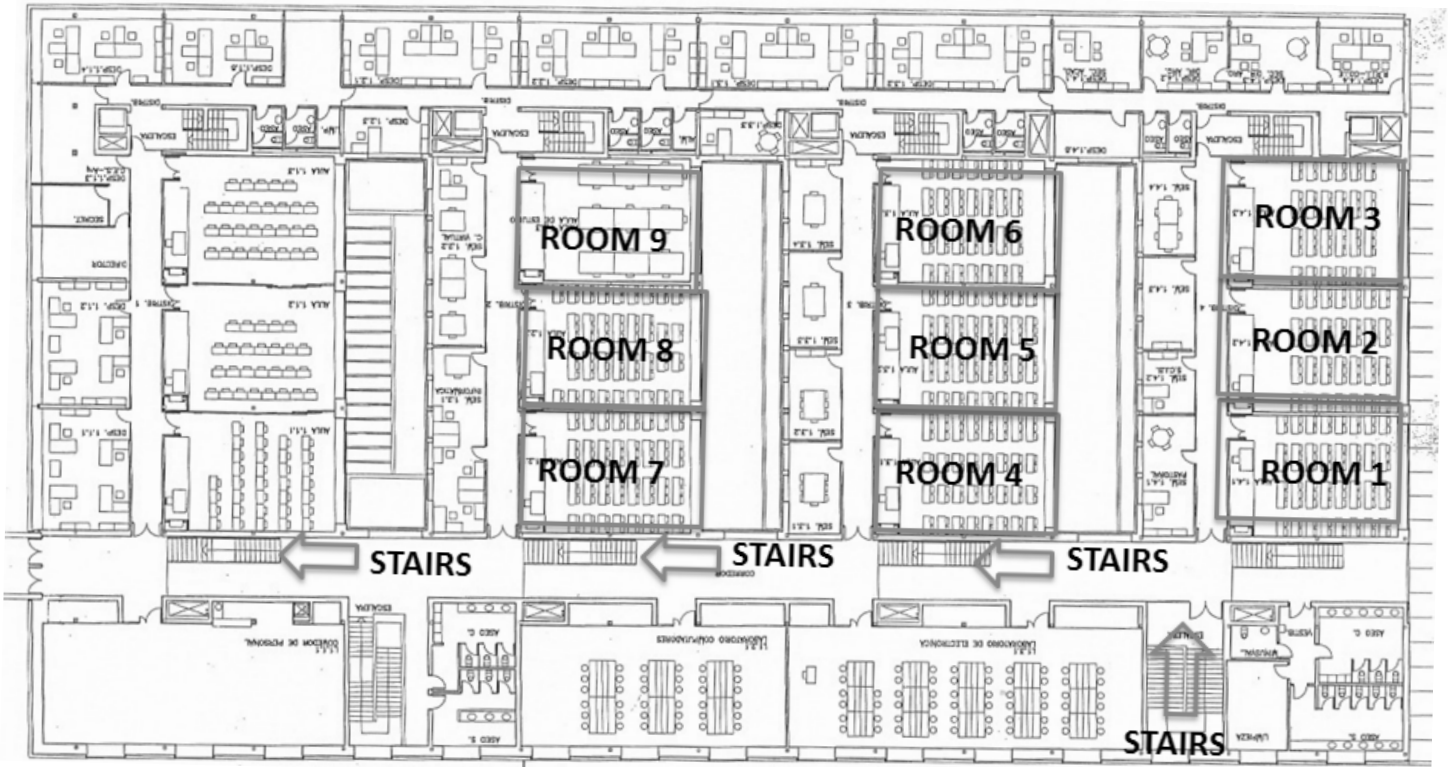
Located on this floor: Conference Registration Desk (in “Hall”), Plenary Room, and Coffee Breaks





Floor 1

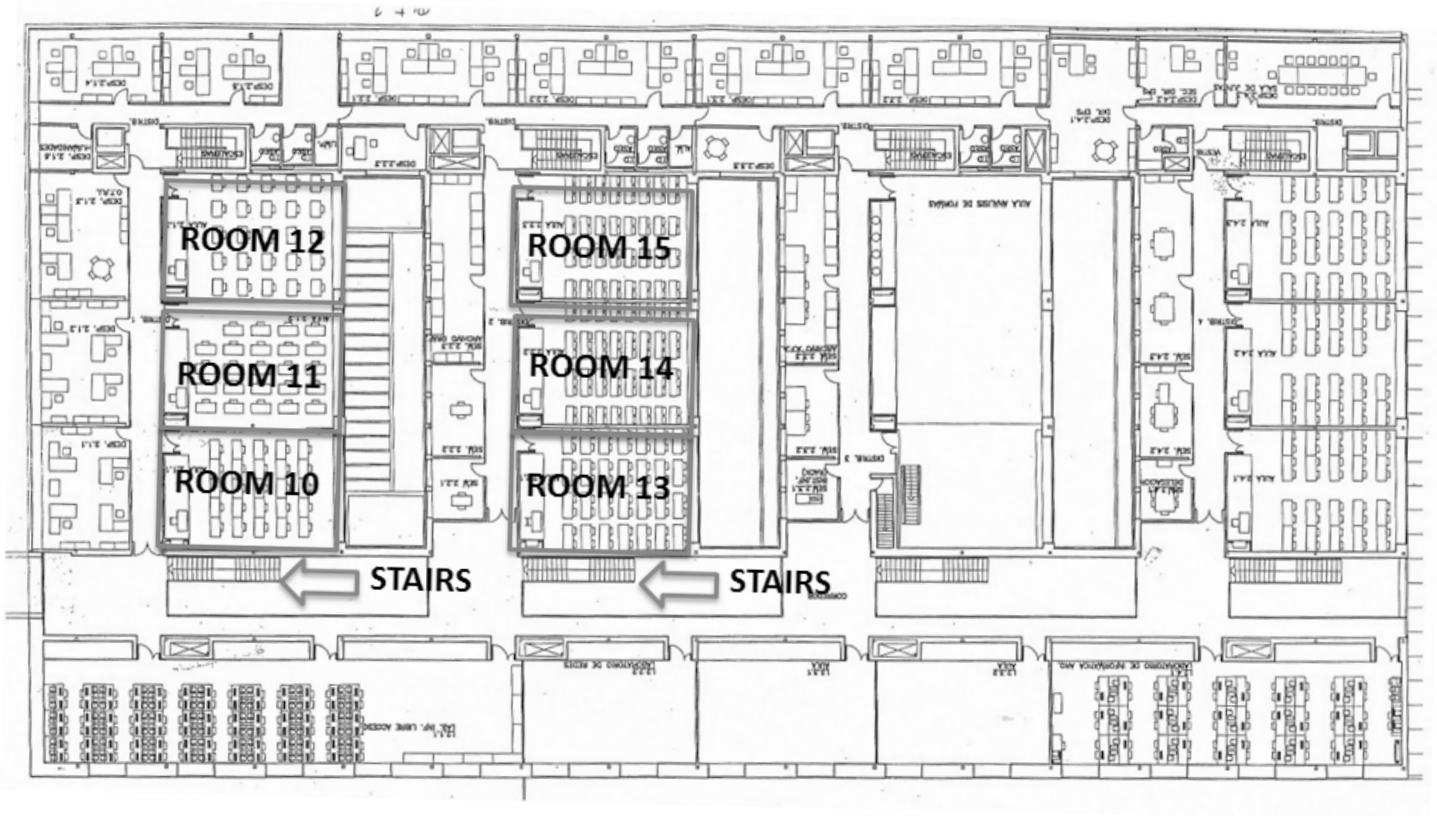
Located on this floor: Session Rooms 1-9 and Posters & Focused Discussions Room





Floor 2

Located on this floor: Session Rooms 10-15





The Learner | Conference Shuttle Information

The conference venue is easily accessible by public transport, but the conference secretariat has also organized shuttles for the convenience of delegates to get to-and-from the venue each day of the conference. The shuttle buses will depart from the Plaza de Espana. Shuttles will be running throughout the conference day for your convenience. Please note that while the scheduled arrival and departures are slated for the times below, delays may occur due to traffic.

9 July 2015

Shuttles start at 7:30 from the Plaza de Espana with a shuttle arriving/leaving approximately every 15 minutes until 9:30. After 9:30 a shuttle will arrive/leave every 30 minutes until 17:15 when a shuttle will arrive/leave the venue every 15 minutes. The last shuttle leaves the venue at approximately 18:45. Note the last session of the day ends at 17:45.

10 July 2015

Shuttles start at 8:00 from the Plaza de Espana with a shuttle arriving/leaving approximately every 15 minutes until 9:30. After 9:30 a shuttle will arrive/leave every 30 minutes until 17:15 when a shuttle will arrive/leave the venue every 15 minutes. The last shuttle leaves the venue at approximately 18:45. Note the last session of the day ends at 17:10.

11 July 2015

Shuttles start at 8:00 from the Plaza de Espana with a shuttle arriving/leaving approximately every 30 minutes for the rest of the conference day. The last shuttle leaves the venue at approximately 18:30. Note the last session of the day ends at 17:25.





Conference Reception, Pre-registration, & Book Launch

Wednesday, 8 July — 17:00 to 18:00 (5:00pm to 6:00pm)

The Learning Conference and The Learner Knowledge Community invite you to join colleagues for our welcome reception and pre-registration event held at the Hotel Best Western Mayorazgo hotel on Wednesday, 8 July from 17:00 to 18:00 (5:00pm to 6:00pm). This is an excellent opportunity to network and get to know your fellow delegates and enjoy complimentary refreshments. In addition, we will be celebrating the release of *Capturing Creativity through Creative Teaching* edited by Kathryn Coleman and Adele Flood. Both editors will be on hand to talk about and formally launch *Capturing Creativity through Creative Teaching*.

Conference Dinner and Tour at the Reina Sofia Museum

Friday, 10 July — 19:00 to 23:00 (7:00pm to 11:00pm), \$75.00 USD

The (Reina) Sofia is Spain's national museum of 20th century art, named after Queen Sofia. Highlights of the collection include works by Spanish greats, Pablo Picasso, Salvador Dalí, Joan Miró, Juan Gris, Jorge Oteiza, and Antoni Tàpies. The central building of the museum was once an 18th-century hospital, but has undergone many renovations and additions, the most recent expansion completed in 2005 by French architect Jean Nouvel.

Our evening will begin with a guided tour of the permanent collection. Along the tour, we will make a special stop at Pablo Picasso's *Guernica*, painted for the 1937 World's Fair in Paris and in response to the bombing of Guernica (a village in the Basque Country of northern Spain) during the Spanish Civil War. *Guernica* has gained monumental status, becoming a perpetual reminder of the tragedies of war, an anti-war symbol, and an embodiment of peace.

There is a vegetarian, meat, and fish option available for the dinner. The price of the evening includes a private tour of the Reina Sofia's permanent collection, as well as a four course meal, including wine, beer, or soft drinks.

The menu includes a table appetizer of Croquettes (variety of meat, fish, and vegetables/mushrooms) and manchego cheese, followed by a personal starter of Salmorejo with ham and quail egg with the vegetarian option being Gazpacho. For the entrée there is a choice of one of the following:

- Millefeuille pularda with foie and mushrooms with seasonal vegetables (meat)
- Hake with vinaigrette and nuts cake piquillo (fish)
- Freshly prepared seasonal vegetables (Vegetarian)

Dessert consists of a Charlotte of black chocolate and tangerine. Mineral water, beer, soft drinks, and wine are included.

When making a reservation, you must pre-select a Meat, Fish, or Vegetarian Menu. For space availability, please see the registration desk.



The Learner | Plenary Speakers

Bill Cope

Big Data Comes to School: Learning and Assessment in the Era of Technology-Mediated Learning



Bill Cope is a Professor in the Department of Educational Policy Studies at the University of Illinois. He is Principal Investigator in a series of major projects funded by the Institute of Educational Sciences in the US Department of Education and the Bill and Melinda Gates Foundation researching and developing educational technologies. From 2010-2013 he was Chair of the Journals Publication Committee of the American Educational Research Association. Recent books include *The Future of the Academic Journal*, (with Angus Phillips, eds) Chandos, Oxford, 2009/2nd edition 2014, and with Mary Kalantzis, *New Learning: Elements of a Science of Education*, Cambridge University Press, 2008/2nd edition 2012 and *Literacies*, Cambridge University Press, 2012.

Mary Kalantzis

Big Data Comes to School: Learning and Assessment in the Era of Technology-Mediated Learning



Mary Kalantzis is Dean of the College of Education at the University of Illinois, Urbana-Champaign. She was formerly Dean of the Faculty of Education, Language and Community Services at RMIT University in Melbourne, Australia, and President of the Australian Council of Deans of Education. With Bill Cope, she is co-author or editor of: *Multiliteracies: Literacy Learning and the Design of Social Futures*, Routledge, 2000; *New Learning: Elements of a Science of Education*, Cambridge University Press, 2008; *Ubiquitous Learning*, University of Illinois Press, 2009; and most recently, *Literacies*, Cambridge University Press, 2011.

Diana Laurillard

Our Challenge: Teachers Must Own the Learning Analytics that Will Solve Education's Problems



Diana Laurillard is Professor of Learning with Digital Technologies at the London Knowledge Lab, Institute of Education, leading research projects on developing the Learning Designer suite of tools for teachers and trainers, and on software interventions for adult learners with low numeracy and dyscalculia. In collaboration with the UNESCO Institute for IT in Education, the Institute of Education ran a MOOC on ICT in Primary Education: Transforming children's learning across the curriculum, for which she is lead instructor. Research includes the development of an online community of teacher-designers, based around the Learning Designer, an online learning design tool to enable teachers to create and share new pedagogies for using learning technology, and the Course Resource Appraisal Model. Previous roles include: Head of the e-Learning Strategy Unit at the Department for Education and Skills, where she developed the first cross-sector e-learning strategy on 'Harnessing Technology'; Pro-Vice-Chancellor for learning technologies and teaching at The Open University; the Visiting Committee on IT at Harvard University; Royal Society Working Group on Educational Neuroscience. She is currently President of the Association for Learning Technology, on the Government's FELTAG and Education Technology Action Group, on the Board of the E-Learning Foundation, and is Thinker in Residence at the Royal Flemish Academy, Belgium. Her most recent book is *Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology*, Routledge, 2012, and is translated into Italian. Her previous book, *Rethinking University Teaching*, Routledge, 2002, is one of the most widely cited in the field.



Pierpaolo Limone

Data Driven Credentials and Quality Assurance in the European Higher Education Area



Pierpaolo Limone is an Associate Professor of Media Education at the Department of Humanities, University of Foggia, Italy. His scientific work is primarily concerned with applied research in the area of digital media and education. Founder and director of the laboratory for “Educational Research and Interaction Design” (ERID Lab) at the University of Foggia, he coordinates a team of researchers and designers working on projects and services related to digital learning environments. He is responsible for the academic affairs of the University of Foggia and President of the international PhD school in “Culture, Education, Communication”, a network of eight European doctoral programs. He is a founding member of SIREM (Italian Society for Research on Media Education), for which he served as the National Secretary until July 2012. Among his most recent publications related to learning innovation and digital environments: “Ambienti di apprendimento e progettazione didattica. Proposte per un sistema educativo transmediale” (Carocci, 2012); “Educazione, scuole e musei. Un progetto collaborativo di innovazione didattica” (ed.) (Carocci, 2012); “Media, tecnologie e scuola” (ed.) (Progedit, 2012).



Noraishiyah Abdullah



Noraishiyah Abdullah is a senior lecturer at the Universiti Kuala Lumpur Malaysia France Institute. She has been teaching engineering undergraduates and herself learning about mathematics for the past 20 years. Her first degree was a BSc from the University of New South Wales, Sydney, Australia in 1989. She then received a Diploma In Education from the International Islamic University Malaysia in 1991 and a Master's in Education from Universiti Kebangsaan Malaysia in 2002. She is currently pursuing her PhD at the University of Manchester, UK. Her research interests include understanding mathematics at higher learning institutions particularly the application of mathematics to the field of engineering. It has always been her interest to contribute and participate in the learning mathematics for understanding community.

Amy Austin



Amy Austin has lived and taught in India, the UK, Bali, and her home, New Zealand. Her educational interests lie in literacy, inquiry learning, democratic classrooms, critical thinking, philosophy for children, sustainable assessment, refugee education, and English as an Additional Language learning. For the last few years she has been the Literacy Coordinator and a Team Leader at Island Bay School, Wellington, New Zealand; this year she has returned to full-time study, starting a PhD investigating how philosophy for children can develop critical thinking for students of all abilities.

Raymond Galang



Raymond Galang is an Assistant Professor and Chair of the Department of Communication at the University of the East, Manila, Philippines. He has over nine years of experience teaching English and communication courses in different academic and corporate settings. In his free time, he promotes the love and habit of reading in Filipino to children by working with NGOs in motivating students to make reading a part of their daily lives. His research interests include language learning, language assessment, and education policy.

Shaohua Hong



Shaohua Hong is originally from China. She completed her master's in Hospitality and Business Management at the University of Birmingham. After graduating, she worked at an educational group and was assigned to be a teacher, and then promoted program manager. In 2010, she started her PhD in Education at the University of Manchester, UK, specializing in Chinese Parental Choice of Early Years Education. She is interested in the parental experience with regards to ECE and what influences are involved in their choice making process. Her main methodology is the use of the narrative. After conducting a series of interviews and analyzing the data chronologically, she realized that the narrative is significant to people when making choices with regards to ECE as a life experience.

Mária Laczkó



Mária Laczkó is a University Associate Professor and researcher in Hungary. She teaches linguistic subjects like psycholinguistics, phonetics, communication, and special subjects like child language development, reading and writing disability, and language disorders. Her research is focused on the mother tongue acquisition process of children, including teenagers, the second language acquisition process, and applied linguistic and phonetic research like the speech understanding process, reading comprehension and reading difficulties. She has studied at the Medical College and the University of Philosophy. In her PhD studies she examined the interrelation of the reading process and spontaneous speech in semantic aspects both in the mother tongue and in the foreign language.



The Learner | Graduate Scholar Awardees

Lucía Pumares Lavandeira



Lucía Pumares Lavandeira is a PhD researcher in the doctoral program in Education, Sport, and Health at the University of Vigo, Galicia, Spain. She has a degree in Education and she has a Master's degree in theater and the performing arts from the University of Vigo. She has organized and participated in numerous courses about new education methodologies at the University of Vigo. In addition, she took different courses in the English Language at Trinity College, London and at the Universidad Internacional Menéndez Pelayo. In the past few years, she has been working as a theater teacher with different groups of children and as a therapist with victims of gender violence.

Caley Mikesell



Caley Mikesell is seeking her degree in Public Health at Elon University in North Carolina, USA. She has worked with The Village Project, an educational enrichment program for children, for three years as a tutor and translator. With the support of her institution's prestigious Numen Lumen prize, she directs an interdisciplinary study which seeks to encourage local education. By using skills acquired in her studies in Ecuador and fellowship in India, she explores ways to activate the community's power to stimulate its own learning cultures. She is presenting her study at the conference in Spanish under the title Metodologías inclusivas: herramientas éticas para activar el poder comunitario. She intends to continue her interests in community mobilization and education in her future studies.

Kevin Noiroux



Kevin Noiroux is currently a PhD student working in the field of second language acquisition at the University of Liège, Belgium. He holds a Master's degree in teaching English, Dutch, and French as a foreign language. In 2009 and 2010, he worked as a foreign language teacher in Belgium's secondary school and university. In 2011, he obtained a 4-year scholarship to pursue a doctoral degree in the field of second and foreign language acquisition. His doctoral dissertation deals with written corrective feedback, foreign language writing, and acquisition. He is also interested in curriculum design and development, its impact on teachers' practices, and in teachers' practices and their impact on equity.

Lucía Lomba Portela



Lucía Lomba Portela is a PhD researcher in the Doctoral program of Education, Sport, and Health at the University of Vigo in Galicia, Spain. She has a degree in Education and she has a Master's degree in quality and improvement of education from the Autonomous University of Madrid. She has also participated in courses on new methodologies in education organized by the University of Vigo. Currently she is researching about the difficulties to implement innovative educational projects that are based in an analysis of healthy and educational cities and the influence of learning communities.



The Learner | Graduate Scholar Awardees

Sarah Quinn



Sarah Quinn is a PhD candidate under the supervision of Dr Barbara Spears and Dr Susanne Owen at the University of South Australia. She is also a registered teacher in South Australia and has taught at all levels of education, from early childhood to University. She completed a Bachelor of Education with First Class Honours in 2012, receiving the Jane Harper Honours Research Prize. From 2012 to 2014, she had the opportunity to be involved in collaborative action research projects with a number of schools in South Australia through the DECD Innovative Learning Environments Initiative. She is now working on writing her PhD thesis, which is another collaborative research project focusing on collaborative learning design and educational technology in middle schools. Her research interests include participatory design, learning design, student engagement, student voice and participation, adolescence, transformative education, teacher's professional identity, and critical pedagogy.

Karen D. Sacdalan



Karen D. Sacdalan is a licensed Psychologist and a professional teacher with a major in Values Education. She obtained both her bachelor and master's degree in Psychology from the University of the City of Manila. She is currently pursuing her PhD studies specializing in Special Education at the University of the Philippines. She has contributed to an international research journal in Social Sciences and Education. In the Philippines, she regularly writes for a local magazine, the People Management Association of the Philippines. She is a member of the Psychological Association of the Philippines and Autism Society. She has seventeen years of combined work experience in human resource management and university teaching from various industries such as HR consulting and non-profit organizations. She has been an advocate of children with special needs devoting her studies to expand knowledge and increase awareness of various disabilities particularly related to Autism Spectrum Disorder.

Sureetha De Silva



Sureetha De Silva works at Griffith University in Queensland, Australia. She has taught Information Communication Technology in secondary schools, and worked as an academic and a librarian in higher education environments in different countries, including Australia, New Zealand, Zimbabwe, and Sri Lanka. For her doctoral research project she is exploring ways of building a strong research culture for the enhancement of research in higher education institutions.

Cameron Sublett



Cameron Sublett is a Ph.D student in Education Policy, Leadership and Research Methods at the University of California, Santa Barbara. Cameron's research interests include STEM course taking, high school to college transition, online learning, and community colleges.

THURSDAY, 09 JULY

THURSDAY, 09 JULY	
8:00-9:30	REGISTRATION DESK OPEN
9:30-10:00	CONFERENCE OPENING
10:00-10:30	PLENARY SESSION: DIANA LAURILLARD, INSTITUTE OF EDUCATION, UK. 'OUR CHALLENGE: TEACHERS MUST OWN THE LEARNING ANALYTICS THAT WILL SOLVE EDUCATION'S PROBLEMS'
10:30-11:00	PLENARY SESSION: PIERPAOLO LIMONE, UNIVERSITY OF FOGGIA, ITALY. 'DATA DRIVEN CREDENTIALS AND QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA'
11:00-11:10	TRANSITION BREAK
11:10-12:00	TALKING CIRCLE
Focus Room	Garden Session with Diana Laurillard and Pierpaolo Limone
Room 1	Talking Circle: Pedagogy and Curriculum
Room 2	Talking Circle: Early Childhood Learning
Room 3	Talking Circle: Adult, Community, and Professional Learning
Room 7	Talking Circle: Learning in Higher Education
Room 8	Talking Circle: Assessment and Evaluation & Special Theme: What Counts as Learning? Big Data, Little Data, Evidence and Assessment
Room 9	Talking Circle: Educational Organization and Leadership
Room 13	Talking Circle: Technologies in Learning & Science, Mathematics and Technology Learning
Room 14	Talking Circle: Literacies Learning
Room 15	Talking Circle: Learner Diversity and Identities
12:00-13:30	LUNCH
13:30-14:45	PARALLEL SESSIONS
Poster Room	English Posters Big Data from Little People: Assessing Transcultural Factors of Five and Six Year Old Children Dr. Karen Foster, <i>Educational Foundations and Literacy, University of Central Missouri, Warrensburg, USA</i> Christine Chen, <i>Early Childhood Association, Association of Childhood Education International (ACEI), Singapore, Singapore</i> Overview: Five and six year old participants living in Singapore and Jamaica gave oral answers to ten interview questions about school and family life as well as drawing colorful pictures. Theme: <i>Early Childhood Learning</i> Shaping Social Justice: Pedagogy for a Psychology Internship Course Dr. Laurette Morris, <i>Psychology Department, State University of New York, College at Old Westbury, Old Westbury, USA</i> Overview: A protocol, including conceptual and social justice perspectives, various exercises and assignments, and pre- and post-assessment data from psychology majors completing the required internship course will be presented. Theme: <i>Pedagogy and Curriculum</i> The Effects of Stereoscopic 3D Multimedia Contents on Learning and Memory: Effects of 3D on Learning Hafeez Ullah Amin, <i>Department of Electrical & Electronic Engineering, Universiti Teknologi Petronas, Tronoh, Malaysia</i> Dr. Aamir Saeed Malik, <i>Department of Electrical & Electronic Engineering, Universiti Teknologi Petronas, Tronoh, Malaysia</i> Overview: The current study investigates the neurophysiological effects of S3D multimedia educational contents during recent semantic memory recall process using Electroencephalography (EEG). Theme: <i>Technologies in Learning</i> Evaluating a Structural Equation Model Measuring Learning Factors Giulia Di Francesco, <i>Department of Economics,, University "G. D'Annunzio" of Chieti-Pescara, Pescara, Italy</i> Pasquale Valentini, <i>Department of Statistics, Univeristy "G. D'Annunzio" of Chieti-Pescara, University "G. D'Annunzio" of Chieti-Pescara, Italy</i> Lara Fonatanella, <i>Department of Economics, University "G.d'Annunzio" of Chieti-Pescara, Italy</i> Ester Vitacolonna, <i>Department of Medicine and Sciences of Aging, University "G.d'Annunzio" of Chieti-Pescara, Italy</i> Overview: The aim of this paper is to analyze a theoretical model based on constructs that influence learning at the universities. Theme: <i>Assessment and Evaluation</i> Do We Practice What We Preach? Dr. Goranka Vukelich, <i>Department of Community Services, Conestoga College, Kitchener, Canada</i> Overview: One early childhood college program challenged traditional education where content is pre-determined, prepared for lectures and sequenced. Through enhanced technology of cameras this program created and modeled responsive curriculum. Theme: <i>Early Childhood Learning</i> Effective Teaching for Citizenship Education Jana Andršová, <i>Faculty of Education, University of Hradec Králové, Hradec Králové, Czech Republic</i> Dr. Jan Lašek, <i>Department of Pedagogy and Psychology, University of Hradec Králové, Hradec Králové, Czech Republic</i> Dr. Irena Loudová, <i>Department of Pedagogy and Psychology, University of Hradec Králové, Hradec Králové, Czech Republic</i> Radek Novotný, <i>Department of Pedagogy and Psychology, University of Hradec Králové, Hradec Králové, Czech Republic</i> Overview: An important part of the curriculum at school is Citizenship Education. To allow the teacher to prepare well and effectively lead, he/she must know the preconceptions and attitudes the students. Theme: <i>Pedagogy and Curriculum</i> Measuring Political Astuteness: Guiding Learners in Aquisition of Advocacy Skills Dr. Dale Mueller, <i>College of Health, Human Services and Nursing School of Nursing, California State University, Upland, USA</i> Overview: I discuss a three year study of political astuteness among adult learners (RNs) in a Health Policy course measuring awareness as well as positive responses to course modifications. Theme: <i>Adult, Community, and Professional Learning</i>



THURSDAY, 09 JULY

13:30-14:45	PARALLEL SESSIONS
Room 1	Pedagogies for Post-secondary Education Flipping the Classroom: Research on Student and Instructor Experience Dr. Randall Woodard, <i>Department of Philosophy, Theology and Religion, Saint Leo University, Dade City, USA</i> Dr. Dene Williamson, <i>Sport Business, Saint Leo University, Saint Leo, USA</i> Overview: This paper will share the results of an interdisciplinary study on the technique referred to as flipping the classroom. Theme: <i>Pedagogy and Curriculum</i> IFRSs and the Needs of Industry for Developing Accounting Curriculum: A Focus on Modules for Vocational High Schools Dr. Ling-Yu Wen, <i>Department of Finance, National Changhua University of Education, Changhua City, Taiwan</i> Hsiu-Lien Wu, <i>Department of Business Education, National Changhua University of Education, Department of Business Education, Changhua, Taiwan</i> Dr. Gwo-Syang Yang, <i>Department of Landscape Architecture, Chung Hua University, Hsin-Chu City, Taiwan</i> Overview: According to the previous study of accounting employability index, 6 chapters were completed by adaption of IFRSs concept integrated into accounting courses teaching materials and modules based on industrial-needed orientation. Theme: <i>Pedagogy and Curriculum</i> Career Development Learning across Year Three Science Courses Prof. Jia Lin Yang, <i>Lowy Cancer Research Centre, Prince of Wales Clinical School, UNSW, Sydney, Australia</i> Dr. Patsie Polly, <i>School of Medical Sciences, UNSW, Sydney, Australia</i> Overview: We aim to programmatically provide and evaluate integrative career development learning to students in Stage three science courses in our university. This paper will focus on pedagogy and learning outcome. Theme: <i>Pedagogy and Curriculum</i>
Room 2	Organizational Leadership Initiatives Hacking Away at Pearson and the Corporate Octopus Dr. Alan Singer, <i>Curriculum and Teaching, Hofstra University, Hempstead, USA</i> Felicia Hirata, <i>Baruch College-CUNY, Queens, USA</i> Overview: Historical and economic analysis of the role Pearson, Pearson Education, and the Pearson Foundation, play in shaping education policy, school curriculum, and assessment in the United States and globally. Theme: <i>Educational Organization and Leadership</i> School-based Substance Abuse Prevention: A Need for Community Engagement Xena Michelle Cupido, <i>FUNDANI Centre for Higher Education Development: Student Learning Unit, Cape Peninsula University of Technology, Cape Town, South Africa</i> Overview: The research paper explores school-based substance abuse prevention programmes in partnership with community organisations. Underpinned by Bronfenbrenner's bio-ecological model and the bi-directional influences. Theme: <i>Educational Organization and Leadership</i> The PIVOTAL Leadership Model: Improving School Leaders' Professional Capacity and Personal Vitality through Innovative Postgraduate Course Design Dr. Susan Elizabeth Simon, <i>School of Education, The University of the Sunshine Coast, Sippy Downs, Australia</i> Assoc. Prof. Michael Christie, <i>School of Education, University of the Sunshine Coast, Sippy Downs, Australia</i> Dr. Wayne Graham, <i>School of Business, University of the Sunshine Coast, Sippy Downs, Australia</i> Overview: The PIVOTAL Model, developed at two Australian Universities based on research with practising school leaders and current students, has impacted school leaders' capacity to lead and to retain personal vitality. Theme: <i>Educational Organization and Leadership</i>
Room 3	Peer Learning and Peer Review Peer Learning and Tertiary Education: A Focus on Australia Dr. Robert Townsend, <i>Arts, Humanities & Social Sciences, Faculty of Arts & Education, Federation University Australia, Ballarat, Australia</i> Overview: I discuss data on resources students have access to, the peer interactions they want, the campus spaces they need and how online platforms facilitate connectedness in adult learning and assessment. Theme: <i>Adult, Community, and Professional Learning</i> Investigating the Value of Peer Assessments for Improving Student Teachers' Wiki Projects Dr. Eugenia M. W. Ng, <i>MIT Department, The Hong Kong Institute of Education, Hong Kong, Hong Kong</i> Overview: Student teachers were active in assessing two groups' wiki projects online and all except one groups have revised their projects. The findings confirmed the value of peer assessment. Theme: <i>Assessment and Evaluation</i>
Room 7	Student Centered Assessment: K-12 Locating the Individual in the Assessment of Conceptual Understanding Perry Rush, <i>Island Bay School, Wellington, New Zealand</i> Overview: This is a exploration of approaches that bridge the challenge to assess instructional intent while enabling personal learning. Theme: <i>Assessment and Evaluation</i> Instructional Assessment Methods Dr. Phoebe Constantinou, <i>Health Promotion & Physical Education, Ithaca College, Ithaca, USA</i> Overview: Assessment is an integral part of the instructional process providing valuable information to students and teachers. The paper examines the use of assessments as instructional instruments in the learning process. Theme: <i>Assessment and Evaluation</i> Showing What We Can Do: Assessment of Primary School Dance Miriam Torzillo, <i>School of Education, James Cook University, Cairns, Australia</i> Overview: I discuss holistic assessment of creative dance in the Australian National Curriculum. Theme: <i>Assessment and Evaluation</i>



THURSDAY, 09 JULY

13:30-14:45	PARALLEL SESSIONS
Room 8	Meaningful Learning In-house EGP and ESP Materials: A Learning Awareness Pedagogical Tool for Undergraduates in the Dual Model Prof. Astrid Núñez-Pardo, <i>Emphasis on English Didactics for the Master's in Education at the School of Education, Universidad Externado de Colombia, Bogotá, Colombia</i> Fernando Parga-Herrera, <i>Liceo Femenino Mercedes Nariño IED, Secretaría de Educación del Distrito de Bogotá (SED), Bogotá, Colombia</i> <i>Overview:</i> This qualitative research case study analyses the relevance of developing and implementing an in-house content-rich and strategy-based English series for general and specific purposes to undergraduates in the dual model. <i>Theme: Learning in Higher Education</i> Life Mentor Scheme for Generation Me: A Cross-University Collaboration for Student Excellence in an Ageing Society Alice M. L. Chong, <i>Department of Applied Social Sciences, City University of Hong Kong, Tatchee Avenue, Hong Kong</i> <i>Overview:</i> This paper presents an innovative experiential learning method, the Life Mentor Scheme, which facilitates university students' meaningful and tacit learning about old age in the context of global population aging. <i>Theme: Learning in Higher Education</i> Using i-Maps: Engaging Students in Research Pui Lam Brenda Yuen, <i>Centre for English Language Communication, National University of Singapore, Singapore</i> <i>Overview:</i> This paper reports on a study integrating information-handling maps (i-maps) into a collaborative writing project to investigate students' perceptions on its use for reducing plagiarism and developing research skills. <i>Theme: Learning in Higher Education</i>
Room 9	New Directions in Higher Education Prove It!: How Service Learning Enhances Learning Helen Rosenberg, <i>Sociology, University of Wisconsin-Parkside, Kenosha, USA</i> Anne Statham, <i>Evansville, USA</i> <i>Overview:</i> We present student perspectives and persistence data from two U.S. Universities. Both indirect (interviews and survey responses) and direct (indicators of college completion) assessment of service learning reveal benefits. <i>Theme: Learning in Higher Education</i> Conversation with Drawings: Investigating the Development of Criticality in the Interior Architecture Studio Rachna Johri, <i>Diploma in Environment Design, School of Design, Temasek Polytechnic, Singapore, Singapore</i> <i>Overview:</i> The research aims to trace the link between the critical and visual aspects of design education. <i>Theme: Learning in Higher Education</i> Increasing Communicative Effectiveness in Language Classes Inst. Ozlem Yagcioglu, <i>DEU Modern Languages Department, Dokuz Eylul University, Izmir, Turkey</i> <i>Overview:</i> This paper deals with the effective communication skills and teaching methods for effective communication. <i>Theme: Learning in Higher Education</i>
Room 13	Achievement, Engagement, and Retention Teaching and Learning Activities that Promote Engagement and Retention: The Voice of the At-risk Student Dr. Suzanne Rice, <i>Melbourne Graduate School of Education, University of Melbourne, Melbourne, Australia</i> Nicky Dulfer, <i>Melbourne Graduate School of Education, University of Melbourne, Melbourne, Australia</i> Kira Clarke, <i>Melbourne Graduate School of Education, University of Melbourne, Melbourne, Australia</i> <i>Overview:</i> The paper will discuss research on the pedagogical practices that at-risk students report as increasing their engagement in the classroom. <i>Theme: Pedagogy and Curriculum</i> The Impact of Negative Instructions on the Accuracy of Student's Responses Dr. Jana Marie Havigerová, <i>Department of Primary and Preprimary Education, University of Hradec Králové, Hradec Králové, Czech Republic</i> Radek Novotný, <i>Department of Pedagogy and Psychology, University of Hradec Králové, Hradec Králové, Czech Republic</i> <i>Overview:</i> The study intends to prove that negative wording of instructions causes an unnecessary burden of the pupil's cognitive system and may negatively affect the student's achievement in simple tasks. <i>Theme: Pedagogy and Curriculum</i> Learners with Special Needs and Technology in the English Class Dra Valdete Fuga, <i>Fatec MC, Mogi das Cruzes, Brazil</i> José Carlos Barbosa Lopes, <i>Undergraduate Technological Programs Undergraduate Teacher Education Programs, FATEC-Mauá and Faculdade Nossa Cidade, São Paulo, Brazil</i> Romualdo Matos Silva, <i>Universidade de Mogi das Cruzes, São Paulo, Brazil</i> <i>Overview:</i> This paper aims to discuss how special needs learners can benefit from technology to develop multiple English skills at High School in a Brazilian educational context. <i>Theme: Technologies in Learning</i>
Room 14	Social and Personal: Technology-Mediated Learning through Scholar Social and Personal: Technology-Mediated Learning through Scholar Shane Gorman, <i>Bonython Primary School, Canberra, Australia</i> Sue Gorman, <i>Gordon Primary School, Canberra, Australia</i> <i>Overview:</i> Through the "seven affordances" of e-learning ecologies, by Kalantzis and Cope, this presentation reports on the experiences of schools in Australia of using Scholar, a cloud-based social learning environment. <i>Theme: Technologies in Learning</i>
14:45-15:00	BREAK



THURSDAY, 09 JULY

15:00-16:15	PARALLEL SESSIONS
Focus Room	English Focused Discussion Sessions Table 2: A Philosophy for Children "Community of Inquiry" Interactive Dialogue: A Participatory Philosophical Discussion Exploring Art, Critical Thinking, Metacognition, and How to Assess Thinking Skills Amy Austin, <i>Faculty of Education, Victoria University of Wellington & Island Bay School, Wellington, New Zealand</i> <i>Overview:</i> Participants will join a philosophical discussion about the nature of art, while employing "split-screen thinking" (metacognition) to identify the critical thinking skills involved. Possibilities for assessment will be discussed afterwards. <i>Theme: Pedagogy and Curriculum</i> Table 3 Developing Mathematics Proficiency through Ancient Time Algorithms to Invented Strategies Found in Today's Classrooms Dr. Sandra Davis, <i>Education Department, Flagler College, St Augustine, USA</i> <i>Overview:</i> Developing mathematics proficiency is the secret to creating students who gain positive dispositions toward mathematics and are confident in their ability to think conceptually. <i>Theme: Science, Mathematics and Technology Learning</i> Table 4: The Conceptual and Theoretical Aspects of Adult Peerness Katinka Käyhkö, <i>School of Educational Sciences and Psychology, Life Course in Context Doctoral Programme, University of Eastern Finland, Joensuu, Finland</i> <i>Overview:</i> The phenomenon of peerness is underdefined considering its current rhetoric popularity, the wide use of peer-related practices, and the reality of adult learners. An ongoing conceptual analysis is discussed. <i>Theme: Adult, Community, and Professional Learning</i>
Room 1	Transforming Teacher Education Transforming Teacher Education Programs: The Temporal Character of Teaching as Lived Experience Dr. Sevket Benhur Oral, <i>Arts and Sciences Program, The Petroleum Institute, Abu Dhabi, United Arab Emirates</i> <i>Overview:</i> Understanding the work and experience of teaching requires that we distinguish the praxis of teaching as lived experience from the way it is represented in theory. <i>Theme: Pedagogy and Curriculum</i> Preparing Culturally Responsive Teachers to Meet the Diverse Needs in Today's Classrooms Sue Ann Sharma, <i>Reading and Language Arts, Oakland University, USA</i> Dr. Lynn Atkinson Smolen, <i>Department of Curricular & Instructional Studies, The University of Akron, Silver Lake, USA</i> Dr. Wendy C. Kasten, <i>Teaching, Leadership, & Curriculum Studies, Kent State University, Kent, USA</i> <i>Overview:</i> This paper is about preparing culturally responsive teachers to meet the diverse learning needs in today's classrooms. <i>Theme: Pedagogy and Curriculum</i> An Urban Teacher Residency That Prepares and Retains Quality Teachers for High Needs Schools Dr. Sharon Judge, <i>Department of Communication Disorders and Special Education, Old Dominion University, Norfolk, USA</i> <i>Overview:</i> The purpose of this study is to describe the development, implementation, and evaluation of an innovative teacher residency, which is now at the end of its 5th year of implementation. <i>Theme: Pedagogy and Curriculum</i>
Room 2	Communities of Practice Trade Union Education and Distance On-Line Learning in the Canadian Labour Movement Dr. Christopher Huxley, <i>International Development Studies Sociology, Trent University, Peterborough, Canada</i> <i>Overview:</i> Trade union learning programs face unique challenges not encountered in other educational environments. This paper analyses Canadian experience developing and delivering courses, with special attention to distance on-line self-paced instruction. <i>Theme: Adult, Community, and Professional Learning</i> Integrating Gender Equity into Community-based Parent Education: Reflections and Evaluation Dr. Ta-Wei Wang, <i>Department of Educational Psychology and Counseling, National Pingtung University, Pingtung City, Taiwan</i> <i>Overview:</i> A community-based parent education project integrated with gender equity principles was developed and implemented. Preliminary analyses suggest that the project was satisfactory and helpful in raising adults' gender consciousness. <i>Theme: Adult, Community, and Professional Learning</i> Professional Development versus Training: What's the Big Deal? Dr. Rochelle Franklin, <i>Faculty Training and Development, American College of Education, DeLand, USA</i> <i>Overview:</i> This paper will focus on the key differences between professional development training and how an online teacher's college designed their faculty support systems into these two categories. <i>Theme: Adult, Community, and Professional Learning</i>



THURSDAY, 09 JULY

15:00-16:15	PARALLEL SESSIONS
Room 3	The EFL Classroom Debates in the EFL Classroom: A Way to Develop Students' Argumentative Competence Prof. Astrid Núñez-Pardo, <i>Emphasis on English Didactics for the Master's in Education at the School of Education, Universidad Externado de Colombia, Bogotá, Colombia</i> Prof. María Fernanda Téllez-Téllez, <i>Emphasis on English Didactics for the Master's in Education at the School of Education, Universidad Externado de Colombia, Bogotá, Colombia</i> <i>Overview:</i> This proposal reports the results of a study on how undergraduates develop their argumentative competence through the use of in- class debates of social issues in an EFL context. <i>Theme: Learning in Higher Education</i> Written Corrective Feedback and Uptake: An Analysis of Typical Errors Made by French-Speaking High School EFL Students Kevin Noiroux, <i>Département de langues et littératures modernes Service de didactique des langues modernes, University of Liège, Liège, Belgium</i> <i>Overview:</i> French-Speaking high school EFL students were assigned to a type of written corrective feedback: underlining, direct correction and explanation. Students' types of errors and uptake were analyzed. <i>Theme: Literacies Learning</i> Facebook as a Cross-cultural Tool on Global Study Intensives Dr. Paul Cerotti, <i>School of Business IT & Logistics, RMIT University, Melbourne, Australia</i> Claire Davison, <i>School of Business IT & Logistics, RMIT University, Melbourne, Australia</i> <i>Overview:</i> This paper investigates the use of Facebook by students of different cultures while engaged on the RMIT University Global Study Intensives to China and the United States of America. <i>Theme: Technologies in Learning</i>
Room 7	Learning Diversities Reflections about Teaching and Learning Abroad Experiences: Analyses of Intercultural Engagement and Competencies Dr. Nancy A. Chicola, <i>Department of Elementary Education and Reading, School of Education, State University of New York, College at Buffalo, Buffalo, USA</i> Dr. Maria Ceprano, <i>School of Education Department of Elementary Education and Reading, State University of New York, College at Buffalo, Buffalo, USA</i> <i>Overview:</i> Content analyses of pre-service teacher blogs about significant study abroad experiences reveal deeper understandings of diversity, cultural identity, the complexity of language learning and an increase in global knowledge. <i>Theme: Learner Diversity and Identities</i> Business Education from Diverse Cultural Perspectives Prof. Guang Yu, <i>School of Management, Shandong University, Jinan, China</i> Yumei Cao, <i>Department of Marketing Jinan Carrer College, Jinan, China</i> <i>Overview:</i> This paper aims at exploring a path in case teaching by coping with cultural diversity based on the hypotheses that cultural differences contribute to the significant case influences. <i>Theme: Learner Diversity and Identities</i> Assistive Technology Practices: What Are We Really Doing in the Classroom? Dr. Betsy Orr, <i>Department of Curriculum and Instruction, University of Arkansas, Fayetteville, USA</i> <i>Overview:</i> The purpose of this study was to identify the best practices and assistive technology tools being used in the business education classrooms with students with learning disabilities. <i>Theme: Learner Diversity and Identities</i>
Room 8	Education and Gender Issues Reading Achievement and Family Literacy Behaviors of Black Boys Paula Knight, <i>Academics/Superintendent's office, St. Louis Public Schools, St. Louis, USA</i> <i>Overview:</i> The Black family's role in the literacy development of their children is important. Successful Black students in urban settings are influenced by their home environment, parent-child interactions, and home-school connections. <i>Theme: Learner Diversity and Identities</i>
Room 9	Research and Information in Higher Education Integrating Information Literacy in the Education Program Curriculum: A Collaborative Effort for Effective Teaching and Learning in Higher Education Alessia Zanin-Yost, <i>Eiche Library, Penn State University- Altoona, Altoona, USA</i> Carrie Freie, <i>Education Department, Penn State University- Altoona, Altoona, USA</i> <i>Overview:</i> This paper discusses the integration of information literacy in the education program curriculum in higher education and project collaboration efforts between the faculty and the instruction librarian. <i>Theme: Learning in Higher Education</i> Causes and Consequences of Undergraduate Research Participation Dr. Susan Carol Losh, <i>Department of Educational Psychology and Learning Systems, Floridaq State University, Tallahassee, USA</i> Brandon O.J. Nzekwe, <i>Department of Educational Psychology and Learning Systems, Florida State University, Tallahassee, USA</i> <i>Overview:</i> We surveyed research interest and experience among 7400+ undergraduates at a major USA university. Research activities and their consequences varied by gender, ethnicity and first generation collegiate attendance. <i>Theme: Learning in Higher Education</i> Mentoring Undergraduate Research: A Learning Practice Rooted in Scholarly Engagement, Intellectual Collaboration and Pedagogical Challenge Dr. Margaret Killinger, <i>The Honors College, University of Maine, Orono, USA</i> <i>Overview:</i> This paper traces three undergraduate research projects from inception to outcome, contending that they offer models for authentic learning rooted in scholarly engagement, faculty/student intellectual collaboration and worthwhile pedagogical challenge. <i>Theme: Learning in Higher Education</i>



THURSDAY, 09 JULY

15:00-16:15	PARALLEL SESSIONS
Room 13	The Tools of Teaching The Parthenon Marbles: Promoting Role-play and Debate as an Effective Teaching and Learning Experience Fay Stevens, <i>London Global Gateway, University of Notre Dame, London, UK</i> <i>Overview:</i> This paper considers the implementation of role-play and debate, as an effective pedagogy for developing student engagement with, and understanding of, a challenging issue. <i>Theme: Learning in Higher Education</i> Syllabus Integration in Teacher Education Dra Daniela Vendramini Zanella, <i>University of Sorocaba, Sorocaba, Brazil</i> Dra Valdete Fuga, <i>Fatec MC, Mogi das Cruzes, Brazil</i> <i>Overview:</i> The study aims at discussing the meaning production in the teaching education activity in which teacher-students act in a public school in Sao Paulo, Brazil. <i>Theme: Learning in Higher Education</i> Teaching and Learning English in Professional Contexts José Carlos Barbosa Lopes, <i>Undergraduate Technological Programs Undergraduate Teacher Education Programs, FATEC-Mauá and Faculdade FNC, São Paulo, Brazil</i> <i>Overview:</i> This paper aims to discuss how Higher Education students can improve their listening and speaking English skills in their present or future professional contexts. <i>Theme: Learning in Higher Education</i>
16:15-16:30	BREAK
16:30-17:45	PARALLEL SESSIONS
Room 1	What Counts as Assessment? A Simple Technique to Generate and Present Assessment Results Using an Automated Dashboard Dr. Jay M. Lightfoot, <i>Monfort College of Business, University of Northern Colorado, Greeley, USA</i> <i>Overview:</i> This paper describes how to create a PC-based dashboard to disseminate assessment results to educational stakeholders. The technique uses readily available computer software and requires no programming. <i>Theme: Special Theme: What Counts as Learning? Big Data, Little Data, Evidence and Assessment</i> Empirically-Derived Language Learning Progressions in Assessment for Learning Alison L. Bailey, <i>Department of Education, UCLA, Los Angeles, USA</i> Margaret Heritage, <i>Formerly of CRESST, Los Angeles, USA</i> <i>Overview:</i> Language learning progressions—descriptions of how learning develops over an extended period with examples of what performance looks like at different points—can inform efforts to describe language needed in schooling contexts. <i>Theme: Special Theme: What Counts as Learning? Big Data, Little Data, Evidence and Assessment</i>
Room 2	Leadership Learning Learning while Leading: Female Executive Directors' Learning at Work Michelle Coombs, <i>LHAE, OISE, University of Toronto, Toronto, Canada</i> <i>Overview:</i> Female executive directors' talk reveals dominant and counter discourses. A hidden, gendered curriculum teaches "masculine" ways of doing leadership while women learn alternative approaches making learning complex, messy and contradictory. <i>Theme: Adult, Community, and Professional Learning</i> Reading Beliefs, Interests and Habits of Preservice Elementary Teachers Dr. Serife Dilek Belet Boyaci, <i>Education Faculty, Anadolu University, Eskişehir, Turkey</i> Mediha Guner, <i>Faculty of Education, Anadolu University, Eskişehir, Turkey</i> <i>Overview:</i> The aim of the study is to define reading beliefs, interests and habits of preservice elementary teachers. <i>Theme: Literacies Learning</i> The Organizational Creativity Perceptions of Private and State Primary School Principals Dr. Adnan Boyaci, <i>Anadolu University, Eskişehir, Turkey</i> Mehmet Fatih Karacabey, <i>Educational Sciences, Anadolu University, Eskişehir, Turkey</i> <i>Overview:</i> The purpose of the study is to investigate the organizational creativity perceptions of the principals working at private and state primary schools in the city of Şanlıurfa in Turkey. <i>Theme: Educational Organization and Leadership</i>
Room 3	Teaching Math: K-12 Generating Titles to Decorated Graphs Irit Aharon, <i>Faculty of Education, University of Haifa, Haifa, Israel</i> <i>Overview:</i> Decorated graphs are commonly used for communicating quantitative information in mass media and school textbooks. The present study investigated possible effects of pictorial decorations on students' self-generated titles for graphs. <i>Theme: Science, Mathematics and Technology Learning</i> Changing how Educators Teach Problem Solving Dr. Albert Mallart, <i>Department of Mathematics Education, University of Barcelona, Barcelona, Spain</i> <i>Overview:</i> Teaching problem solving needs adaptation. Problem creating is a good tool to help teacher in this process. <i>Theme: Science, Mathematics and Technology Learning</i> The Implementation Effects of Boyer's Dialectical Reconstruction of Knowledge Model on the Conceptual Understanding of the Cartesian Coordinate System of Grade One Students Prof. Jean-Claude Boyer, <i>Département des sciences de l'éducation, Université du Québec en Outaouais, Gatineau, Canada</i> Gabrielle Cypriot-Tremblay, <i>Département des sciences de l'éducation, Saint-Jérôme, Canada</i> Danielle Boyer, <i>Département des sciences de l'éducation, Université du Québec en Outaouais, Gatineau, Canada</i> <i>Overview:</i> A problem-solving teaching approach with sixteen interdisciplinary activities was implemented in two grade one classes to teach the Cartesian coordinate system. Students' solutions showed conceptual appropriation of the coordinate system. <i>Theme: Science, Mathematics and Technology Learning</i>



THURSDAY, 09 JULY

16:30-17:45	PARALLEL SESSIONS
Room 7	Assessment Issues in Language Learning ESL/CALD Performance on a High-stakes Writing Test Jacqueline Moore, <i>Assessment and Reporting, Australian Council for Educational Research, Melbourne, Australia</i> <i>Overview:</i> In Australia achievement tests help rank school leavers for university entrance. These tests include a writing task. How do Culturally and Linguistically Diverse candidates perform when compared to native speakers? <i>Theme: Assessment and Evaluation</i> Multiple Mediations: Designing an Assessment-for-Learning Toolkit for Teachers of English Language Learners in Australian Schools Dr. Michael Michell, <i>School of Education, University of NSW, Sydney, Australia</i> <i>Overview:</i> This paper examines the multiple tool-mediated nature of designing and developing an assessment for learning writing toolkit for English language learners in Australian schools based on Vygotskian sociocultural theory. <i>Theme: Assessment and Evaluation</i> The Role of Bilingual Interpreters in the Assessment Process for "at risk" Emergent Bilingual Children Dr. Nancy Stockall, <i>Language, Literacy and Special Populations, Sam Houston State University, Huntsville, USA</i> Dr. Corinna Villar Cole, <i>Language, Literacy, and Special Populations, Sam Houston State University, Huntsville, USA</i> <i>Overview:</i> This paper describes the role of bilingual interpreters during assessments for emergent bilingual children (EBC) with disabilities. We focus on the challenges of training paraprofessionals as interpreters. <i>Theme: Assessment and Evaluation</i>
Room 8	New Methodologies in Higher Education The Cases Study Applied to Higher Education: San Carlo alle Quattro Fontane (Rome, 1638-1641) from Mathematics and Historical Sources Dr. Maria Luisa Garcia Valverde, <i>Departamento de Historia Medieval y Ciencias y Técnicas Historiográficas. Facultad de Filosofía y Letras. Universidad de Granada. ESPAÑA, Universidad de Granada, Granada, Spain</i> Dr. Antonio López Carmona, <i>Dept. Matemática Aplicada Facultad de Ciencias, Universidad de Granada, Granada, Spain</i> <i>Overview:</i> We show the "cases study" in an advanced mathematics course in Civil Engineering by using mathematics and the historical source. <i>Theme: Learning in Higher Education</i> Facilitating Student Learning at Wits and Beyond! Eileen D. Maleka, <i>Counselling and Careers Development Unit, The University of the Witwatersrand, Johannesburg, South Africa</i> Preleena Ramlall, <i>Counselling & Careers Development Unit, University of the Witwatersrand, Johannesburg, South Africa</i> <i>Overview:</i> This is a reflection on how mentoring could facilitate learning for students in higher education. <i>Theme: Learning in Higher Education</i> Autobiography, Currere, and Contemplation: Insights from a Culturally Sensitive Canadian College Course Dr. Robert Christopher Nellis, <i>School of Education, Red Deer College, Edmonton, Canada</i> <i>Overview:</i> This paper discusses instructor and learner autobiography as an approach to encounter difficult knowledge and support engagement, authenticity, and empowerment in postsecondary learning. <i>Theme: Learning in Higher Education</i>
Room 9	The Changing Classroom Teaching and Learning in the International Classroom Dr. Rainbow Chen, <i>Foreign Language Center, National Chengchi University, Taipei, Taiwan</i> <i>Overview:</i> This 2-year study investigated the teaching and learning practices of Taiwanese teachers, Anglo and Hispanic international students, and Taiwanese local students, in international classrooms at a Taiwanese university. <i>Theme: Learning in Higher Education</i> Applying Ethical Principles in the Photojournalism Classroom: A Case Study in Values-based Education in a Student Media Environment Dr. Bradley Wilson, <i>Department of Mass Communication, Midwestern State University, Wichita Falls, USA</i> <i>Overview:</i> Survey results show that scholastic photojournalists often disagree with both professionals and instructors regarding the publication of graphic, spot news images having already developed their own sense of ethics. <i>Theme: Learning in Higher Education</i> Teaching Twenty First Century Learners in Higher Education: Does Peer Review Drive the Quality? Sonja Kuzich, <i>School of Education, Curtin University of Technology, Perth, Australia</i> Dr. Kathryn Dixon, <i>Faculty of Humanities, Curtin University, Perth, Australia</i> <i>Overview:</i> This paper examines the beliefs, attitudes and expectations of academics regarding the efficacy of peer review of teaching in higher education in pursuit of the improvement of student learning. <i>Theme: Learning in Higher Education</i>
Room 13	Special Issues in Higher Education Learning in a Multicultural College: How to Deal with the Challenge of Multiculturalism in Higher Education Dr. Lipaz Shamo-Nir, <i>Department of Behavioral Sciences, Zefat Academic College, Atlit, Israel</i> Dr. Aviva Lavan, <i>Special Education Department, Zefat Academic College, Zefat, Israel</i> <i>Overview:</i> The paper presents an applied overview of the challenges inherent in higher education studies under conditions of multiple cultures and religions, from both the academic and psychosocial aspects. <i>Theme: Learner Diversity and Identities</i> Building a Strong Research Culture for the Enhancement of Learning, Teaching, and Research in Higher Education Suretha De Silva, <i>School of Education and Professional Studies, Griffith University, Gold Coast, Australia</i> <i>Overview:</i> This is a literature review on research culture, examining how writers conceptualize research culture and what is considered in the literature as components of a strong research culture. <i>Theme: Learning in Higher Education</i> Post Graduate's Experiences of an Integrated Learning Model Dr. Lorna Martha Dreyer, <i>Department of Educational Psychology Education Faculty, Stellenbosch University, Stellenbosch, South Africa</i> <i>Overview:</i> A university education faculty initiated an integrated learning approach to teaching and learning. This paper reflects experiences of lecturers and students of implementation of pod-casting engagement on an e-learning platform. <i>Theme: Technologies in Learning</i>



THURSDAY, 09 JULY

16:30-17:45	PARALLEL SESSIONS
Room 14	Late Additions (check board for additions) Implementing Local-related Content for Young Learners to Improve Academic Potentiality and Promote Sustainable Stability Worasuda Wattanawong, <i>Western Language Department Humanities and Social Sciences Faculty, Chaing Mai Rajabhat University, Chiang Mai, Thailand</i> <i>Overview:</i> The research aimed to study the effectiveness in employing local-related content lessons and to improve academic potentiality as well as promote the sustainable stability in young learners. <i>Theme: Learner Diversity and Identities</i> Ethics-based Learning: A Hermeneutic Study Dr Fariba Bolourchifard, <i>Nursing and Midwifery School, Department of Medical Surgical Nursing, Shahid Beheshti University of Medical Sciences, Tehran, Iran, Tehran, Iran (Islamic Republic of)</i> <i>Overview:</i> Effective learning is significantly dependent on the teachers and their actions. <i>Theme: Learning in Higher Education</i> Preparing Principals to be Social Scientists and Social Activist in Rural, High Poverty Areas Dr. Lance Fusarelli, <i>Department of Educational Leadership, Policy and Human Development, North Carolina State University, Raleigh, USA</i> Dr. Bonnie Fusarelli, <i>Educational Leadership, Policy and Human Development, North Carolina State University, Raleigh, USA</i> <i>Overview:</i> This paper describes the processes needed to help school leaders understand the political ecology of schooling specifically focused on the complex interconnectedness of schools and other social service agencies. <i>Theme: Educational Organization and Leadership</i>

FRIDAY, 10 JULY

FRIDAY, 10 JULY	
8:30-9:30	REGISTRATION DESK OPEN
9:30-11:10	PARALLEL SESSIONS
Room 1	Learning Outcomes Enhancing Students' Learning Outcomes through Work-Integrated-Learning and Practice-Integrated-Learning Christine Van Toorn, <i>School of Information Systems, Technology and Management, UNSW Business School, UNSW Australia, Sydney, Australia</i> Ahmed Khan, <i>Retail Banking Group Technology, Westpac Banking Corporation, Sydney, Australia</i> Dr. Farhad Daneshgar, <i>School of Information Systems, Technology and Management, University of New South Wales, Kensington, Australia</i> Overview: The goal of this study is to demonstrate that the inclusion of Work-Integrated-Learning (WIL) and Practice-Integrated-Learning (PIL) components into the Information Systems (IS) curriculum enriches Learning Outcomes for all students. Theme: <i>Pedagogy and Curriculum</i> Teaching Philosophies and Practices from Preparation to Professional Induction: Exploring the Evolving Influence of Dewey in Turkey and the United States Tatzia Langlo, <i>Department of Education Cultural Perspective and Comparative Education Global Studies, University of California, Santa Barbara-Gevirtz College of Education, Santa Barbara, USA</i> Overview: This is an educational ethnography focusing on teacher philosophies and practices from preparation to professional induction and the evolving influence of John Dewey in Turkey and the United States. Theme: <i>Pedagogy and Curriculum</i> A Portfolio to Support Applied Competence in a South African Distance Learning Professional Development Programme for Elementary Teachers Cornè Kruger, <i>School of Human and Social Sciences for Education, North-West University, Potchefstroom, South Africa</i> Overview: I discuss a parallel between literature and accounts of practising South African elementary teacher-students regarding the way a portfolio supports the development of applied competence in a distance learning programme. Theme: <i>Special Theme: What Counts as Learning? Big Data, Little Data, Evidence and Assessment</i> Exploring Literacy Practices in a Graphic Design Course: Communicating Design Ideas Using "Scamping" Dr. Lynn Coleman, <i>Faculty of Informatics and Design, Cape Peninsula University of Technology, Cape Town, South Africa</i> Overview: Assignment production practices of Graphic Design students are explored through a literacy practice lens. Using "scamping" to communicate design ideas illustrates the evolving semiotic practices in vocational higher education. Theme: <i>Literacies Learning</i>
Room 2	Colloquium A Peer Review Instructional Design Program and the Quality Matters Rubric Dr. Danette DiMarco, <i>English Department, Slippery Rock University, Prospect, USA</i> Dr. Mark O'Connor, <i>English Department, Slippery Rock University, Slippery Rock, USA</i> Dr. Rachela Permenter, <i>English Department, Slippery Rock University, Slippery Rock, USA</i> Brian Danielson, <i>Center for Teaching Excellence, Slippery Rock University, Slippery Rock, USA</i> Prof. Nancy Barta-Smith, <i>English, Slippery Rock University, Slippery Rock, USA</i> Overview: Participants directly involved with a peer instructional design and review program founded upon the Quality Matters standards and rubric will reflect on transformations in classroom teaching and learning. Theme: <i>Pedagogy and Curriculum</i>
Room 3	Diversity and Agency Managing Transition: Teacher Accommodation Strategies in an English First Additional Language Classroom Dr. Blandina Makina, <i>Department of English Studies, University of South Africa, Pretoria, South Africa</i> Overview: The paper documents accommodation strategies used by Grade 4 teachers to help learners in disadvantaged contexts make a transition from the mother tongue to English as a language of learning. Theme: <i>Pedagogy and Curriculum</i> Attitudes towards People with Disabilities in an Engineering and Technological School in the Philippines: An Inclusive Education Program Model Prof. Karen Sacdalan, <i>Mapua Institute of Technology, University of the Philippines, Manila, Philippines</i> Overview: I discuss inclusive education as a program model that may thrive at the tertiary level of an engineering and technical school in the Philippines. Theme: <i>Learner Diversity and Identities</i> Students with Learning Disabilities and Applied STEM Coursework: Evidence from a National Sample of US Students Prof. Michael A. Gottfried, <i>Gevirtz Graduate School of Education, University of California Santa Barbara, Santa Barbara, USA</i> Cameron Sublett, <i>Education, University of California Santa Barbara, Santa Barbara, USA</i> Overview: We examine whether students with learning disabilities are more or less likely to take applied STEM courses early in high school and examine whether these courses improve end-of-high school outcomes. Theme: <i>Learner Diversity and Identities</i> Issues in Newcomer Education in Smaller Centers: Toward Understanding Educators' Perspectives Dr. Antoinette Doyle, <i>Faculty of Education, Memorial University of Newfoundland, St. John's, Canada</i> Dr. Xuemei Li, <i>Faculty of Education, Memorial University of Newfoundland, St. John's, Canada</i> Dr. Marina Grineva, <i>Department of English, Faculty of Arts, Memorial University of Newfoundland, St. John's, Canada</i> Overview: This study examined the perspectives of Canadian educators regarding issues in the education of newcomer students. The findings point to several issues important to educators for professional development and supports. Theme: <i>Learner Diversity and Identities</i>

FRIDAY, 10 JULY

9:30-11:10	PARALLEL SESSIONS
Room 7	Teachers as Professionals An Inquiry into Threshold Concepts in a Formal Course for University Lecturers Dr. Jo-Anne Vorster, <i>Centre for Higher Education Research, Teaching and Learning, Rhodes University, Grahamstown, South Africa</i> <i>Overview:</i> This is a report on a research project into the threshold concepts developed by university lecturers as a result of their engagement in a formal staff development course for academics. <i>Theme: Adult, Community, and Professional Learning</i> How Teachers Think Dr. Deborah Natoli, <i>Price School of Public Policy, University of Southern California, Los Angeles, USA</i> <i>Overview:</i> This paper proposes theory and model as to what goes on in a teacher's mind and framework to support the intellectual, emotional, and spiritual development of all teachers as leaders. <i>Theme: Adult, Community, and Professional Learning</i> Mentoring as Means for Nurturing Teacher's Didactical Skills Prof. Ilana Lavy, <i>Management Information Systems, The Academic College of Emek Yezreel, Israel</i> Ronit Frenkel, <i>Mathematics Education, Oranim Academic College of Education, Israel</i> <i>Overview:</i> A mentoring process of one mathematics teacher is described and discussed in this study. Analysis of the collected data revealed reference to three aspects, didactical, cognitive and affective. <i>Theme: Science, Mathematics and Technology Learning</i> Develop Life-long Learning Skills and Attitudes: Scenario-based Learning in Early Childhood Teacher Education Assoc. Prof. Reesa Sorin, <i>College of Arts, Society and Education, James Cook University, Cairns, Australia</i> <i>Overview:</i> To bridge a theory/practice divide in early childhood teacher education, scenario-based learning was introduced in an online subject. This paper reports on the process, from inception to current delivery. <i>Theme: Adult, Community, and Professional Learning</i>
Room 8	Collaborations for Change Designing a State-of-the Art High School in China: Partnerships that Transform Student Learning Dr. Hiller Spires, <i>Friday Institute for Educational Innovation, North Carolina State University, Raleigh, USA</i> Andrea Gambino, <i>English Department, Wake STEM Early College High School, Raleigh, USA</i> Dr. Lisa Wang, <i>Suzhou North America High School, Suzhou, USA</i> <i>Overview:</i> We discuss a 3-way partnership (US university and high school, and Chinese educators), that is designing a state-of-the-art high school in China focusing on creativity and problem solving. <i>Theme: Pedagogy and Curriculum</i> Leadership for School Reform Felicia Hirata, <i>Baruch College-CUNY, Queens, USA</i> Dr. Alan Singer, <i>Curriculum and Teaching, Hofstra University, Hempstead, USA</i> <i>Overview:</i> This is an action research project evaluating a school-based leadership program as a model for developing school leaders and transforming inner-city schools identified as in need of restructuring. <i>Theme: Educational Organization and Leadership</i> An Urban School District's 21st Century Teaching Vision: Integration and Readiness to Incorporate Technology Dr. Sandy Buczynski, <i>School of Leadership and Education Sciences, University of San Diego, San Diego, USA</i> <i>Overview:</i> This is a case study centered on the perceptions and acceptance of 21st century learning skills and emerging technologies for education by teachers and administrators a well-resourced school district. <i>Theme: Technologies in Learning</i> Creating a Culture of Collaboration Dr. Stephen Hernandez, <i>Department of Special Education School of Education, Hofstra University, Hempstead, USA</i> <i>Overview:</i> This paper will discuss the essential elements of collaboration, its challenges as well as specific strategies that can be used to facilitate and enhance collaboration amongst educators and others. <i>Theme: Educational Organization and Leadership</i>
Room 9	Impacts of Higher Education Rediscovering Coherence and Sustainability in Social Work Education Through Ecological Learning Theory Dr. William Pelech, <i>Social Work, University of Calgary, Calgary, Canada</i> Sharon Pelech, <i>Faculty of Education, University of Lethbridge, Lethbridge, Canada</i> <i>Overview:</i> This paper outlines how ecological learning theory can bring coherence to our current educational practices and how it could contribute to our understanding of effective and sustainable educational strategies. <i>Theme: Learning in Higher Education</i> Student Reflections about How Universities Support High Level Student Achievement William Bowen-Jones, <i>Educational Development, University of Worcester, Worcester, UK</i> <i>Overview:</i> This study seeks to better understand the extent to which recently graduated students perceive that their academic potential was realised during their studies. <i>Theme: Learning in Higher Education</i> Creating a Virtual Centre for Student Progression and Academic Achievement Lerverne Barber, <i>Institute of Sport and Exercise Science, The University of Worcester, Worcester, UK</i> <i>Overview:</i> This project aims to enhance the way the University communicates with its students, whilst providing high quality learning resources to support students to maximise their academic potential. <i>Theme: Learning in Higher Education</i> Facebook as a Tool to Improve the Transition to the University for Students in an Enabling Program Dr. Bianca Price, <i>UniSA College, University of South Australia, Adelaide, Australia</i> <i>Overview:</i> This paper examines the use of Facebook as a tool to engage students from enabling programs during their transition into University. Results found Facebook was a positive strategy to implement. <i>Theme: Learning in Higher Education</i>
11:10-11:25	BREAK



FRIDAY, 10 JULY

11:25-12:10	PARALLEL SESSIONS
Focus Room	English Focused Discussion Session Table 6: The Adult Learner: Finding Their Motivation Dr. Tony J. Thomas, <i>Bayh College of Education, Indiana State University, Trail Creek, USA</i> <i>Overview:</i> In academics, student motivation is often the difference between attrition or persistence. When utilized by advisers, professors, and college stakeholders, motivational techniques drive success whether in education or in life. <i>Theme: Adult, Community, and Professional Learning</i>
Room 1	Workshop Creating Digital Citizens and Engaged Learners: A Necessity for the 21st Century Dr. Brad Garner, <i>Center for Learning and Innovation, Indiana Wesleyan University, Marion, USA</i> <i>Overview:</i> This session will focus on the ways in which faculty can simultaneously engage their students with course/disciplinary content and additionally provide opportunities for the enhancement of digital learning skills. <i>Theme: Pedagogy and Curriculum</i>
Room 2	Workshop Changing Early Childhood Education One Neuron at a Time Dr. Tamar Andrews, <i>Early Childhood Education, University of California Los Angeles /Extension, Los Angeles, USA</i> <i>Overview:</i> I provide information and techniques to make ECE environments more aligned with a child's brain development; truly in keeping with a child's ever changing zones of proximal development. <i>Theme: Early Childhood Learning</i>
Room 3	Workshop Reflective Practice in Action: Deepening the Conversations Dr. Jan Buley, <i>Faculty of Education, Professional Schools, Sudbury, Canada</i> Dr. David Buley, <i>Laurentian University, Sudbury, Canada</i> <i>Overview:</i> Stories have the capacity to transform thinking. Through observing and engaging with us, participants may (re)awaken a personal need to contest and debate assumptions within their own learning communities. <i>Theme: Learning in Higher Education</i>
Room 7	Workshop CTE STREAM Core Competency: The Next Wave of ELLs Successful Blending of Academic Content Based Learning in the CTE Structure Dr. Anchalee Sybrandy, <i>School District of Philadelphia, Pennsylvania, Philadelphia, USA</i> Dr. Donald Anticoli, <i>School District of Philadelphia, Philadelphia, USA</i> <i>Overview:</i> This study focuses on blending STREAM, CTE Core Competencies with Academic Content Based Instruction to create opportunities for ELL/ Special Learner urban high school populations to enter CTE career fields. <i>Theme: Science, Mathematics and Technology Learning</i>
Room 8	Publishing Information Session Publishing Your Article or Book with Common Ground Ashley McBride, <i>Common Ground Publishing, USA</i> <i>Overview:</i> Get an overview of Common Ground's publishing philosophy and practices, tips for turning presentations into journal articles, an overview of publishing procedures, and an introduction to the book series. <i>Theme: None</i>
Room 9	Workshop Transdisciplinary Literacies: Acquisition and Instruction across Content Areas Dr. Enrique A. Puig, <i>Teaching Academy/Morgridge International Reading Center, College of Education and Human Performance/ University of Central Florida, Orlando, USA</i> Dr. Sandra L. Robinson, <i>College of Education and Human Performance, University of Central Florida, USA</i> Dr. Edward Robinson, <i>College of Education and Human Performance, University of Central Florida, USA</i> Dr. Laurie Campbell, <i>College of Education and Human Performance, University of Central Florida, Orlando, USA</i> <i>Overview:</i> This interactive workshop will introduce the Morgridge International Reading Center as an international resource to support the professional learning and leadership necessary to sustain and expand transdisciplinary literacies in schools. <i>Theme: Literacies Learning</i>
Room 13	Workshop The Object of My Affection: Exploring the Affective Domain as an Essential Component for Effective Teaching Dr. Rachel Dunbar, <i>Assistant Professor Alabama A & M University Founder and CEO of Redirect Consulting Inc., Alabama A & M University Department of Education, Huntsville, USA</i> Dr. Rhonda Jackson, <i>Reading, Elementary, Early Childhood, and Special Education, Alabama A & M University, Huntsville, USA</i> <i>Overview:</i> Great teachers are effective teachers and EFFECTIVE teachers are AFFECTIVE teachers. Explore and enhance your AFFECTIVE teaching characteristics in this interactive and engaging session! Find the AFFECTIVE educator in you! <i>Theme: Pedagogy and Curriculum</i>
Room 14	Workshop It Takes a Community to Engage with a Community Dr. Nancy Pawlyshyn, <i>Northeastern University College of Professional Studies Graduate School of Education, Northeastern University, Boston, USA</i> Leslie Hitch, <i>College of Professional Studies, Graduate School of Education, Northeastern University, Boston, USA</i> <i>Overview:</i> This is an interactive workshop to stimulate debate and create models for shifting the isolated scholar toward engagement with a community of practice in higher education. <i>Theme: Adult, Community, and Professional Learning</i>



FRIDAY, 10 JULY

11:25-12:10	PARALLEL SESSIONS
Room 15	Workshop Demonstrating Impact of a Department for Learning Enhancement and Development <i>Dr. Pamela Parker, Department for Learning Enhancement and Development, City University London, London, UK</i> <i>Prof. Susannah Quinsee, Department for Learning Enhancement and Development, City University London, London, UK</i> Overview: We will outline some of the measures we have adopted to show the impact of our service and how we are developing the use of both numerical and anecdotal data Theme: Educational Organization and Leadership
12:10-13:35	LUNCH

FRIDAY, 10 JULY

13:35-15:15	PARALLEL SESSIONS
Poster Room	English Posters Sense of Self-Efficacy, Attitudes and Knowledge Regarding the Education of Special-Needs Students from Initial Teacher Training France Dufour, <i>specialised formation department faculty of education, Université du Québec à Montréal, Montreal, Canada</i> Prof. Dubé France, <i>Université du Québec à Montréal, ADEL, Montréal, Canada</i> Christophe Chénier, <i>Université du Québec à Montréal, Montréal, Canada</i> Hélène Meunier, <i>Université du Québec à Montréal, Montréal, Canada</i> Sylvie Viola, <i>Faculty of Education, University of Quebec in Montreal, Montreal, Canada</i> Overview: The purpose of this study is to examine the evolution of teachers in training knowledge, beliefs, attitudes and sense of self-efficacy towards education for special-needs students. Theme: <i>Learning in Higher Education</i> Partnership to Empowerment: A Case Study of Four the World in Belize Shea Kerkhoff, <i>Department of Curriculum, Instruction, and Counselor Education, North Carolina State University, Raleigh, USA</i> Abbey Graham, <i>Department of Curriculum, Instruction, and Counselor Education, North Carolina State University, Raleigh, USA</i> Overview: Our study sought to understand eight Belizean elementary teachers' attitudes about literacy, technology, resources, and efficacy to see what parallels and disconnects existed between teacher perspectives and NGO professional development. Theme: <i>Literacies Learning</i> Integrated Algebra-STEM Curriculum to Increase Student Engagement Dr. Seth Meisel, <i>School of Graduate Studies and Continuing Education, University of Wisconsin - Whitewater, Whitewater, USA</i> Overview: This poster reviews the results of a redesigned algebra curricula to better serve the STEM students who require additional preparation in Math skills to succeed in STEM gateway courses. Theme: <i>Science, Mathematics and Technology Learning</i> Dental Students' Educational Achievement in Relation to Their Learning Styles: A Cross-Sectional Study in Iran Seyed Masoud Hosseini, <i>Department of Medical Education, School of Medicine, Mashhad University of Medical Sciences, Mashhad, Iran (Islamic Republic of)</i> Hamideh Amery, <i>Iran (Islamic Republic of)</i> Ali Emadzadeh, <i>Iran (Islamic Republic of)</i> Overview: The study reports a survey on Iranian dental students educational achievement in relation to their learning styles based on Kolb theory and discusses the obtained results. Theme: <i>Learner Diversity and Identities</i> Using Active Learning Techniques to Cultivate College Students' Sense of Social Responsibility Dr. Jennifer Pearce-Morris, <i>Texas A&M University - Kingsville, Kingsville, USA</i> Overview: A practical application (an active-learning assignment) was utilized for enhancing college students' sense of social responsibility. Students worked in pairs, creating a public policy that addresses a current social issue. Theme: <i>Learning in Higher Education</i> Practice Based Learning Using Web Technology Myonghwa Park, <i>College of Nursing, Chungnam National University, Daejeon, South Korea</i> Overview: This study examines the effects of web based on-the-job education on nurses' use of learning resources and clinical competency Theme: <i>Adult, Community, and Professional Learning</i> Problem Based Learning for Creative Engineering Design Seok-Jo Yang, <i>Mechatronics Engineering, Chungnam National University, Daejeon, South Korea</i> Overview: PBL teaching based on building a trebuchet was applied in the Class of creative engineering design course for college freshmen to compare educational effectiveness with traditional subject based learning. Theme: <i>Science, Mathematics and Technology Learning</i> A Technology-Rich Kinesthetic Approach for Teaching and Learning Dr. Ellene Tratras Contis, <i>Department of Chemistry, Office of the CSIE Program, Eastern Michigan University, Ypsilanti, USA</i> Overview: The paper will demonstrate a new genre, a platform for continuously assessing and managing kinesthetic activities to foster learning in a technology-rich learning environment. Theme: <i>Science, Mathematics and Technology Learning</i> How Expert Tags Facilitate Learning of Novices in the Domain of "Hard Contents" Dr. Kuo Hao Tang, <i>Department of Industrial Engineering and System Management, Feng Chia University, Taichung, Taiwan</i> Overview: When tagging together through an often-anonymous Web environment, we investigated the behaviors of novices under social influence with the presence of experts and the process how novices adopted expert tags. Theme: <i>Technologies in Learning</i> Recruiting STEM Majors into Teacher Education: URI's Robert Noyce Teacher Scholarship Program Dr. Anne Seitsinger, <i>Center for School Improvement and Educational Policy School of Education, University of Rhode Island, Kingston, USA</i> Dr. Kathy Peno, <i>School of Education, Kingston, USA</i> Dr. Jay Fogleman, <i>School of Education, Kingston, USA</i> Dr. Cornelis de Groot, <i>School of Education, Kingston, USA</i> Dr. David Byrd, <i>School of Education, Kingston, USA</i> Dr. Joan Peckham, <i>Department of Computer Science, Kingston, USA</i> Overview: URI is the first higher education institution in RI awarded a NSF Noyce Teacher Scholarship Award. The program is increasing the number and diversity of teacher candidates with STEM backgrounds. Theme: <i>Learning in Higher Education</i>
Room 1	Workshops Music Re-instruction: A Teaching Approach to Regain Musical and Life Skills in Cases of Musicians with Brain Trauma Anita Louise Steele, <i>School of Music, Ohio University, Athens, USA</i> Dr. Robert McAllister, <i>The Colburn School of Performing Arts, The Colburn School, Los Angeles, USA</i> Dr. Dale B. Taylor, <i>Music Therapy Department, University of Wisconsin-Eau Claire, Eau Claire, USA</i> Overview: This study covers steps of Music Re-instruction (assessment, instructional techniques, collaboration with professionals, and neurologic foundations) and instruction in how to adapt to cases of musicians with head trauma. Theme: <i>Learner Diversity and Identities</i>



FRIDAY, 10 JULY

13:35-15:15	PARALLEL SESSIONS
Room 2	Technology and Teacher Education Co-designing Video Case Studies with Teachers as a Strategy to Document the Evolution of Teaching Approaches: A Focus on the Adoption of Technology Dr. Ann-Louise Davidson, <i>Education Department Educational Technology Program, Concordia University, Montreal, Canada</i> Dr. VanOostveen Roland, <i>Faculty of Education, University of Ontario Institute of Technology, Oshawa, Canada</i> Suarez Wilma, <i>Ecuador</i> Naffi Nadia, <i>Canada</i> Arabuli Natia, <i>Canada</i> <i>Overview:</i> This case study aimed to uncover the best approaches to designing video-case studies. We documented the co-development process with teachers from Ecuador who wished to adopt problem-based learning. <i>Theme: Technologies in Learning</i> Evaluation of Professional Dispositions in Teacher Candidates by University Field Supervisors at a Distance Dr. Theodore Stone, <i>The Graduate School, University of Maryland University College, Adelphi, USA</i> Dr. Barbara Schwartz-Bechet, <i>College of Education Department of Special and Early Childhood Education, Northern Illinois University, Dekalb, USA</i> <i>Overview:</i> This study examines whether university field supervisors believe they are able to adequately assess professional dispositions when the observations of the interns are made at a distance via technology. <i>Theme: Technologies in Learning</i> Digital Technology Literacy: A New Approach to Teaching Practice Training Dr. Petro van der Merwe, <i>Department of Psychology College of Human Sciences, University of South Africa, Pretoria, South Africa</i> <i>Overview:</i> This paper concentrates on emerging trends in teaching practice. The presenter argues that, the teaching practice student should be empowered in the fast-paced digital environment of the current millennium generation. <i>Theme: Educational Organization and Leadership</i> The Student Teachers' Self-determination to Embrace Digital Technologies: What Factors Are Motivating Student Teachers to Teach with Digital Technologies? Dr. Agnes Chigona, <i>Faculty of Education, Cape Peninsula University of Technology, Cape Town, South Africa</i> <i>Overview:</i> Student teachers are determined to integrate the technologies into their teaching despite not being modeled by teacher educators. Teaching without the new technologies may result in ineffective curriculum delivery. <i>Theme: Technologies in Learning</i>
Room 3	Literacies Learning in K-12 Institutions Critical Multimodal Literacy in Classroom Practice: Comics as Mediating Tools for the Interpretation and Construction of Cross-modal Representations of Social Reality Efi Papadimitriou, <i>Department of Primary Education, Aristotle University of Thessaloniki, Thessaloniki, Greece</i> Maria Emmanouilidou, <i>Department of Primary Education, Aristotle University of Thessaloniki, Thessaloniki, Greece</i> <i>Overview:</i> This paper presents a teaching intervention which aims at promoting critical multimodal literacy skills to primary education students. <i>Theme: Literacies Learning</i> Historical Literacy and Thinking: A South African Experience Prof. Sonja Schoeman, <i>Department of Curriculum and Instructional Studies, University of South Africa, Pretoria, South Africa</i> <i>Overview:</i> History teaching in the secondary school includes the development of learners' historical literacy, and consequently, the understanding of historical concepts such as causation. A South African empirical study is provided. <i>Theme: Literacies Learning</i> The Benefits of Using Songs in Teaching Vocabulary to Young Language Learners Filiz Sari Atilla, <i>Toros College, Mersin, Turkey</i> <i>Overview:</i> The study aimed to find out how songs could be utilized in teaching EFL to young Turkish learners. Specific benefits have been identified and implications for EFL practice are proposed. <i>Theme: Pedagogy and Curriculum</i> The Effects of Authentic Materials Based on Authentic Tasks on Listening Comprehension Mediha Guner, <i>Education Faculty, Anadolu University, Eskişehir, Turkey</i> Dr. Serife Dilek Belet Boyaci, <i>Education Faculty, Anadolu University, Eskişehir, Turkey</i> <i>Overview:</i> The aim of the study is to investigate the effects of authentic materials based on authentic tasks on listening comprehension in a Turkish course. <i>Theme: Literacies Learning</i>

FRIDAY, 10 JULY

13:35-15:15	PARALLEL SESSIONS
Room 7	Pedagogies and Media Communicare: Learning as Communication and Creation Stefan Jokulsson, <i>School of Education, University of Iceland, Reykjavik, Iceland</i> <i>Overview:</i> Studying media production can shed light on learning. The paper describes types of fitting and filtering in media production which might be of use to teachers and their students. <i>Theme: Pedagogy and Curriculum</i> A New Application Area for Digitally-mediated Learning with Intelligent Tutors: Romani Pupils Math and Science Studies in a Swedish School Context Dr. Alla Ericson, <i>The School of Natural Sciences, Technology and Environmental Studies, Södertörn University, Stockholm, Sweden</i> Angelina Dimitër-Taikon, <i>Roma Culture Class, Hammarby Södra Primary School, Stockholm, Sweden</i> Kati Dimitër-Taikon, <i>Roma Culture Class, Hammarby Södra Primary School, Stockholm, Sweden</i> Mikael Demetri, <i>Roma Culture Class, Hammarby Södra Primary School, Stockholm, Sweden</i> Dr. Christina Rodell Olgaç, <i>Education, Södertörn University, Huddinge, Sweden</i> <i>Overview:</i> The study addresses a new application platform for digitally-mediated learning through intelligent tutors combined with a teacher-led classroom dialogue and feedback in Math and Science education of Romani pupils. <i>Theme: Science, Mathematics and Technology Learning</i> Collaborative Film Project: Middle School Students as Digital Storytellers Elizabeth Hind, <i>College of Educational Studies, Chapman University, Orange, USA</i> <i>Overview:</i> Language arts students become digital storytellers and develop literacy through a collaborative student film project. The project and related future research will be discussed from a practitioner's point of view. <i>Theme: Pedagogy and Curriculum</i> Designing Effective Feedback for Intelligent Tutoring Systems: Some Psycholinguistic Considerations Dr. Sacha DeVelle, <i>Assessment and Psychometric Research, Australian Council for Educational Research, Perth, Australia</i> Dr. Mike Timms, <i>Assessment and Psychometric Research, Australian Council for Educational Research, Melbourne, Australia</i> <i>Overview:</i> This paper focuses on a study (N=17) that investigates the psycholinguistic elements of written feedback, using the intelligent tutoring system, Crystal Island: the Lost Investigation. <i>Theme: Special Theme: What Counts as Learning? Big Data, Little Data, Evidence and Assessment</i>
Room 8	STEM Challenges Preparing Teachers for the STEM Disciplines Dr. Martha Day, <i>SKyTeach GSKyTeach School of Teacher Education, Western Kentucky University, Bowling Green, USA</i> Dr. Lisa Duffin, <i>Psychology SKyTeach GSKyTeach, Western Kentucky University, Bowling Green, USA</i> <i>Overview:</i> The SKyTeach and GSKyTeach programs at Western Kentucky University prepare STEM discipline teachers for inquiry based teaching practice through an early experience clinical model of teacher preparation. <i>Theme: Science, Mathematics and Technology Learning</i> An Exploratory Study of Differential Equation Learning for Engineering Undergraduate Students Noraishyah Abdullah, <i>Universiti Kuala Lumpur Malaysia France Institute, Kuala Lumpur, Malaysia</i> <i>Overview:</i> I explore how engineering undergraduates' understand differential equations. <i>Theme: Learner Diversity and Identities</i> The Role of Chess in the Learning of Mathematics in Early Childhood Development: A South African Perspective Dr. Apostolos Giannakopoulos, <i>School of Computing, University of South Africa (Unisa), Johannesburg, South Africa</i> Prof. Kakoma Luneta, <i>Department of Childhood Education: Mathematics, University of Johannesburg, Johannesburg, South Africa</i> <i>Overview:</i> Games have been used to enhance learning from the early years of human development. Chess has been identified as an important game for the learning of mathematics. <i>Theme: Early Childhood Learning</i> What Counts as Learning in the High School Biology Classroom? Sharon Pelech, <i>Faculty of Education, University of Lethbridge, Lethbridge, Canada</i> <i>Overview:</i> The paper is a hermeneutic inquiry exploring teachers' and students' experience in a high school biology classroom and how teachers navigate engaging students in science in face of accountability pressures. <i>Theme: Science, Mathematics and Technology Learning</i>
Room 9	Workshops An Introduction to Academic Remediation Dr. Katie Davis, <i>Brooklyn Learning Center, New York, USA</i> <i>Overview:</i> This workshop shares the important theoretical and practical components of academic remediation, a psychoeducational treatment model for learning disabilities that integrates special education services with psychotherapy and cognitive remediation. <i>Theme: Learner Diversity and Identities</i> A Model and Method for Teaching Racial and Ethnic Bias in an Introductory Psychology Course Dr. Vernon E. Smith, <i>Department of Social Science, Human Services, and Criminal Justice, Borough of Manhattan Community College, New York, USA</i> <i>Overview:</i> This workshop will combine completion of a self-report questionnaire, discussion of experiences with teaching racial and ethnic biases, and recommendations for effectively teaching about such biases to introductory psychology students. <i>Theme: Learner Diversity and Identities</i>



FRIDAY, 10 JULY

13:35-15:15	PARALLEL SESSIONS
Room 13	Evaluation and Assessment Relative Exit Examination Passes in Secondary School Compulsory Subjects Dr. Anthony Joseph, <i>Department of Computer Science, Pace University, New York, USA</i> Mabel Payne, <i>RADE (Research, Analysis, and Development in Education) Associates, LLC, Bronx, USA</i> Overview: This study examines the percentage pass rates of a Caribbean nation on the compulsory English A and mathematics examinations and their implications for economic and technological development. Theme: <i>Assessment and Evaluation</i> Written Feedback in Higher Education: Perceived Issues, Coping Strategies and Student Agency Dr. Hugo Santiago Sanchez, <i>Department of Education, University of Bath, Bath, UK</i> Dr. Katie Dunworth, <i>Department of Education, University of Bath, Bath, UK</i> Overview: This paper examines postgraduate students' and tutors' experiences with written feedback. It provides evidence of perceived issues and coping strategies, and of students as autonomous individuals capable of exercising agency. Theme: <i>Assessment and Evaluation</i> Enhancing Problem-based Learning Practices: Practical Application of a Theoretical Frameworks Wan Ling Keng, <i>Learning Academy, Temasek Polytechnic, Singapore, Singapore</i> Overview: The work describes the Problem-based learning (PBL) Framework in a Singapore school, and considers its role in two projects where PBL practices were examined for quality and on-going relevance. Theme: <i>Assessment and Evaluation</i> Cooperative Work as an Instrument to Enhance the Responsibility of the Student Body Xoana Reguera López de la Osa, <i>Department of Physical Education and Psychomotor, University of Vigo, Vigo, Spain</i> Dr. Águeda Gutiérrez-Sánchez, <i>Faculty of Education Sciences and Sports, University of Vigo, Pontevedra, Spain</i> Iago Portela-Pino, <i>Teaching, School Organization and Research Methods, University of Vigo, Pontevedra, Spain</i> Overview: This educational design aims to increase the responsibility of the student body by involving them in the assessment process with the objective of improving their academic perception. Theme: <i>Assessment and Evaluation</i>
15:15-15:30	BREAK
15:30-17:10	PARALLEL SESSIONS
Focus Room	English Focused Discussion Sessions Table 2: Applied Learning: Dance, Design, and Community Prof. Joy Guarino, <i>Theater Department, State University of New York Buffalo State, Buffalo, USA</i> Ann Emo, <i>Theater Department, State University of New York at Buffalo State, Buffalo, USA</i> Overview: Embedding service learning, as a true collaboration between partners, advanced students' intellectual and interpersonal skills. Faculty, in turn, affirmed their conviction that practical experiences enhance pedagogy and pride in community. Theme: <i>Pedagogy and Curriculum</i> Table 3: Using an Ecological Paradigm to Examine the Influential Factors of Implementing Family-centered Early Intervention in Taiwan Shu-hsien Tseng, <i>Special Education, Chung Yuan Christian University, Chung Li, Taiwan</i> Overview: This study examined the influential factors of implementing family-centered early intervention in Taiwan using Bronfenbrenner's ecological paradigm. It used a qualitative approach and was based on the perspectives of professionals. Theme: <i>Early Childhood Learning</i> Table 4: Think Outside the Classroom: Innovative Ways of Enhancing Foreign Language Learning Dr. Isabel Moreno-López, <i>Department of Hispanic Languages, Literatures and Cultures, Goucher College, Baltimore, USA</i> Dr. Aida Ramos-Sellman, <i>Department of Hispanic Languages, Literatures and Cultures., Goucher College, Baltimore, USA</i> Dr. Citlali Miranda Aldaco, <i>Department of Hispanic Languages, Literatures and Cultures., Goucher College, Baltimore, USA</i> Maria Teresa Gomis Quinto, <i>Department of Hispanic Languages, Literatures and Cultures., Goucher College, Baltimore, USA</i> Overview: Researchers will use a mix-method analysis and present preliminary results of students' language acquisition and their attitudes towards the target culture gained through their experiences with innovative methods of instruction. Theme: <i>Learning in Higher Education</i> Table 5: Student Difficulties with Graph Interpretation Eric Pandiscio, <i>Department of Exercise Science and STEM Education College of Education and Human Development, University of Maine, Orono, USA</i> Overview: This study probes the graph interpretation thinking strategies of students with differing levels of mathematical experience. Data were collected with written surveys and oral interviews. Theme: <i>Science, Mathematics and Technology Learning</i>
Room 1	Workshops From Learning Research to the Foreign Language Class: It's a No-brainer Dr. Nina Furry, <i>Department of Romance Languages and Literatures, The University of North Carolina at Chapel Hill, Chapel Hill, USA</i> Overview: Research on how our brain learns has identified factors crucial to effective learning. Application of these findings to foreign language classes suggests teaching approaches using both traditional and technological tools. Theme: <i>Pedagogy and Curriculum</i>



FRIDAY, 10 JULY

15:30-17:10	PARALLEL SESSIONS
Room 2	Early Childhood and the Role of the Family Adult Promotion of Children Narratives through Participatory Prompts: Implications for Literacy Development Dr. Raquel Plotka, <i>Pace School of Education, Pace University, New York, USA</i> Dr. Xiao-lei Wang, <i>Pace School of Education, Pace University, New York, USA</i> <i>Overview:</i> This study examines adults' use of participatory prompts during everyday conversations with children as an effective way of promoting children's narrative skills. Implications for educators and parents are discussed. <i>Theme: Early Childhood Learning</i> Tensions and Contradictions: Chinese Parental Perspectives on Early Childhood Learning Shaohua Hong, <i>School of Education, University of Manchester, Manchester, UK</i> <i>Overview:</i> This research employed a longitudinal narrative approach to explore Chinese parents' perspectives on their child's learning. It found particular tensions and contradiction in their process of placing learning priority. <i>Theme: Early Childhood Learning</i> A Longitudinal Study of Children's Stress and Coping during Transition to School Dr. Mun Wong, <i>Department of Early Childhood Education, The Hong Kong Institute of Education, Tai Po, Hong Kong</i> <i>Overview:</i> Children's, parents' and teachers' views on stress and coping during the transition to school were systematically compared using child-friendly approached called draw-and-tell, parents and teachers' questionnaires. <i>Theme: Early Childhood Learning</i> The Effect of Institutional Image on Parents' Selection of Kindergartens Mehmet Fatih Karacabey, <i>Educational Sciences, Anadolu University, Eskisehir, Turkey</i> Dr. Adnan Boyacı, <i>Educational Sciences, Anadolu University, Eskisehir, Turkey</i> <i>Overview:</i> The purpose of this study is to determine the effect of institutional image on parents' selection of kindergartens. <i>Theme: Early Childhood Learning</i>
Room 3	Assessment in Post-secondary Education Progressive Escalation of Online Collaborative Learning: Practice and Evaluation Wing Shui Ng, <i>Department of Mathematics and Information Technology, The Hong Kong Institute of Education, Hong Kong, Hong Kong</i> <i>Overview:</i> To build strong connections between learning analytics and the learning sciences, this paper suggests a framework for analyzing the depth of cognitive development in online collaborative learning using Bloom's Taxonomy. <i>Theme: Assessment and Evaluation</i> Assessing Risk-taking: Evaluating Creative Risk-taking in the Classroom Valerie Powell, <i>Sam Houston State University, FATE [Foundations in Art Theory & Education], Huntsville, USA</i> <i>Overview:</i> I discuss challenging students to take risks, be inventive and creatively problem solve. This process involves failure. Does our assessment process make room for this vital aspect of learning? <i>Theme: Assessment and Evaluation</i> The Accuracy of Teacher Judgments and Its Implications for the Validity of School-based Assessments Clavia Williams, <i>School of Education, University of the West Indies, Kingston, Jamaica</i> <i>Overview:</i> Teacher involvement arguably reduces the validity of school-based assessment as it introduces bias. This article focuses on the validity of school-based assessments by investigating the accuracy of teachers' predictions. <i>Theme: Assessment and Evaluation</i>
Room 7	Teaching Math Technology and Precalculus Mathematics: Current Challenges, Approaches, and Best Practices Pavel Sikorskii, <i>Department of Mathematics, College of Natural Science, Michigan State University, East Lansing, USA</i> <i>Overview:</i> I discuss integration of technology to change the way we deliver mathematics education to mathematically underprepared students at Michigan State University. <i>Theme: Science, Mathematics and Technology Learning</i> The Number Proficiency Index: Establishing the Starting Point for Mathematical Instruction in High School Dr. Philip A. Brockbank, <i>Middle Leadership Team, All Saints' College, Perth, Australia</i> <i>Overview:</i> I discuss a test on number concepts designed primarily to establish the starting point for instruction for students entering High School and to alert teachers to concept deficiencies. <i>Theme: Assessment and Evaluation</i> A Different Approach to Mathematics Instruction: Enhancing South African Mathematic Teachers Pedagogical Content Knowledge Dr. Wynand van der Merwe, <i>Department of Education in Gauteng, Unisa, Pretoria, South Africa</i> <i>Overview:</i> This paper provides an overview of instructional design approaches of mathematical concepts and skills and a guiding theoretical framework regarding the understanding of mathematical textbook content, instruction and assessment. <i>Theme: Pedagogy and Curriculum</i> Interrelation between Mathematics and Common Sense Dr. Gohar Mariqyan, <i>Metropolitan Center, State University of New York/Empire State College, New York, USA</i> <i>Overview:</i> Do we use common sense to teach mathematics, or vice versa? One purpose of teaching mathematics should be the development of a habit to use common sense in problem solving. <i>Theme: Science, Mathematics and Technology Learning</i>



FRIDAY, 10 JULY

15:30-17:10	PARALLEL SESSIONS
Room 8	The Voices of Teaching and Learning The Voices of Children: London 2012 and the Olympic Legacy Dr. Barry Costas, <i>School of Education, University of Hertfordshire, Hatfield, UK</i> <i>Overview:</i> This paper forms part of a longitudinal study where the views of children who took part in the Olympic Opening ceremony at London 2012 were examined alongside the Olympic Legacy. <i>Theme: Pedagogy and Curriculum</i> Strengthening the Role of the Home Language in Informal Playgroups: Final Report of a Three Year Funded Project Prof. Liam Morgan, <i>Faculty of Arts and Social Sciences, University of Technology, Sydney, Sydney, Australia</i> <i>Overview:</i> This paper presents findings from a three-year study into the ways children's experiences with language and literacies can be assisted in playgroup spaces. <i>Theme: Early Childhood Learning</i>
Room 9	Workshops Not Just Playing with Clay: Symbol Mastery for Spelling and Word Comprehension Patricia Carson, <i>College of Arts, Society and Education, James Cook University, Cairns, Australia</i> Assoc. Prof. Reesa Sorin, <i>College of Arts, Society and Education, James Cook University, Cairns, Australia</i> <i>Overview:</i> This interactive workshop takes the participants through the steps of Symbol Mastery - creating a clay visual meaning of an abstract word (Dolch word) and its correct spelling. <i>Theme: Learner Diversity and Identities</i> Dancing through the Alphabet: Dancing and Learning English Paul Moerman, <i>Culture and Learning, Södertörn University, Stockholm, Sweden</i> <i>Overview:</i> This is a Learning by Dancing workshop in English language learning, drawing on the reciprocal stimulation of spoken, written and dance language, establishing a creative and interactive Space of Learning. <i>Theme: Literacies Learning</i>
Room 13	e-Learning and the Role of Digital Devices Using e-Learning Materials to Enhance Students' Discipline Specific English Dr. Elizabeth Bankowski, <i>Arts Faculty, Hong Kong Baptist University, Hong Kong, Hong Kong</i> <i>Overview:</i> The development and use of e-learning materials in teaching discipline specific academic English has the potential to transform and enhance the quality of authentic learning for students. <i>Theme: Technologies in Learning</i> iPad Technology in Language Learning: Practical Applications and Beyond Benay Stein, <i>Weinberg College of Arts and Sciences Department of Spanish and Portuguese, Northwestern University, Evanston, USA</i> Chyi Chung, <i>Weinberg College of Arts and Sciences Department of Spanish and Portuguese, Northwestern University, Evanston, USA</i> <i>Overview:</i> This paper discusses experiences in integrating the iPad mobile device as a tool for foreign language learning (Spanish and Chinese) and teaching. <i>Theme: Technologies in Learning</i> The Influence of Digital Appliances on Children's Writing, Orthography and Composition Dr. Mária Laczkó, <i>University of Kaposvár, Gyál, Hungary</i> <i>Overview:</i> The aim of the paper is to demonstrate the possible influence of digital appliances on children's writing, orthography skill and their word processing on the basis of experimental results. <i>Theme: Technologies in Learning</i> Outdoor Learning and Geography on the Cloud: A Challenge for the European Network "School on the Cloud" Dr. María Luisa de Lázaro y Torres, <i>Human Geography, University Complutense of Madrid, Madrid, Spain</i> Dr. Rafael De Miguel González, <i>Zaragoza University, Zaragoza, Spain</i> Isaac Buzo Sánchez, <i>IES San Roque de Badajoz, Badajoz, Spain</i> <i>Overview:</i> This study shows how we learn geography with mobile devices and how our collected data can be uploaded on the cloud with other data in order to build new knowledge. <i>Theme: Technologies in Learning</i>
Room 14	Late Additions (Check board for additions) Teacher Motivation: Bibliometric and Content Analysis Julia Criado del Rey, <i>Psychology, University San Pablo-CEU, Vigo, Spain</i> Dr. Margarita Pino Juste, <i>Universidad de Vigo, Tui, Spain</i> <i>Overview:</i> We discuss bibliometric and content analysis concerning scientific work on teacher motivation. <i>Theme: Educational Organization and Leadership</i>
19:00-23:00	CONFERENCE DINNER AND TOUR AT THE REINA SOFIA MUSEUM (PRE-REGISTRATION REQUIRED – INQUIRE WITH REGISTRATION DESK FOR AVAILABILITY)



SATURDAY, 11 JULY

SATURDAY, 11 JULY	
8:30-9:30	REGISTRATION DESK OPEN
9:30-10:30	PLENARY SESSION: MARY KALANTZIS, UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN, USA; BILL COPE, UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN, USA. 'BIG DATA COMES TO SCHOOL: LEARNING AND ASSESSMENT IN THE ERA OF TECHNOLOGY-MEDIATED LEARNING'
10:30-10:40	TRANSITION BREAK
10:40-11:55	PARALLEL SESSIONS
Poster Room	English Posters A Peer Mentoring Program for Students with Disabilities in Postsecondary Science, Technology, Engineering, and Mathematics Programs Dr. Caroline Dunn, <i>Special Education, Rehabilitation and Counseling, Auburn University, Auburn, USA</i> <i>Overview:</i> The components and implementation of a peer mentoring program for students with disabilities in postsecondary education Science, Technology, Education, and Mathematics (STEM) programs will be described. <i>Theme: Learner Diversity and Identities</i> Explicit Teaching of Reading Fluency and Students' Reading Comprehension in Primary School Prof. Dubé France, <i>Université du Québec à Montréal, ADEL, Montréal, Canada</i> Prof. Ouellet Chantal, <i>Université du Québec à Montréal, ADEL, Montréal, Canada</i> Bessette Lyne, <i>Université du Québec à Montréal, Montréal, Canada</i> <i>Overview:</i> We discuss effects of a reading program with educational activities that target specific strategies on fluency and reading comprehension with the collaboration of the primary school learning specialists and teachers. <i>Theme: Pedagogy and Curriculum</i> What Do Beginning Reading Specialists Know and Why Do They Think They Know It? Dr. Sharon H. Ulanoff, <i>Division of Curriculum and Instruction Charter College of Education, California State University, Los Angeles, Los Angeles, USA</i> Dr. Joan Fingon, <i>Division of Curriculum and Instruction Charter College of Education, California State University, Los Angeles, Los Angeles, USA</i> <i>Overview:</i> This paper investigates how reading specialist candidates at one large, urban public university use knowledge and skills to make instructional decisions based on their beliefs, student needs, and reading research. <i>Theme: Adult, Community, and Professional Learning</i> Effects of Environmental Nutrition Education on Healthy Food Intakes among Korean Adolescents Kirang Kim, <i>Department of Food Science and Nutrition, Dankook University, Cheonan, South Korea</i> <i>Overview:</i> An environmental education strategy could be effective for improving adolescents' behaviors related to health as well as individual education approach. <i>Theme: Pedagogy and Curriculum</i> Enhancing Engineering Learning through SPOC Courses Dr. Fernando Garcia, <i>System and Automatics Engineering Department, Universidad Carlos III de Madrid, Leganes, Spain</i> Dr. David Martin Gomez, <i>Systems and Automatics Department, Universidad Carlos III de Madrid, Leganes, Spain</i> Dr. Arturo de la Escalera Hueso, <i>Systems and Automatics Department, Universidad Carlos III de Madrid, Leganes, Spain</i> Dr. Jose María Armingol, <i>Systems and Automatics Department, Universidad Carlos III de Madrid, Leganes, Spain</i> <i>Overview:</i> University Carlos III is offering digital platforms in order to increase the learning experience and test with novel technologies. We present an example of SPOC. <i>Theme: Learning in Higher Education</i> The Meta-Evaluation of Principals: A Case of Principal Evaluation in Taiwan Chao-YU Guo, <i>Educational department, National ChengChi University, Taipei, Taiwan</i> Meiju Chen, <i>Educational Department, National Shinchu University of Education, Taipei, Taiwan</i> <i>Overview:</i> In order to understand the pilot program of principal evaluation in Taiwan using meta-evaluation, I confirm this evaluation's suitability, effectiveness, and feasibility. <i>Theme: Assessment and Evaluation</i> Critical Thinking and Journal Writing in Second Language Classrooms Dr. Lisa Walters, <i>Cultural Studies, University of Massachusetts Lowell, Lowell, USA</i> <i>Overview:</i> In my poster, I demonstrate how journal writing can be used as a viable tool for teaching critical thinking skills, as well as a way of reinforcing advanced grammar topics. <i>Theme: Adult, Community, and Professional Learning</i> Step by Step Literacy: Developing Programs for Children with Difficulties in Learning to Read in Chinese Dr. Pui-wan Cheng, <i>Educational Psychology Faculty of Education, The Chinese University of Hong Kong, Hong Kong</i> <i>Overview:</i> "Step by Step Literacy in Chinese" includes seven key elements of literacy: print awareness, lexical knowledge, vocabulary, syntax, fluency, comprehension, and writing. Strategies in program development and implementation are discussed. <i>Theme: Pedagogy and Curriculum</i>
Room 1	Multilingual and Multicultural Preschools as Multilingual Settings for Literacy Learning: Breaking New Ground Dr. Ulla Damber, <i>Department of Language Studies, Umeå University, Umeå, Sweden</i> <i>Overview:</i> This paper aims at describing how Swedish preschools may become more inclusive regarding the children's different languages, using all languages to enhance linguistic awareness and early literacy. <i>Theme: Learner Diversity and Identities</i>



SATURDAY, 11 JULY

10:40-11:55	PARALLEL SESSIONS
Room 2	Professional Learning Enhancing Student Nurse Work-Readiness for the Aged Care Environment Dr. John Derrick, <i>Diploma of Nursing, College of Health and Biomedicine., Victoria University, Melbourne, Australia</i> Georges Ah-Tye, <i>Diploma of Nursing, College of Health and Biomedicine., Victoria University, Melbourne, Australia</i> <i>Overview:</i> This paper describes the use of problem-based case scenarios and team-teaching within the Diploma of Nursing at Victoria University. The outcome is to develop student nurse critical thinking development/teamwork. <i>Theme: Adult, Community, and Professional Learning</i> Towards a Definition of Post Graduate Professional Practice: The Case of Nursing Jill Lawrence, <i>School of Health and Education, Middlesex University, London, UK</i> Tina Moore, <i>School of Health and Education - Nursing Division., Middlesex University, London, UK</i> Mohammad Saib, <i>School of Health and Education, Middlesex University, London, UK</i> <i>Overview:</i> PG Diplomas with Nursing registration programmes have been developed in some Universities in England. The aim of this qualitative study was to move forward with defining Post Graduate Professional Practice. <i>Theme: Adult, Community, and Professional Learning</i> Transfer Evaluation of Knowledge Acquired through Communities of Practice Aleix Barrera-Corominas, <i>Departament of Applied Pedagogy, Universitat Autònoma de Barcelona, Bellaterra, Spain</i> Dr. Joaquín Gairín Sallán, <i>Applied Pedagogy Department, Universitat Autònoma De Barcelona, Bellaterra, Spain</i> <i>Overview:</i> We describe the results of a project analysing how knowledge acquired through communities of practice is transferred to the workplace in Catalan Public Administration. <i>Theme: Adult, Community, and Professional Learning</i>
Room 3	New Learning Teaching Disciplinary Literacy to Promote Deeper Learning through a Massively Online Open Course Dr. Hiller Spires, <i>Friday Institute for Educational Innovation, North Carolina State University, Raleigh, USA</i> Abbey Graham, <i>Department of Curriculum, Instruction, and Counselor Education, North Carolina State University, Raleigh, USA</i> Shea Kerkhoff, <i>Department of Curriculum, Instruction, and Counselor Education, North Carolina State University, Raleigh, USA</i> <i>Overview:</i> Results from the implementation of a MOOC on disciplinary literacy are reported. Focus is given to the types of knowledge and practices participants gained as a result of their participation. <i>Theme: Literacies Learning</i> An Alternative for Continuous Assessment of Oral Communication Skills Dr. Sercan Saglam, <i>School of Foreign Languages Basic Languages Department, Anadolu University, Eskisehir, Turkey</i> <i>Overview:</i> Formative assessment of speaking skills in foreign language classroom can be problematic, especially in reflecting truly the potentials of the students. <i>Theme: Technologies in Learning</i>
Room 7	Focusing on the Student An Interdisciplinary Framework for the Design of Instructional Practices to Advance Student Achievement in Science and Literacy in Grades K-5 Dr. Nancy Romance, <i>Department of Teaching and Learning, Florida Atlantic University, Boynton Beach, USA</i> Dr. Michael Vitale, <i>Department of Curriculum and Instruction, East Carolina University, Greenville, USA</i> <i>Overview:</i> Consensus interdisciplinary research provided the basis for a K-5 instructional model embedding literacy within in-depth instruction that emphasizes core science concept understanding to advance learning in science and reading comprehension. <i>Theme: Pedagogy and Curriculum</i> Student Engagement in Schools: A Conduit for Effective Instructional and Educational Practices Dr. Sherri Franklin-Guy, <i>Department of Special Education, Rehabilitation, and Counseling, California State University, San Bernardino, San Bernardino, USA</i> Dr. Donna Schnorr, <i>Department of Educational Leadership and Technology, California State University, San Bernardino, San Bernardino, USA</i> <i>Overview:</i> This paper will examine student engagement, primary themes that support the engaged learner, and the importance of its role as an objective for best instructional and educational practices. <i>Theme: Pedagogy and Curriculum</i> Obesity, Sedentary Lifestyle and Academic Performance Natalia Abalde-Amoedo, <i>Teaching, School Organization and Research Methods, University of Vigo, Pontevedra, Spain</i> Iago Portela-Pino, <i>Teaching, School Organization and Research Method, University of Vigo, Pontevedra, Spain</i> Dr. Margarita Pino Juste, <i>Teaching and School Organization. Teaching, School Organization and Research Methods, University of Vigo, Pontevedra, Spain</i> <i>Overview:</i> This research is focused on the content analysis of the scientific publications of the last two decades about the influence of obesity and a sedentary lifestyle on students' academic performance. <i>Theme: Early Childhood Learning</i>
Room 8	Empowered Learning Learners Taking Charge of Their Learning: What Are the Challenges? Dr. Alison Kearney, <i>School of Curriculum and Pedagogy, Massey University, Palmerston North, New Zealand</i> Dr. Maggie Hartnett, <i>Institute of Education, Massey University, Palmerston North, New Zealand</i> <i>Overview:</i> This paper describes the experiences of specialist teachers participating in a post-graduate professional programme where they were required to set their own learning goals and make decisions regarding their engagement. <i>Theme: Pedagogy and Curriculum</i> Intentional Learning, Mindfulness and Mindset Dr. Hedva Lewittes, <i>Psychology Department, School of Education, State University of New York, College at Old Westbury, Old Westbury, USA</i> Dr. Laurette Morris, <i>Psychology Department, State University of New York, College at Old Westbury, Old Westbury, USA</i> <i>Overview:</i> An Introduction to Mindfulness course develops self-directed learners. Students identify their intentions, mindset, time planned and spent and evaluate their learning process regarding a class assignment. Assessment rubrics are utilized. <i>Theme: Pedagogy and Curriculum</i>



SATURDAY, 11 JULY

10:40-11:55	PARALLEL SESSIONS
Room 9	Initiatives and Interventions in Early Childhood Education Language Switching in Filipino Bilingual Children Prof. Raymond Galang, <i>Department of Communication, University of the East, Manila, Philippines</i> <i>Overview:</i> This study described and compared the performance of 100 young Filipino children, 50 girls and 50 boys, in a timed picture-naming task. <i>Theme: Early Childhood Learning</i> The Influence of Extracurricular Activities on Academic Achievement Lucia Lomba Portela, <i>Education, School Organization and Research Methods, University of Vigo, Pontevedra, Spain</i> Dr. Antonio López Castedo, <i>Educational Sciences Faculty, University of Vigo, Orense, Spain</i> Dr. Margarita Pino Juste, <i>Education, School Organization and Research Methods, University of Vigo, Pontevedra, Spain</i> Lucia Pumares Lavandeira, <i>Education, School Organization and Research Methods, University of Vigo, Pontevedra, Spain</i> <i>Overview:</i> This research analyzes, through a bibliometric study, the influence of extracurricular activities on a students' academic performance. <i>Theme: Early Childhood Learning</i> The Results of an Early Intervention Program for Children with ADHD Dr. Aviva Dan, <i>Early Childhood, Ohalo College Katzrin Israel, Chamadiya, Israel</i> <i>Overview:</i> An intervention program focusing on the internalization of self-regulating behaviour in young children with ADHD was implemented in kindergartens using mediated learning and scaffolding as pedagogical strategies. <i>Theme: Early Childhood Learning</i>
Room 13	Post-secondary Initiatives The Value of Emotions within Supervised Training Experiences Dr. Suzanne Mudge, <i>Counseling, Health, & Kinesiology, Texas A&M University-San Antonio, San Antonio, USA</i> <i>Overview:</i> Accepting that emotions influence learning and that attention to personal experiences promote self-awareness, researchers examine whether intentionally delivered emotion-focused exercises will enrich the practicum experience for counselors-in-training. <i>Theme: Learning in Higher Education</i> Progressive Arts Education Provisions in Higher Education and across the Curriculum Dr. Bronwen Wade Leeuwen, <i>Department of Education, Macquarie University & Workshop Art Centre, Sydney, Australia</i> Dr. Neil Harrison, <i>School of Education Faculty of Human Sciences, Macquarie University, Sydney, Australia</i> <i>Overview:</i> The paper builds on an intercultural community-of-practice model where responses to a teacher survey (n=350) indicated 80% of pre-service teachers felt limited in confidence to teach creativity across the curriculum. <i>Theme: Learning in Higher Education</i>
Room 14	Special Topics The Foreign Language Objectives in the Strategic Plans of Turkish Universities Harun Serpil, <i>School of Foreign Languages, Anadolu University, Eskisehir, Turkey</i> <i>Overview:</i> Institutional objectives and SWOTs of 86 Turkish universities' 2014-2018 strategic plans are analyzed to see the extent and nature of their foreign language incorporation. Curricular and organizational implications are discussed. <i>Theme: Educational Organization and Leadership</i> Encompassing Difference: The Use of Educational Theatre to Promote Access to Academic Practice Prof. Chrissie Boughey, <i>Centre for Higher Education Research, Teaching & Learning, Rhodes University, Grahamstown, South Africa</i> <i>Overview:</i> This paper reports on the use of educational theatre to allow students at a research-intensive South African university to begin to make sense of the academic practices required of them. <i>Theme: Learner Diversity and Identities</i> Managing Information and Communication Technology in South African Classrooms Prof. Wallace Chigona, <i>Department of Information Systems, University of Cape Town, Cape Town, South Africa</i> Dr. Moira Bladergroen, <i>University of South Africa, Pretoria, South Africa</i> <i>Overview:</i> The paper explores the challenges of managing technology in the classroom. We sampled pre-service teachers in South Africa and found teachers are willing to adopt but fail to manage technology. <i>Theme: Technologies in Learning</i>
11:55-13:15	LUNCH
13:15-14:55	PARALLEL SESSIONS
Room 1	Workshops From Abstract to Authentic: What Humanities and Sciences Can Learn from Arts Assessment Jill Ferguson, <i>Oakland, USA</i> J. Joseph Hoey IV, <i>External Affairs, Bridgepoint Education, San Diego, USA</i> <i>Overview:</i> We explore creativity and its assessment using easy-to-grasp concepts and concrete examples that college educators and learners can use to assess endeavors in creative disciplines. <i>Theme: Assessment and Evaluation</i> DOTS Strategy App: Accelerating Literacies for Diverse Learners Dr. Socorro Herrera, <i>Center for Intercultural and Multilingual Advocacy College of Education, Kansas State University, Manhattan, USA</i> Dr. Leticia Burbano de Lara, <i>Curriculum and Instruction, College of Education, Kansas State University, Manhattan, USA</i> Dr. Jorge Valenzuela, <i>Center for Intercultural Multilingual Advocacy, Kansas State University, Manhattan, USA</i> <i>Overview:</i> This workshop introduces the DOTS strategy app, which seeks to advance multiple literacies. The authors will present accelerating literacy for diverse learners (Herrera, 2013) and will showcase the application. <i>Theme: Technologies in Learning</i>



SATURDAY, 11 JULY

13:15-14:55	PARALLEL SESSIONS
Room 2	The Changing Classroom in Higher Education Adapting Competence-based Learning to the University Setting: A Blended Delivery Approach D. Mark Ragg, <i>School of Social Work, Eastern Michigan University, Ypsilanti, USA</i> <i>Overview:</i> Professional schools have shifted to competence-based education, however University environments are designed for knowledge transfer. This paper presentation explores using blended learning to enhance competence development within the university system. <i>Theme: Learning in Higher Education</i> Fluctuating Power Dynamics in the UK Higher Education Classroom Dr. Danielle Tran, <i>Brunel Educational Excellence Centre, Academic Skills, Brunel University, London, UK</i> <i>Overview:</i> This article focuses on the issue of fluctuating power dynamics within the context of Higher Education institutions in the United Kingdom. <i>Theme: Learning in Higher Education</i> The Fourth Paradigm of Interdisciplinarity and Integrated Teaching Dr. Prof. Habil. Maria-Ana Tupan, <i>Doctoral School, Universitatea Alba Iulia, Bucharest, Romania</i> <i>Overview:</i> I discuss integrated teaching in the context of reciprocal cross-fertilization of methods and ideas in the humanities. <i>Theme: Learning in Higher Education</i> Communication Design and Learning: Towards a Pedagogy of Multimodal Communication Mitchell Peters, <i>Language Department, Faculty of Social Science and Communication., Universidad Europea de Madrid, Madrid, Spain</i> <i>Overview:</i> The purpose of this study is to explore how a multimodal theory of communication, similarly known as a social semiotic perspective, can be applied to higher education learning. <i>Theme: Learning in Higher Education</i>
Room 3	Teaching Foreign Language Using Games to Develop Sociolinguistic Competence in Foreign Language Classes Inst. Ozlem Yagcioglu, <i>DEU Modern Languages Department, Dokuz Eylul University, Izmir, Turkey</i> <i>Overview:</i> This paper deals with the games to develop sociolinguistic competence in foreign language classes. Sample classroom activities will be shared. Useful websites, blogs and books will be suggested. <i>Theme: Learner Diversity and Identities</i> Chinese as a Foreign Language for American English-speakers: Understanding the Challenges and Rewards Dr. Weihsun Mao, <i>Foreign Language Department Language & Communication, Ohlone College, Fremont, USA</i> <i>Overview:</i> The linguistic distance between Chinese and English makes Chinese acquisition by English-speaking American students particularly challenging. This paper explores the factors that impact student motivation, attrition and persistence. <i>Theme: Pedagogy and Curriculum</i> Comparing Approaches to EFL Listening Instruction Dr. Michael Yeldham, <i>Centre for Applied English Studies, The University of Hong Kong, Hong Kong</i> <i>Overview:</i> This study of EFL listeners compared a strategies approach with one combining a balance of strategies and bottom-up skills. It was found the former outperformed the latter in listener development. <i>Theme: Pedagogy and Curriculum</i> From Classical Humanism to Progressivism: Ideals, Realities and EFL in the Greek Educational System Prof. Periklis Tagkas, <i>Department of Business Administration, Technological Educational Institute of Epirus, Igoumenitsa, Greece</i> <i>Overview:</i> This is an overview of traditional and current curricular approaches to teaching English as a Foreign Language in the Greek Educational System from the 1970s to date. <i>Theme: Pedagogy and Curriculum</i>
Room 7	Responsive Curriculums Collaborative Learning Design in the Middle School: Sculpting 21st Century Learners Sarah Olivia Quinn, <i>Education, Arts and Social Sciences School of Education, University of South Australia, Adelaide, Australia</i> <i>Overview:</i> This is a case study of South Australian middle school classrooms who implemented an innovative approach to the design of curriculum, pedagogy and assessment as a collaborative learning design. <i>Theme: Learner Diversity and Identities</i> From Migration to Integration: African-Australian Women and Adult Education Dr. Susana Saffu, <i>Division of Higher Education and Research, Batchelor Institute/Charles Darwin University, Darwin, Australia</i> Assoc. Prof. Greg Shaw, <i>School of Education, Charles Darwin University, Darwin, Australia</i> <i>Overview:</i> In this paper, we explore the adult education and learning experiences of 24 African women migrants in Australia to elucidate the role of education on the women's experiences. <i>Theme: Learner Diversity and Identities</i> Building a Learning Community: The Role of Alumni Mentors in an Australian Enabling Program Jennifer Stokes, <i>UniSA College, University of South Australia, Adelaide, Australia</i> Dr. Bianca Price, <i>UniSA College, University of South Australia, Adelaide, Australia</i> <i>Overview:</i> This is a case study examining the introduction and development of a peer mentoring program in an enabling program at an Australian university using social learning theory (Wenger 1998). <i>Theme: Learner Diversity and Identities</i>



SATURDAY, 11 JULY

13:15-14:55	PARALLEL SESSIONS
Room 8	Post-secondary Technologies Students' Self-Reflection Using Soft Systems Methodology for Highlighting Course Difficulties Dr. Aharon Yadin, <i>Management Information Systems Department, The Max Stern Yezreel Valley College, Yezreel Valley, Israel</i> <i>Overview:</i> This is a study on assessing students' difficulties related to systems analysis and design, by utilizing Soft Systems Methodology. <i>Theme: Technologies in Learning</i> Information Age Syndrome in the Modern University: The Paradoxical Emergence and Ignorance and Seriously Diminished Attention Spans in the Time of Unprecedented Information Dr. Judy Hemming, <i>Faculty of Arts and Design, International Studies and International Development, University of Canberra, Canberra, Australia</i> Dr. Michael McKinley, <i>College of Arts and Social Sciences, Australian National University, Wellington, New Zealand</i> <i>Overview:</i> As university education has become increasingly reliant upon digital technology for delivery, it has also become hostage to excesses in that technology which are antithetical to the university's declared purposes. <i>Theme: Technologies in Learning</i> Making Access to Languages Open: OPen Access to Languages Maria Pilar Gray-Carlos, <i>Institution Wide Language Programme, The University of Reading, Reading, UK</i> Dott. Enza Siciliano Verruccio, <i>Department of Modern Languages and European Studies, Italian Department, Reading, UK</i> <i>Overview:</i> We discuss a student centered collaborative project on creation of on-line open educational resources (OERs) for language learners. <i>Theme: Technologies in Learning</i> Developing L2 Literacy through Web Logs: An Analysis of College-level Spanish Students' Written Work Maria Eugenia Lozano, <i>Department of Spanish and Latin American Cultures, Barnard College, New York, USA</i> Juan Pablo Jiménez, <i>Latin American and Iberian Cultures, Columbia University, New York, USA</i> Ricardo L. Gómez, <i>School of Education, University of Antioquia, Medellín, Colombia</i> <i>Overview:</i> The purpose of this paper is to analyze the use web logs (blogs) in the foreign language curriculum in relation to Elementary Spanish students' literacy development. <i>Theme: Technologies in Learning</i>
Room 9	Workshops Mindfulness and Stress Reduction for the Development of Communication Skills of Teachers in the Classroom: The Challenge of Public Speaking Sara Fernández Aguayo, <i>Department of Teaching, School Management and Research Methods, Faculty of Education and Sports Sciences, University of Vigo, Vigo, Spain</i> Prof. Olga Magaña Rodríguez, <i>Department of Teaching, School Management and Research Methods, Faculty of Education and Sports Sciences, University of Vigo, Vigo, Spain</i> Maria Luisa Mondolfi Miguel, <i>Department of Teaching, School Management and Research Methods, Faculty of Education and Sports Sciences, University of Vigo, Vigo, Spain</i> Dr. Margarita Pino Juste, <i>Department of Teaching, School Management and Research Methods, Faculty of Education and Sports Sciences, University of Vigo, Vigo, Spain</i> <i>Overview:</i> Mindfulness presents coping strategies that allow one to recognize and manage the symptoms of stress when transmitting oral messages in the classroom. <i>Theme: Pedagogy and Curriculum</i> From the Ground Up: Growing a Higher Education Community Engagement Program Laura Rao, <i>Volunteer and Service-Learning Center, SUNY Buffalo State College, Buffalo, USA</i> <i>Overview:</i> Growing an effective community engagement program requires faculty buy-in, student interest, and reciprocal partnerships. Tools and interactive opportunities provided will help you grow a strong program at your institution. <i>Theme: Learning in Higher Education</i>

SATURDAY, 11 JULY

13:15-14:55	PARALLEL SESSIONS
Room 13	Evaluation and Professional Development Introducing the edTPA: Productive Disruption in a Large School Model of Educator Preparation <i>Amea Adkins, College of Education, Illinois State University, Normal, USA</i> <i>Deborah MacPhee, Illinois State University, USA</i> <i>Karen Douglas, Illinois State University, USA</i> <i>Jill Donnel, Illinois State University, USA</i> <i>Overview:</i> We discuss lessons learned about organizational change and using new models of performance assessments to evaluate for effective teaching practice in a large, comprehensive educator preparation program. <i>Theme: Assessment and Evaluation</i> Roads Not Taken: Genuine Conflicts in a School-University Collaboration <i>Dr. Yifat Oshrat, Dept. of Education, University of Haifa, Jerusalem, Israel</i> <i>Lily Orland-Barak, Faculty of Education, University of Haifa, Israel</i> <i>Overview:</i> This is an intervention plan collaboratively designed and implemented by a University, local authority, and school, with an action-research project promoting a practitioner-researcher collaboration guided by mentors and project leaders. <i>Theme: Assessment and Evaluation</i> Single Case Research: Methodology and Case Studies <i>Dr. Frank C. Nascimento, School Psychology Professional Diploma Program Psychology Department, New Jersey City University, Jersey City, USA</i> <i>Dr. James E. Lennon, Psychology, New Jersey City University, Jersey City, USA</i> <i>Overview:</i> This paper will examine Single Case Research methodology and analysis using several forms of single case effect size statistics and a review of recent case studies. <i>Theme: Assessment and Evaluation</i> The Creative Mindset: The Bryant University Creativity Fellows Program <i>Dr. Terri Hasseler, Department of English and Cultural Studies, Bryant University, Smithfield, USA</i> <i>Maura Dowling, Finance Department, Smithfield, USA</i> <i>Dr. Sandra Enos, Sociology, Smithfield, USA</i> <i>Dr. Robert Shea, Academic Affairs, Smithfield, USA</i> <i>Overview:</i> The Creativity Fellows is a one-year seminar devoted to nurturing faculty members' creative practices with the long-term purpose of fundamentally transforming both teaching modalities and educational philosophies. <i>Theme: Learning in Higher Education</i>
Room 14	Late Additions (Check board for additions)
Room 15	Publishing Information Session and Workshop Publishing Your Article or Book with Common Ground <i>Ashley McBride, Common Ground Publishing, Champaign, USA</i> <i>Overview:</i> Get an overview of Common Ground's publishing philosophy and practices, tips for turning presentations into journal articles, an overview of publishing procedures, and an introduction to the book series. <i>Theme: None</i> Musical Play: A Framework for Integration in Early Care Programs <i>Amoriza Gunnink, Educational Leadership and Policy, State University of New York at Buffalo, Amherst, USA</i> <i>Overview:</i> Through interactive demonstrations, and participation in musical explorations in this workshop, participants will be provided with an integrative framework and effective strategies for integration of music-making in their daily programs. <i>Theme: Early Childhood Learning</i>
14:55-15:10	BREAK
15:10-16:50	PARALLEL SESSIONS
Room 1	Workshop Celebrate Teaching Your Culture: Making Everyone Comfortable with Your History <i>Dr. Lundean Thomas, Former Director of the African American Theatre Program, Black Theatre Network, Louisville, USA</i> <i>Overview:</i> African American Faculty will share techniques learned through experience how to teach history to oppressed and race of oppressors in engaging format. <i>Theme: Learning in Higher Education</i>
Room 2	Educating for Advanced Degrees Crossing Conceptual Thresholds in Doctoral Education <i>Prof. Sioux McKenna, Centre for Higher Education Research, Teaching and Learning, Rhodes University, Grahamstown, South Africa</i> <i>Overview:</i> Crossing conceptual thresholds is fundamental to Doctoral education. Students must gain insights and add knowledge. This paper analyses data from 28 Ph.D. candidates to identify what facilitates this process. <i>Theme: Learning in Higher Education</i> Benefits of Working on Data-based Research Projects: The Graduate Students' Perspective <i>Dr. Alla Zareva, Department of English, Old Dominion University, Norfolk, USA</i> <i>Overview:</i> The study is based on the outcomes, comments, and feedback given by graduate students who have been trained to use corpus data for data-based research projects. <i>Theme: Learning in Higher Education</i> Learner Autonomy and Language Success in Higher Education <i>Kadir Hüseyin Ünlü, Turkish Air Force Academy, Istanbul, Turkey</i> <i>Dr. Mustafa Er, Turkish Air Force Academy, Istanbul, Turkey</i> <i>Overview:</i> In this study, the effects of learner autonomy on achievement in language classes is investigated. <i>Theme: Learning in Higher Education</i>



SATURDAY, 11 JULY

15:10-16:50	PARALLEL SESSIONS
Room 3	Pre-service Education Pre-service Teachers' Perceptions of a Humanising Pedagogy Dr. Logan Athiemoolam, <i>Faculty of Education, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa</i> <i>Overview:</i> The proposal aims to provide insights into pre-service Intermediate Phase teachers' (grades 4-6) perceptions of a humanising pedagogy and how they intended to implement the humanising pedagogy in their classes. <i>Theme: Learning in Higher Education</i> Use of a Hands-On Simulation Approach in Teaching Assessment to Pre-service Educators: A Case Study David Gordon, <i>Department of Special Education, University of Wisconsin-Whitewater, Whitewater, USA</i> James Collins, <i>Special Education, University of Wisconsin-Whitewater, Whitewater, USA</i> Kelly Jewell, <i>Special Education, University of Wisconsin-Whitewater, Whitewater, USA</i> <i>Overview:</i> This paper discusses the process and results of a hands-on approach to teaching assessment practices and test construction to undergraduate pre-service teachers. <i>Theme: Learning in Higher Education</i> Pre-service Teachers Meaning Making of Professional Experiences: Ways of Knowing and Reflective Thinking Dr. S. Laurie Hill, <i>Undergraduate Programs in Education, Werklund School of Education, University of Calgary, Calgary, Canada</i> <i>Overview:</i> This paper describes an inquiry into the ways of knowing of pre-service teachers in a two-year after degree program. Implications for teacher practice and professional identity are explored. <i>Theme: Learning in Higher Education</i>
Room 7	Diversities in Teaching and Learning Teachers' Response to Students with Specific Learning Disabilities: Attribution Theory and Specific Learning Disabilities Dr. Stuart Woodcock, <i>Faculty of Human Science, Macquarie University, Sydney, Australia</i> <i>Overview:</i> This study examined the relationship between teachers' beliefs about their ability to bring about desired outcomes for students with specific learning disabilities, and their attributions of these students' achievements. <i>Theme: Learner Diversity and Identities</i> Becoming a Scholarly Academic Developer Prof. Lynn Quinn, <i>Rhodes University, Grahamstown, South Africa</i> <i>Overview:</i> I discuss opportunities to build cumulative knowledge that contributes significantly to scholarly identities needed for developing lecturers as teachers. <i>Theme: Learner Diversity and Identities</i> Learning Tactics and Strategies, and Knowledge Representations Employed by Blind Students in Learning Verbal Materials Prof. Ron Hoz, <i>Department of Education, Ben Gurion University of the Negev, Beer-Sheva, Israel</i> <i>Overview:</i> We studied how high school blind students learn verbal materials, and found that they read materials several times and use varied learning tactics, strategies and knowledge representations. <i>Theme: Learner Diversity and Identities</i>
Room 8	Leadership and Organization The Risk and High Cost of Underperforming Schools in the United States Dr. Lawrence William Byrnes, <i>Undergraduate Studies, Florida Gulf Coast University, Fort Myers, USA</i> Margaret Byrnes, <i>Quality Education Associates, Fort Myers, USA</i> <i>Overview:</i> It is time to re-define risk management in K-12 education! The high cost of re-work is crippling our economy as fewer students leave K-12 prepared for higher learning. <i>Theme: Educational Organization and Leadership</i> Innovative Leadership for 21st Century Skill Building: The Principal's Role in Establishing Futures-Oriented Teacher and Student Learning Cultures and Practices Dr. Susanne Owen, <i>Division of Education, Arts, Social Sciences, University of South Australia, Adelaide, Australia</i> <i>Overview:</i> Principal leadership of whole school innovation requires building student and teacher skills for the 21st century skills, with teachers having a changing role as co-learners with students and with colleagues. <i>Theme: Educational Organization and Leadership</i> Supporting Organic Intellectuals through Activism and Literacy Pablo Muriel, <i>Literacy, Hofstra University, Bronx, USA</i> Eblin Acosta, <i>Teacher, New York City Department of Education, Bronx, USA</i> <i>Overview:</i> We discuss student activism and critical literacy through political discourse encouraging students to translate ideas into action. <i>Theme: Pedagogy and Curriculum</i>
Room 9	Workshops Implementing Trauma-Informed Educational Strategies to Improve Academic Outcomes Dr. Gwendolyn Willis-Darpoh, <i>Health and Social Development, American Institutes for Research, Washington, USA</i> <i>Overview:</i> This workshop will focus on understanding trauma and how to implement trauma-sensitive educational methods to effectively teach and manage traumatized students in the classroom who are frequently culturally diverse. <i>Theme: Learner Diversity and Identities</i>



SATURDAY, 11 JULY

15:10-16:50	PARALLEL SESSIONS
Room 13	Assessment Strategies and Student Agency Assessment of Student Teaching Dr. Eitan Simon, <i>The School of Teaching and Education, Ohalo College, Nofit, Israel</i> <i>Overview:</i> In 2009, changes were made in teacher training with a new design study (Ariav, 2006). The implication of the change is reflected in all components of training including practical work. <i>Theme: Assessment and Evaluation</i> Students' Assessment Strategies Used in the Competency-based Approach in Higher Education Dr. Georgeta Ion, <i>Department of Applied Pedagogy, Universitat Autònoma de Barcelona, Barcelona, Spain</i> Prof. Juana María Tierno García, <i>Pedagogy, Universitat Rovira i Virgili, Tarragona, Spain</i> <i>Overview:</i> We analyse academics' perception in relation to the strategies used to assess students' competencies. In-depth interviews with academics in seven universities in Spain and different degrees have been carried out. <i>Theme: Assessment and Evaluation</i> A Quest for Student Success: Exploring the Contributions of Co-Curricular Learning Opportunities on Student Success as Defined by the TEQSA Risk Assessment Framework Dr. Megan Kek, <i>Learning and Teaching Support, University of Southern Queensland, Toowoomba, Australia</i> Peter Ayriss, <i>Learning and Teaching Support, University of Southern Queensland, Australia</i> Lindy Kimmins, <i>Learning and Teaching Support, University of Southern Queensland, Australia</i> Anita Fredericks, <i>Learning and Teaching Support, University of Southern Queensland, Australia</i> Dr. Fernando Padro, <i>Learning and Teaching Support, University of Southern Queensland, Australia</i> <i>Overview:</i> Co-curricular learning programs are constantly at-risk of being culled or reduced during times of tight budgeting. Data from programs demonstrating even small impacts enable better understanding of university students' experiences. <i>Theme: Assessment and Evaluation</i>
Room 14	Technology's Creative Solutions Online Performative Spaces and Moments of Re-genring on a Writing Intensive Course Dr. Aditi Hunma, <i>Education Development Unit, Faculty of Humanities, University of Cape Town, Cape Town, South Africa</i> <i>Overview:</i> Online learning spaces may turn into performative ones. Through a discourse analysis of students' textual practices across traditional and online spaces, I present how students reproduce or subvert genre categories. <i>Theme: Technologies in Learning</i> Digital Games for Creativity in Education: History Learning through Story-telling Oriented to Creative Thinking Pavlos Koulouris, <i>Research and Development Department, Ellinogermaniki Agogi, Athens, Greece</i> Elias Stouraitis, <i>Research and Development Department, Ellinogermaniki Agogi, Athens, Greece</i> <i>Overview:</i> We discuss the innovative approach and selected results of C2Learn, a European research project in the crossroads of digital games and creativity in education, focusing on primary History in Greece. <i>Theme: Technologies in Learning</i> Developing a Speech Evaluation Application for EFL Learners Dr. Yow-jyy Joyce Lee, <i>Department of Applied English, National Taichung University of Science and Technology, Taichung City, Taiwan</i> Ming-Han Lee, <i>Institute of Information Science, Academia Sinica, Taipei City, Taiwan</i> Liang-Yu Chen, <i>Institute of Information Systems and Applications, National Tsing Hua University, Hsinchu, Taiwan</i> Dr. Renyuan Lyu, <i>Department of Computer Science, Chang Gung University, Taoyuan, Taiwan</i> <i>Overview:</i> The study examines the development of a web application as an aid for college students' speech evaluation in EFL public speaking and analyzes the application's effectiveness. <i>Theme: Technologies in Learning</i> Wikilearning: Our Default Setting is Open Paola Ricaurte, <i>Communication and Digital Art, Tecnológico de Monterrey, Mexico City, Mexico</i> <i>Overview:</i> This case study presents the Wiki Learning project as a peer learning experience at college level in Mexico City. <i>Theme: Literacies Learning</i>
16:55-17:25	CONFERENCE CLOSING





The Learner | List of Participants

Noraishiyah	Abdullah	Universiti Kuala Lumpur Malaysia France Institute	Malaysia
Amee	Adkins	Illinois State University	USA
Georges	Ah-Tye	Victoria University	Australia
Irit	Aharon	University of Haifa	Israel
Donna	Alden	Dona Ana Community College; New Mexico State University	USA
Tamar	Andrews	University of California Los Angeles - Extension	USA
Jana	Andršová	University of Hradec Králové	Czech Republic
Donald	Anticoli	School District of Philadelphia	USA
Logan	Athiemoolam	Nelson Mandela Metropolitan University	South Africa
Amy	Austin	Victoria University of Wellington; Island Bay Schoool	New Zealand
Alison L.	Bailey	UCLA	USA
Elizabeth	Bankowski	Hong Kong Baptist University	Hong Kong
Lerverne	Barber	The University of Worcester	UK
José Carlos	Barbosa Lopes	Mauá and Faculdade Nossa Cidade	Brazil
Janet	Baron	Okanagan College	Canada
Aleix	Barrera-Corominas	Universitat Autònoma de Barcelona	Spain
Nancy	Barta-Smith	Slippery Rock University	USA
Serife Dilek	Belet Boyaci	Anadolu University	Turkey
Fariba	Bolourchifard	Shahid Beheshti University of Medical Sciences	Iran (Islamic Republic of)
John	Bormolini	Chisholm Catholic College	Australia
Silvia	Bou	GabinetSQ	Spain
Chrissie	Bouhey	Rhodes University	South Africa
William	Bowen-Jones	University of Worcester	UK
Adnan	Boyaci	Anadolu University	Turkey
Jean-Claude	Boyer	Université du Québec en Outaouais	Canada
Maria Theresa	Brewster	Fujairah Women's College	United Arab Emirates
Philip A.	Brockbank	All Saints' College	Australia
Sandy	Buczynski	Univeristy of San Diego	USA
David	Buley	Laurentian University	Canada
Jan	Buley	Laurentian University	Canada
Leticia	Burbano de Lara	Kansas State University	USA
Lawrence William	Byrnes	Florida Gulf Coast University	USA
Margaret	Byrnes	Quality Education Associates	USA
Francisco	Calderon	Masters School	USA
Laurie	Campbell	University of Central Florida	USA
Silver	Cappello	Free University of Bolzano	Italy
Magdalena	Caproi	Antelope Valley College	USA
Antonio López	Carmona	Universidad de Granada	Spain
Patricia	Carson	James Cook University	Canada
Maria	Ceprano	State University of New York, College at Buffalo	USA
Paul	Cerotti	RMIT University	Australia





The Learner | List of Participants

Rainbow	Chen	National Chengchi University	Taiwan
Meiju	Chen	National Shinchu University of Education	Taiwan
Pui-wan	Cheng	The Chinese University of Hong Kong	Hong Kong
Nancy A.	Chicola	State University of New York, College at Buffalo	USA
Agnes	Chigona	Cape Peninsula University of Technology	South Africa
Wallace	Chigona	University of Cape Town	South Africa
Alice M. L.	Chong	City University of Hong Kong	Hong Kong
Chyi	Chung	Northwestern University	USA
Paul	Cockrem	Sydney Anglican Schools Corporation	Australia
Corinna Villar	Cole	Sam Houston State University	USA
Lynn	Coleman	Cape Peninsula University of Technology	South Africa
Kathryn	Coleman	Deakin University	Australia
Terry	Colp	Edmonton Public Schools	Canada
Kevin	Conroy	Taft School	USA
Phoebe	Constantinou	Ithaca College	USA
Michelle	Coombs	OISE, University of Toronto	Canada
Bill	Cope	University of Illinois Urbana-Champaign	USA
Barry	Costas	University of Hertfordshire	UK
Anne-Maree	Creenaune	Diocese of Wollongong	Australia
Julia	Criado del Rey	University San Pablo-CEU	Spain
Xena Michelle	Cupido	Cape Peninsula University of Technology	South Africa
Ulla	Damber	Umeå University	Sweden
Aviva	Dan	Ohalo College Katzrin Israel	Israel
Brian	Danielson	Slippery Rock University	USA
Ann-Louise	Davidson	Concordia University	Canada
Katie	Davis	Brooklyn Learning Center	USA
Sandra	Davis	Flagler College	USA
Martha	Day	Western Kentucky University	USA
Sureetha	De Silva	Griffith University	Australia
Mikael	Demetri	Hammarby Södra Primary School	Sweden
John	Derrick	Victoria University	Australia
Sacha	DeVelle	Australian Council for Educational Research	Australia
Giulia	Di Francesco	University G. D'annunzio Chieti-Pescara	Italy
Danette	DiMarco	Slippery Rock University	USA
Angelina	Dimiter-Taikon	Hammarby Södra Primary School	Sweden
Kati	Dimiter-Taikon	Hammarby Södra Primary School	Sweden
Kathryn	Dixon	Curtin University	Australia
Antoinette	Doyle	Memorial University of Newfoundland	Canada
Lorna Martha	Dreyer	Stellenbosch University	South Africa
Lisa	Duffin	Western Kentucky University	USA
France	Dufour	Université du Québec à Montréal	Canada
Rachel	Dunbar	Alabama A & M University	USA
Caroline	Dunn	Auburn University	USA





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Jonathan	Dyck	University of Manitoba	Canada
Tim	Elliott	Holy Spirit Primary School Nicholls	Australia
Maria	Emmanouilidou	Aristotle University of Thessaloniki	Greece
Ann	Emo	State University of New York, Buffalo State	USA
Alla	Ericson	Södertörn University	Sweden
Paul	Fell	acQuire Technology Solutions	Australia
Jill	Ferguson		USA
Sara	Fernández Aguayo	University of Vigo	Spain
Joan	Fingon	California State University, Los Angeles	USA
Adele	Flood	University of New South Wales	Australia
Karen	Foster	University of Central Missouri	USA
Dubé	France	ADEL	Canada
Rochelle	Franklin	Liberty University	USA
Sherri	Franklin-Guy	California State University, San Bernardino	USA
Claire	Frazer	Catholic Education	Australia
Sherry B.	Froman	St. Luke's School	USA
Valdite	Fuga	Fatec Mogi das Cruzes	Brazil
Nina	Furry	The University of North Carolina at Chapel Hill	USA
Bonnie	Fusarelli	North Carolina State University	USA
Lance	Fusarelli	North Carolina State University	USA
Raymond	Galang	University of the East	Philippines
Andrea	Gambino	Wake STEM Early College High School	USA
Fernando	Garcia	Unviersidad Carlos III de Madrid	Spain
Maria Luisa	Garcia Valverde	Universidad de Granada	Spain
Brad	Garner	Indiana Wesleyan University	USA
Maria Teresa	Gomis Quinto	Goucher College	USA
Victoria	Gonzalez	Dona Ana Community College; New Mexico State University	USA
David	Gordon	University of Wisconsin, Whitewater	USA
Shane	Gorman	Bonython Primary School	Australia
Sue	Gorman	Gordon Primary School	Australia
Michael A.	Gottfried	University of California, Santa Barbara	USA
Abbey	Graham	North Carolina State University	USA
Maria Pilar	Gray-Carlos	The University of Reading	UK
Frederick	Grinnell	UT Southwestern Medical Center	USA
Joy	Guarino	State University of New York, Buffalo State	USA
Mediha	Guner	Anadolu University	Turkey
Amoriza	Gunnink	State University of New York, Buffalo	Canada
Águeda	Gutiérrez-Sánchez	University of Vigo	Spain
Terri	Hasseler	Bryant University	USA
Judy	Hemming	University of Canberra	Australia
Christine	Henderson	Okanagan College	Canada
Stephen	Hernandez	Hofstra University	USA





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S. Laurie	Hill	University of Calgary	Canada
Elizabeth	Hind	Chapman University	USA
Felicia	Hirata	Baruch	USA
Leslie	Hitch	Northeastern University	USA
J. Joseph	Hoey IV	Bridgepoint Education	USA
Shaohua	Hong	University of Manchester	UK
Seyed Masoud	Hosseini	Mashhad University of Medical Sciences	Iran (Islamic Republic of)
Ron	Hoz	Ben Gurion University of the Negev	Israel
Aditi	Hunma	University of Cape Town	South Africa
Christopher	Huxley	Trent University	Canada
Juan Pablo	Jiménez	University of Massachusetts	USA
Rachna	Johri	Temasek Polytechnic	Singapore
Stefan	Jokulsson	University of Iceland	Iceland
Anthony	Joseph	Pace University	USA
Sharon	Judge	Old Dominion University	USA
Mary	Kalantzis	University of Illinois Urbana-Champaign	USA
Mehmet Fatih	Karacabey	Anadolu University	Turkey
Katinka	Käyhkö	University of Eastern Finland	Finland
Alison	Kearney	Massey University	New Zealand
Wan Ling	Keng	Temasek Polytechnic	Singapore
Shea	Kerkhoff	North Carolina State University	USA
Margaret	Killinger	University of Maine	USA
Kirang	Kim	Dankook University	South Korea
Lindy	Kimmins	University of Southern Queensland	Australia
Paula	Knight	St. Louis Public Schools	USA
Pavlos	Koulouris	Ellinogermaniki Agogi	Greece
Cornè	Kruger	North-West University	South Africa
Sonja	Kuzich	Curtin University of Technology	Australia
Mária	Laczkó	University of Kaposvar	Hungary
Tatzia	Langlo	University of California, Santa Barbara	USA
Diana	Laurillard	University of London	UK
Aviva	Lavan	Zefat Academic College	Israel
Ilana	Lavy	The Academic College of Emek Yezreel	Israel
Jill	Lawrence	Middlesex University	UK
María Luisa de	Lázaro y Torres	University Complutense of Madrid	Spain
Yow-jyy Joyce	Lee	National Taichung University of Science and Technology	Taiwan
Hedva	Lewittes	State University of New York, College at Old Westbury	USA
Jay M.	Lightfoot	University of Northern Colorado	USA
Pierpaolo	Limone	University of Foggia	Italy
Lucia	Lomba Portela	University of Vigo	Spain
Susan Carol	Losh	Florida State University	USA





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María Eugenia	Lozano	University of Massachusetts	USA
Kakoma	Luneta	University of Johannesburg	South Africa
Olga	Magaña Rodríguez	University of Vigo	Spain
Blandina	Makina	University of South Africa	South Africa
Eileen D.	Maleka	University of the Witwatersrand	South Africa
Aamir Saeed	Malik	Universiti Teknologi Petronas	Malaysia
Albert	Mallart	Barcelona University	Spain
Weihsun	Mao	Ohlone College	USA
Gohar	Marikyan	State University of New York; Empire State College	USA
Gae	Masters	Department of Education and Training	Australia
Robert	McAllister	The Colburn School	USA
Sioux	McKenna	Rhodes University	South Africa
Michael	McKinley	Australian National University	Australia
Seth	Meisel	University of Wisconsin, Whitewater	USA
Michael	Michell	University of New South Wales	Australia
Citlali	Miranda Aldaco	Goucher College	USA
Paul	Moerman	Södertörn University	Sweden
Roger	Moltzen	The University of Waikato	New Zealand
Maria Luisa	Mondolfi Miguel	University of Vigo	Spain
Jacqueline	Moore	Australian Council for Educational Research	Australia
Tina	Moore	Middlesex University	UK
Isabel	Moreno-López	Goucher College	USA
Liam	Morgan	University of Technology, Sydney	Australia
Laurette	Morris	State University of New York, College at Old Westbury	USA
James	Morrison	Tipperary Education and Training Board	Ireland
Suzanne	Mudge	Texas A&M University, San Antonio	USA
Dale	Mueller	California State University	USA
Pablo	Muriel	Hofstra University	USA
Frank C.	Nascimento	New Jersey City University	USA
Deborah	Natoli	University of Southern California	USA
Robert Christopher	Nellis	Red Deer College	Canada
Wing Shui	Ng	The Hong Kong Institute of Education	Hong Kong
Eugenia M. W.	Ng	The Hong Kong Institute of Education	Hong Kong
Kevin	Noiroux	University of Liège	Belgium
Radek	Novotný	University of Hradec Králové	Czech Republic
Astrid	Núñez-Pardo	Universidad Externado de Colombia	Colombia
Mark	O'Connor	Slippery Rock University	USA
Christina Rodell	Olgaç	Södertörn University	Sweden
Sevket Benhur	Oral	The Petroleum Institute	United Arab Emirates
Betsy	Orr	University of Arkansas	USA
Yifat	Oshrat	University of Haifa	Israel
Susanne	Owen	University of South Australia	Australia





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Eric	Pandiscio	University of Maine	USA
Myonghwa	Park	Chungnam National University	South Korea
Pamela	Parker	City University London	UK
Nancy	Pawlyshyn	Northeastern University	USA
Mabel	Payne	RADE Associates	USA
Jennifer	Pearce-Morris	Texas A&M University, Kingsville	USA
William	Pelech	University of Calgary	Canada
Sharon	Pelech	University of Lethbridge	Canada
Rachela	Permenter	Slippery Rock University	USA
Mitchell	Peters	Universidad Europea de Madrid	Spain
J. Fiona	Peterson	RMIT University	Australia
Margarita	Pino Juste	Universidad de Vigo	Spain
Raquel	Plotka	Pace University	USA
Iago	Portela-Pino	University of Vigo	Spain
Valerie	Powell	Sam Houston State University	USA
Bianca	Price	University of South Australia	Australia
Enrique A.	Puig	University of Central Florida	USA
Lucia	Pumares Lavandeira	University of Vigo	Spain
Lynn	Quinn	Rhodes University	South Africa
Sarah Olivia	Quinn	University of South Australia	Australia
D. Mark	Ragg	Eastern Michigan University	USA
Preleena	Ramlall	University of the Witwatersrand	South Africa
Aida	Ramos-Sellman	Goucher College	USA
Laura	Rao	State University of New York, Buffalo State	USA
Xoana	Reguera López de la Osa	University of Vigo	Spain
Paola	Ricaurte	Tecnológico de Monterrey	Mexico
Suzanne	Rice	University of Melbourne	Australia
Beatriz	Rodríguez López	Universidad Nacional de Educación da Distancia	Spain
Nancy	Romance	Florida Atlantic University	USA
Helen	Rosenberg	University of Wisconsin, Parkside	USA
Perry	Rush	Island Bay School	New Zealand
Karen	Sacdalan	University of the Philippines	Philippines
Susana	Saffu	Charles Darwin University	Australia
Sercan	Saglam	Anadolu University	Turkey
Heidi	Salva	Lafayette High School	USA
Hugo Santiago	Sanchez	University of Bath	UK
Filiz	Sari Atilla	Toros College	Turkey
Donna	Schnorr	California State University, San Bernardino	USA
Sonja	Schoeman	University of South Africa	South Africa
Anne	Seitsinger	University of Rhode Island	USA
Harun	Serpil	Anadolu University	Turkey
Sue Ann	Sharma	Oakland University	USA





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Enza	Siciliano Verruccio	University of Reading	UK
Pavel	Sikorskii	Michigan State University	USA
Eitan	Simon	Ohalo College	Israel
Susan Elizabeth	Simon	The University of the Sunshine Coast	Australia
Alan	Singer	Hofstra University	USA
Vernon E.	Smith	Borough of Manhattan Community College	USA
Reesa	Sorin	James Cook University	Australia
Anne	Statham	University of Southern Indiana	USA
Anita Louise	Steele	Ohio University	USA
Benay	Stein	Northwestern University	USA
Fay	Stevens	University of Notre Dame	UK
Nancy	Stockall	Sam Houston State University	USA
Jennifer	Stokes	University of South Australia	Australia
Theodore	Stone	University of Maryland University College	USA
Cameron	Sublett	University of California, Santa Barbara	USA
Anchalee	Sybrandy	School District of Philadelphia	USA
Periklis	Tagkas	Technological Educational Institute of Epirus	Greece
Kuo Hao	Tang	Feng Chia University	Taiwan
Dale B.	Taylor	Wisconsin Board on Aging and Long Term Care	USA
María Fernanda	Téllez-Téllez	Universidad Externado de Colombia	Colombia
Lundeana	Thomas	Black Theatre Network	USA
Tony J.	Thomas	Indiana State University	USA
Juana María	Tierno García	Universitat de Barcelona	Spain
Miriam	Torzillo	James Cook University	Australia
Robert	Townsend	Federation University Australia	Australia
Danielle	Tran	Brunel University London	UK
Ellene	Tratras Contis	Eastern Michigan University	USA
Shu-hsien	Tseng	Chung Yuan Christian University	Taiwan
Maria-Ana	Tupan	Universitatea Alba Iulia	Romania
Sharon H.	Ulanoff	California State University, Los Angeles	USA
Kadir Hüseyin	Ünlü	Turkish Air Force Academy	Turkey
Pasquale	Valentini	University of Chieti, Pescara	Italy
Wynand	van der Merwe	Unisa	South Africa
Petro	van der Merwe	University of South Africa	South Africa
Christine	Van Toorn	University of New South Wales, Sydney	Australia
Daniela	Vendramini Zanella	University of Sorocaba	Brazil
Deborah	Virtue	National Cathedral School	USA
Jo-Anne	Vorster	Rhodes University	South Africa
Goranka	Vukelich	Conestoga College	Canada
Bronwen	Wade Leeuwen	Macquarie University	Australia
Lisa	Walters		USA
Ta-Wei	Wang	National Pingtung University	Taiwan
Xiao-lei	Wang	Pace University	USA





The Learner | List of Participants

Worasuda	Wattanawong	Chaing Mai Rajabhat University	Thailand
Ling-Yu	Wen	National Changhua University of Education	Taiwan
Clavia	Williams	University of the West Indies	Jamaica
Dene	Williamson	Saint Leo University	USA
Gwendolyn	Willis-Darpoh	American Institutes for Research	USA
Bradley	Wilson	Midwestern State University	USA
Mun	Wong	The Hong Kong Institute of Education	Hong Kong
Randall	Woodard	Saint Leo Univeristy	USA
Stuart	Woodcock	Macquarie University	Australia
Aharon	Yadin	The Max Stern Yezreel Valley College	Israel
Ozlem	Yagcioglu	Dokuz Eylul University	Turkey
Seok-Jo	Yang	Chungnam National University	South Korea
Jia Lin	Yang	University of New South Wales	Australia
Michael	Yeldham	The University of Hong Kong	Hong Kong
Guang	Yu	Shandong University	China
Pui Lam Brenda	Yuen	National University of Singapore	Singapore
Alessia	Zanin-Yost	Penn State University, Altoona	USA
Alla	Zareva	Old Dominion University	USA



















COMMON GROUND | Conference Calendar 2015-2016



Twenty-second International Conference on Learning

Universidad San Pablo CEU | Madrid, Spain | 9-11 July 2015

www.thelearner.com/the-conference



Fifteenth International Conference on Diversity in Organizations, Communities, and Nations

The University of Hong Kong | Hong Kong SAR, China | 15-17 July 2015

www.ondiversity.com/the-conference



Eighth Global Studies Conference

Imperial College London | London, UK | 20-21 July 2015

www.onglobalization.com/the-conference



Tenth International Conference on the Arts in Society

Imperial College London | London, UK | 22-24 July 2015

www.artsinsociety.com/the-conference



Sixth International Conference on Sport and Society

University of Toronto | Toronto, Canada | 30-31 July 2015

www.sportandsociety.com/the-conference



Eighth International Conference on the Inclusive Museum

National Science Museum, Delhi | New Delhi, India | 7-9 August 2015

www.onmuseums.com/the-conference



Fifth International Conference on Health, Wellness, and Society

Universidad de Alcalá | Madrid, Spain | 3-4 September 2015

www.healthandsociety.com/the-conference



Fifth International Conference on Food Studies

Virginia Polytechnic Institute and State University | Blacksburg, USA | 18-19 September 2015

www.food-studies.com/the-conference



Seventh International Conference on Science in Society

University Center | Chicago, USA | 1-2 October 2015

www.science-society.com/the-conference

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Spaces and Flows: Sixth International Conference on Urban and ExtraUrban Studies

University Center Chicago | Chicago, USA | 15-16 October 2015
www.spacesandflows.com/the-conference



Thirteenth International Conference on Books, Publishing, and Libraries

University of British Columbia at Robson Square | Vancouver, Canada | 19-20 October 2015
www.booksandpublishing.com/the-conference



Sixth International Conference on the Image

University of California at Berkeley | Berkeley, USA | 29-30 October 2015
www.ontheimage.com/the-conference



The Eighth International Conference on e-Learning and Innovative Pedagogies

University of California, Santa Cruz | Santa Cruz, USA | 2-3 November 2015
www.ubi-learn.com/the-conference



Aging and Society: Fifth Interdisciplinary Conference

The Catholic University of America | Washington D.C. USA | 5-6 November 2015
www.agingandsociety.com/the-conference



Twelfth International Conference on Environmental, Cultural, Economic, and Social Sustainability

Portland State University | Portland, USA | 21-23 January 2016
www.onsustainability.com/the-conference



Twelfth International Conference on Technology, Knowledge, and Society

Universidad de Buenos Aires | Buenos Aires, Argentina | 18-19 February 2016
www.techandsoc.com/the-conference



Tenth International Conference on Design Principles and Practices

Pontifical Catholic University of Rio de Janeiro (PUC-Rio) | Rio de Janeiro, Brazil | 25-27 February 2016
www.designprinciplesandpractices.com/the-conference



Sixth International Conference on Religion and Spirituality in Society

The Catholic University of America | Washington D.C., USA | 22-23 March 2016
www.religioninsociety.com/the-conference