TWENTIETH INTERNATIONAL CONFERENCE ON LEARNING

VIGÉSIMO CONGRESO INTERNACIONAL DE EDUCACIÓN Y APRENDIZAJE

UNIVERSITY OF THE AEGEAN, RHODES
RHODES, GREECE

11-13 JULY 2013

www.thelearner.com
www.sobrelaeducacion.com
The Learning Knowledge Community would like to acknowledge and extend a special thank you to the University of the Aegean, Rhodes for hosting, co-sponsoring and coordinating the conference.

La Comunidad de Educación y Aprendizaje desea reconocer y agradecer especialmente a la Universidad San Pablo CEU, por ser nuestro partner académico en este congreso y a la Universidad del Egeo por ser el anfitrión y co-patrocinador de dicho evento.
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LETTER FROM CONFERENCE HOST

Dear Learning Conference Delegate,

Welcome to the Twentieth International Conference on Learning at the University of the Aegean, Rhodes, Greece.

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 had 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 the 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.

The Learning Conference is held annually in different locations around the world, each selected for the particular role education is playing in social, cultural and economic change. In recent years, the Conference has been held at the University of Illinois, Chicago, USA in 2008; the University of Barcelona, Spain in 2009; the Hong Kong Institute of Education, Hong Kong in 2010; the University of Mauritius, Mauritius, in 2011; the University of London, UK, in 2012.

We are also proud to announce the launch of Scholar, created in an association between Common Ground and the University of Illinois. If the social glue that holds together Facebook is 'friends' and the stickiness of Twitter is having 'followers', then the common bond created in Scholar is 'peers' working together in knowledge producing communities. We call this a 'social knowledge' space. Not only can you join The Learner community in Scholar. You can also create your own knowledge communities and use Scholar as a learning space, with a strong focus on peer-to-peer dialogue and structured feedback. For more information, visit www.cgscholar.com

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 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. Finally, please join our online conversation by subscribing to our email newsletter, as well as our Facebook page and Twitter feeds at http://thelearner.com.

Common Ground also organizes conferences and publishes journals in other areas of critical intellectual human concern, including diversity, museums, technology, humanities and the arts, to name several (see http://commongroundpublishing.com). Our aim is to create a new form of the knowledge community, where people meet in person and also remain connected virtually, making the most of the potentials for access via digital media. We are also committed to creating a more accessible, open and reliable peer review process. Alongside opportunities for well-known academics, we are creating new publication openings for academics from developing countries, for emerging scholars and for researchers from institutions that have historically focused on teaching.

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 Chryssi Vitsilaki, Aggelou Vera and everyone at the University of the Aegean, Rhodes for all efforts to make this conference a success! I would also like to thank my Common Ground US and Common Ground Espana colleagues for all of their work on the conference, especially Karim Gherab-Martin, Raquel Jimenez-Palomino, Ana Quintana-Martin, Kelsey Shannon, Izabel Szary, and Kathryn Weisbaum.

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 in New York City, USA!

Yours Sincerely,

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

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.

PHILOSOPHY: Common Ground is committed to building dynamic knowledge communities that meet regularly in face-to-face interaction, connect in a virtual community of web spaces, blogs and newsfeeds, and publish in fully refereed academic journals. In this way, we are bringing to the fore our commitment to explore new ways of making and disseminating academic knowledge. We believe that the Internet promises a revolution in the means of production and distribution of knowledge, a promise, as of yet, only partially realized. This is why we are working to expand social and technical frontiers in the production of text, so that academic publishing gains the immediacy, speed and accessibility of the web whilst nevertheless maintaining—and we would hope enhancing—the intellectual standards of legacy peer refereed journals. To support these kinds of emerging knowledge communities, Common Ground continues to have an ambitious research and development agenda, creating cutting edge ‘social web’ technologies and exploring new relationships of knowledge validation.

CONNECTING THE GLOBAL WITH THE LOCAL: Common Ground conferences connect with different host universities and local communities each year, seeking fresh perspectives on questions of global concern. In recent years, we have worked with a wide range of educational institutions including (to list just a few): Beijing Normal University; The Australian National University; The University of London; The Institute for Pedagogical Sciences, Cuba; University of California, Los Angeles; The University of Cambridge, UK; The University of Carthage, Tunisia; Columbia University, New York; Singapore Management University; McGill University, Montreal; The University of Edinburgh, Scotland; and New York University in New York City. At conference sites, we bring the global to the local—academics, researchers and practitioners from around the world gather to discuss conference topics. At the same time, we also bring the local to the global, as local academics and community leaders speak from the perspective of local knowledge and experience. For links to each of our twenty-four knowledge communities, visit www.commongroundpublishing.com.

THE LEARNER CONFERENCE KNOWLEDGE COMMUNITY

At a time when knowledge communities are being redefined and disciplinary boundaries challenged, Common Ground aims to develop innovative spaces for knowledge creation and sharing. Through our conferences, journals and online presence we attempt to mix traditional face-to-face interaction with new ‘social web’ technologies. This is a part of our attempt to develop new modes of deliberation and new media for the dissemination of ideas. Common Ground is founded upon and driven by an ambitious research and knowledge design agenda, aiming to contest and disrupt closed and top-down systems of knowledge formation. We seek to merge physical and online communities in a way that brings out the strengths in both worlds. Common Ground and our partners endeavor to engage in the tensions and possibilities of this transformative moment. We provide three core ways in which we aim to foster this community:

Present: You have already made the first step and are in attendance. We hope this conference provides a valuable source of feedback for your current work and the possible seeds for future individual and collaborative projects. We hope your session is the start of a conversation that continues on past the last day of the conference.

Publish: We also encourage you to publish your paper in one of The Learner Collection of Journals. In this way, you may share the finished outcome of your presentation with other participants and members of the Learning Conference. You also have access to the complete works of The Learner Collection of Journals in which the published work of participants from the conference who submitted papers may be found.

Engage with the Community Online: Each conference presenter is provided a personal CGPublisher website with public and private spaces where you are able to post your photo, biography, and CV; make links to other sites of personal interest; and create a space where collaborators may be invited to access and comment on your works-in-progress. In addition, you can contribute to the online community via our blog, email newsletter and social networking sites. The Blog and links to other social networking sites can be found at http://thelearner.com/the-latest-news.

Email Newsletters: Please send suggested links for news items with a subject line ‘Email Newsletter Suggestion’ to support@thelearner.com. The email newsletter is distributed to all members of The Learner knowledge community.

Facebook: Find us on Facebook at: www.facebook.com/TheLearner.CG

Twitter: You can now follow The Learning Conference Community on Twitter: @thelearners

YouTube Channel: View online presentations at http://www.youtube.com/user/CGPublishing. Create your own YouTube presentation with a link to your session description on the conference website, and if your paper is accepted to the journal, a link to the abstract of your paper on the journal website. See instructions at http://thelearner.com/the-conference/types-of-conference-sessions/online-presentations/.
ABOUT THE CONFERENCE

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. 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 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 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 learning, educational psychology, 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. 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. 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-imbibing knowledge, becoming and identity. Education is a space to re-inhabit, to dwell, to become. Education is a space to re-possess and re-partmentalize knowledge, to become human. Education is the means by which we come to be, as being and knowing. 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 things? This heart may well be economic in the sense of things. It may be economic in the sense of things. 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. 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. Givens may give.
LEARNING 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. 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.
THEMES

THEME 1: PEDAGOGY AND CURRICULUM
Articles publish into *The International Journal of Pedagogy and Curriculum*.
- 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

THEME 2: ASSESSMENT AND EVALUATION
Articles publish into *The International Journal of Assessment and Evaluation*.
- 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

THEME 3: EDUCATIONAL ORGANIZATION AND LEADERSHIP
Articles publish into *The International Journal of Educational Organization and Leadership*.
- 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

THEME 4: EARLY CHILDHOOD LEARNING
Articles publish into *The International Journal of Early Childhood 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

THEME 5: LEARNING IN HIGHER EDUCATION
Articles publish into *The International Journal of Learning in Higher Education*.
- 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

THEME 6: ADULT, COMMUNITY, AND PROFESSIONAL LEARNING
Articles publish into *The International Journal of Adult, Community and Professional Learning*.
- 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

THEME 7: LEARNER DIVERSITY AND IDENTITIES
Articles publish into *The International Journal of Learner Diversity and Identities*.
- 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
THEME 8: TECHNOLOGIES IN LEARNING
Articles publish into The International Journal of 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 media Distance learning: reducing the distance

THEME 9: LITERACIES LEARNING
Articles publish into The International Journal of Literacies.
- 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

THEME 10: SCIENCE, MATHEMATICS AND TECHNOLOGY LEARNING
Articles publish into The International Journal of 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
SESSION DESCRIPTIONS

SESSION GUIDELINES
CHAIRING OF PARALLEL SESSIONS
Common Ground usually provides graduate students to chair all of the parallel sessions. If you wish, you are welcome to chair your own session, or provide your own chair or facilitator for your session. The chair's role is to introduce the presenter and keep the presentation within the time limit, and facilitate the group discussion following the formal presentation.

PROGRAM CHANGES
Please see the notice board near the conference registration desk for any changes to the printed program (e.g., session additions, deletions, time changes, etc)

SESSION TYPES
PLENARY
Plenary sessions, by some of the world's leading thinkers, are 30 minutes in length. As a general rule, there are no questions or discussion during these sessions. Instead, plenary speakers answer questions and participate in discussions during their Garden Sessions (see below).

GARDEN SESSIONS
Garden Sessions are unstructured sessions that allow delegates a chance to meet plenary speakers and talk with them informally 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.

PAPER PRESENTATIONS IN THEMED SESSIONS
Paper presentations are grouped by general themes or topics into Themed Sessions. Each presenter in the session makes a formal fifteen-minute presentation of their work; Q&A and group discussion follow after all have presented. Each presenter's formal, written paper will be available to participants if accepted 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.

COLLOQUIUM
Colloquium sessions consist of five or more short presentations with audience interaction. A single article or multiple articles may be submitted to the journal based on the content of a colloquium session.

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

VIRTUAL PRESENTATION
Virtual presentations are papers submitted without the participant attending the conference in person, but are eligible to be refereed and published (if accepted) in the journal. A virtual presentation allows participants to join the conference community in the following ways:
The conference proposal will be listed in the Session Descriptions of the conference.
Acceptance of a conference proposal for a virtual participant is based on the same criteria as that for an attending participant.
The full paper may be submitted to the journal.
The journal paper submission will be refereed against the same criteria as attending participants. If accepted, the paper will be published in the same volume as conference participants from the same year.
Online access to all papers published in the journal from the time of registration until one year after the conference end date.

TALKING CIRCLES
Talking circles are meetings of minds, often around points of difference or difficulty. They are common in indigenous cultures. The inherent tension of these meetings is balanced by protocols of listening and respect for varied viewpoints. From this, rather than criticism and confrontation, productive possibilities may emerge.

The Purpose of Talking Circles in this Conference
The purpose of the Talking Circles is to give shape to a conference that is wide-ranging in its scope and broad-minded in its interests. They also give people an opportunity to interact around the key ideas of the conference away from the formalities of the plenary, paper, workshop and colloquium sessions. They are places for the cross-fertilization of ideas, where cycles of conversation are begun, and relationships and networks formed.
Talking Circles are not designed to force consensus or even to strive towards commonality. Their intention is, in the first instance, to find a common ground of shared meanings and experiences in which differences are recognized and respected. Their outcome is not closure in the form of answers, but an openness that points in the direction of pertinent questions. The group finally identifies axes of uncertainty that then feed into the themes for the conference of the following year.

How Do They Work?
The Talking Circles meet for two 45-minute sessions during the conference, and the outcomes of each Talking Circle are reported back to the whole conference in the closing plenary session. They are grouped around each of the conference themes and focus on the specific areas of interest represented by each theme. Following is the Talking Circles outline that is currently in use, but we welcome feedback and suggestions for improvement from participants.

Talking Circle 1 (45 minutes): Who Are We? What is our common ground?
Talking Circle 2 (45 minutes): What is to be done?
Closing Plenary: Talking Circles report back.

It is important to note that each Talking Circle may be organized in any way that members of the group agree is appropriate. They may be informal and discursive, or structured and task-oriented. Each Talking Circle group has a facilitator.

The Role of the Facilitator
The facilitator must be comfortable with the process of thinking 'out of the square' and also embracing multiple and diverse scenarios. The process is one of creating a kind of collective intelligence around the theme. The facilitator should shape a conversation that is open to possibilities and new lines of inquiry or action; they should embody a spirit of openness to new knowledge rather than the closure of advocacy. The facilitator is required to keep a record of the main discussion points. These points need to be summarised for the closing plenary session at the conference.

Possible Session Contents - Suggestions to Assist Facilitators

Talking Circle 1 (45 minutes): Who are we?
Orientation: members of the group briefly introduce themselves.
• What could be the narrative flow of the Talking Circle sessions?
• What could be the outcomes of the work of this group and its contribution to the closing plenary session, the Journal and the Conference as a whole (including the themes for next year's conference)?
• Assessing the landscape, mapping the territory: What is the scope of our theme? Do we want to rename it?
• What are the burning issues, the key questions for this theme?
• What are the forces or drivers that will affect us as professionals, thinkers, citizens, and aware and concerned people whose focus is this particular theme?
• Where could we be, say, ten years hence? Scenario 1: optimism of the will; Scenario 2: pessimism of the intellect.

Talking Circle 2 (45 minutes): What is to be done?
What are our differences?
• The setting: present and imminent shocks, crises, problems, dilemmas - what are they and what is the range of responses?
• What are the cleavages, the points of dissonance and conflict?
• What are the dimensions of our differences? (1) Politics, society, economics, culture, technology, environment.
• What are the dimensions of our differences? (2) Persons, organisations, communities, nations, the global order.

What is our common ground?
• Where are the moments of productive diversity?
• What are the bases for collaboration (1)? Politics, society, economics, culture, technology, environment.
• What are the bases for collaboration (2)? Persons, organisations, communities, nations, the global order.
• Alternative futures: outline several alternative scenarios.
• What are the forces that drive in the direction of, or mitigate against, each scenario?

What is to be done?
• What's been coming up in the parallel sessions in this theme since the last Talking Circle?
• What is the emerging view of the future?
• Can we foresee, let alone predict alternative futures?
• Looking back a decade hence, what might be decisive or seminal in the present?
• Scenarios: can we create images of possibility and agendas for robust alternative futures?
• Directions: conventional and unconventional wisdoms?
• Strategies: resilience in the face of the inevitable or creative adaptation?
• The scenarios developed in Talking Circle.
• Towards the right questions even when there's no certainty about the answers.

Closing Session: Conference Host reports to the Closing Session based on summaries provided by each Talking Circle. Each Talking Circle presents a summary of their discussion at the Closing Session.
CONFERENCE PROGRAM
PROGRAMA DEL CONGRESO
DAILY SCHEDULE

THURSDAY 11 JULY

08:00  Conference Registration Desk Open
09:00-09:30  Conference Opening
09:30-10:00  Plenary Session – Chryssi Vitsilaki, University of the Aegean at Rhodes, Greece
10:00-10:30  Plenary Session – Mary Kalantzis, University of Illinois at Urbana-Champaign, USA
10:30-11:00  Break & Garden Session
11:00-11:45  Talking Circle 1
11:45-12:45  Lunch
12:45-14:00  Parallel Session 1
14:00-14:15  Break
14:15-15:30  Parallel Session 2
15:30-15:45  Break
15:45-17:25  Parallel Session 3
17:30-19:00  Welcome Reception

FRIDAY 12 JULY

08:00  Conference Registration Desk Open
09:00-10:15  Plenary Panel: Redesigning Teaching Practice: The Greek and Australian Experiences
10:15-10:35  Break
10:35-12:15  Parallel Session 4
12:15-13:15  Lunch
13:15-14:30  Parallel Session 5
14:30-14:45  Break
14:45-16:25  Parallel Session 6
16:30-17:15  Learning by Design: End of Day Reflection (Located in the Auditorium)
17:30-19:00  Evening Walking Tour of Rhodes (Pre-registration required)
19:30-22:00  Conference Dinner at Alexis 4 Seasons (Pre-registration required)

SATURDAY 13 JULY

08:30  Conference Registration Desk Open
09:00-09:20  Book Launch: Marking Time: Leading and Managing the Development of Assessment in Higher Education
09:20-09:50  Plenary Session: Reed Stevens, Northwestern University, USA
09:50-10:20  Break & Garden Session
10:20-12:00  Parallel Session 7
12:00-12:45  Lunch
12:45-13:15  Poster Sessions (Located in the Auditorium)
13:15-14:00  Talking Circle 2
14:00-14:10  Break
14:10-15:25  Parallel Session 8
15:25-15:40  Break
15:40-16:55  Parallel Session 9
17:00-17:30  Conference Closing, Talking Circle Summaries, and Graduate Scholar Awards
CONFERENCE SPECIAL THEME

Learning by Design: Pedagogy in Practice

Friday, 12 July will feature a special theme: Learning by Design: Pedagogy in Practice. The day will start with a plenary panel of Greek and Australian Teachers. Throughout the day there will be featured workshops and themed sessions that revolve around the day’s theme. The day will end with an open discussion session.

Plenary Panel
9:00-10:15, 12 July, Auditorium

Redesigning Teaching Practice: The Greek and Australian Experiences

Overview of Learning by Design: Professor Mary Kalantzis

The Greek Experience:
Panel Members: Eugenia Arvanitis, Eugenia Koleza, Maria Sakellariou

The New School reform discussions in 2010 and the socioeconomic crisis in Greece created a fertile ground for grass roots experimentation and professional reflection. The Ministry of Education funded a pilot project where Learning by Design (LbD) was the principal method of action research and training in selected Greek schools. Pilot research findings were very supportive and thus the Greek LbD network expanded to include trials in different levels and universities (e.g. Rhodes, Patras, Ioannina, and Athens) concerning curriculum design, undergraduate students’ placement and school-based teachers’ training. Greek teachers and university students were very receptive of the new means in designing of dynamic learning environments. Educators redefined their teaching practices and collegial relationships, whereas post graduate research projects emerged. Learning by Design efforts in Greece have turned into a journey of professional exploration by teachers, administrators, students and academics at local and regional level. This presentation will focus on their experiences in shifting the paradigm of professional learning in Greece.

The Australian Experience:
Panel Members: Cherie Connors, Shane Gorman, Sue Gorman, Rita van Haren

Through the perspectives of the principal, the mentor, the coach and the team leader, this presentation will explore what it takes to build and maintain a focus on quality teaching and learning. This has been central to a 10 year journey of working with Learning by Design in a cluster of three schools, preschool-grade 10, in Canberra, Australia. Themes we will address include the principal as a pedagogical leader, a common vision, teacher professional learning communities, action research, coaching and mentoring, and our commitment to addressing the needs of diverse learners in our classrooms.

Featured Workshops

Greek Teachers’ Workshop: Learning by Design: Reflecting on Pedagogy in Diverse Learning Contexts
10:35-11:35, 12 July, Auditorium

This workshop unfolds the narrative of implementing Learning by Design (LbD) in Greece in a diverse set of learning environments. In 2010 discussions about the New School reform in Greece were well underway generating much debate in the public sphere. It was at that time when a few academics were proposing new ways of conducting school-based training with the use of digital media. The universities of Rhodes, Patras and Athens took part in a pilot project funded by the Ministry of Education where Learning by Design was the principal method of action research and training in selected Greek schools. Research findings of this attempt were very supportive and thus the Greek LbD network expanded to include trials in different school levels and universities. This workshop will present reflective points and practical samples of the work undertaken by university undergraduate students in curriculum design and in the areas of mathematics and preschool education. More specifically, three academics will discuss the application and the outcomes of LbD in professional and student learning communities associated with tertiary Pedagogical Departments. Eugenia Koleza will elaborate on teachers’ and students’ reflections in their efforts to design math activities for primary school children in the frame of new pedagogy, multimodality and scaffolding. Maria Sakellariou will refer to the experience of engaging future preschool undergraduate students in a holistic action research design activity and its implementation in regional kindergartens as part of their practicum. Eugenia Arvanitis will reflect on the systemic connotations of LbD trials for Greek teachers and their school-based professional learning.

Australian Teachers’ Workshop: Learning by Design: Challenging the Default Mode of Teaching and Learning
13:15-14:15, 12 July, Auditorium

In this workshop, we will continue to share our 10 year journey of working with the Learning by Design framework (Kalantzis & Cope) by considering some learning designs developed by elementary and secondary teachers. We will show how these have translated into classroom practice with classroom vignettes, student work samples, assessment and data. This framework, with its underpinning ideas of diversity, multimodality and pedagogy, has provided opportunities to innovate, integrate technology and differentiate learning. While there have been many challenges in establishing Learning by Design as the new ‘default’ mode of teaching and learning in our schools, the framework has provided us with a conceptual framework to embed academic and social learning, integrate national and local initiatives such as the Quality Teaching model and the Australian Curriculum, and kept us focused on big ideas of student agency, intellectual quality, high expectations and assessment for learning.

Learning by Design: End of Day Reflection
16:30-17:15, 12 July, Auditorium

The Greek Experience and the Australian Experience panel members will come back together in this informal session in which, delegates will be able to discuss, ask questions and reflect on key ideas, information and issues raised in the presentations on the Learning by Design conference theme.
FEATURED SESSIONS
Publishing Your Paper or Book with Common Ground
Thursday, 11 July – Parallel Session 3, Room 13 (Runs 16:40-17:10)
Saturday, 13 July – Parallel Session 7, Room 14 (Runs 11:15-12:15)

Kelsey Shannon, Production Coordinator, Common Ground Publishing
Description: In this session a representative from publishing will present and discuss The Learning Collection of Journals and The Learning Book Series. She will present an overview of Common Ground’s publishing philosophy and practices. She will also offer tips for turning conference papers into journal articles, present an overview of journal publishing procedures, introduce The Learning Book Series, 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.

BOOK LAUNCH
Saturday, 13 July, 9:00-9:20, Auditorium
Marking Time: Leading and Managing the Development of Assessment in Higher Education
By Kate Coleman and Dr. Adele Flood (eds.)
Marking Time highlights the University of New South Wales (UNSW) Assessment as Learning Project, a three year process of assessment change in faculty. The UNSW Vice-Chancellor, Professor Frederick Hilmer charged faculties with learning and teaching agenda to investigate ways to make quality assessment practices more effective and efficient for both staff and students. The examples provided in this edited collection demonstrate exemplary case studies and theoretical perspectives on learning, teaching, and assessment. This book presents leading research in assessment as learning with a focus on changing practices as well as discipline specific practices.

EVENTS AND ACTIVITIES
CONFERENCE RECEPTION
Thursday, 11 July, 17:30
Common Ground Publishing and The Learner Community will be hosting a reception on 11 July following the last session of the day. All delegates are welcome to attend and enjoy complimentary refreshments. This is an excellent opportunity to converse with plenaries and get to know your fellow delegates.

CONFERENCE DINNER
Alexis 4 Seasons Restaurant
Friday, 12 July, 19:30 *Pre-registration Required*
Enjoy three course meal with plenaries, panelists and other delegates at the Alexis 4 Seasons Restaurant located in the heart of Old Town. The interior stone-built par lour is a place of ultimate relaxation and gastronomic delight while the roof top features a panoramic view of the Medieval Town and the harbor as well. Dinner starts with Bread and Mediterranean, Greek Village Salad and Tzatziki. The main course is a choice of Spinach Pie, Grilled Eggplant, Mousaka or Lamb Kleftiko, and dessert is delicious Mpaklava! Wine included.

CONFERENCE TOURS
Half Day Bus Tour of Rhodes City & Lindos
Wednesday, 10 July, 9:30 – 14:30, *Pre-registration Required*
Delegates will be picked up at the Rhodes Plaza Hotel at 9:30am. The tour will start in Rhodes and pass through Mandraki and the Ancient Stadium - Monte Smith. We will arrive in Lindos around 10:15. Lindos is one of the most scenic and definitely amongst the most popular destinations on the island of Rhodes. Once in Lindos, you will have the opportunity to wander through the narrow, picturesque streets of the township, discovering the multitude of small, immaculately whitewashed traditional houses carved in the rocks of the hill dominated by the imposing citadel. While in the settlement, indulge in some shopping at the various shops, refreshment at some café or even lunch at a traditional tavern. Your wanderings will later bring you to the Byzantine church of Our Lady of Lindos. The tour leaves at 13:00 and delegates will arrive back at the Rhodes Plaza Hotel at 14:30.

Walking Evening Tour Rhodes
Wednesday, 10 July, 18:00, *Pre-registration Required*
Friday, 12 July, 17:30, *Pre-registration Required*
Explore the endless sights awaiting to be discovered throughout the island’s capital city. Let your steps carry you through the narrow streets. The area of Mandraki is bustling with impressive buildings of Italian and Neoclassical style, mansions witnessing on a glorious past basking in majesty. This enticing combination of past and present truly contributes to one’s grasping the uniqueness of this unique example – both in size and in charm – of a living medieval town in Europe! Tour is rain or shine. (For delegates attending the Friday, 12 July Walking Tour, the tour ends in time to participate in the Conference Dinner at Alexis 4 Seasons with an additional registration for the dinner)
CONFERENCE PLENARY SPEAKERS

Eugenia Arvanitis
Eugenia Arvanitis is Lecturer at the Department of Educational Science and Early Childhood Education, University of Patras, Greece on issues of cultural diversity and otherness in Education. She lived for a decade in Australia gaining valuable experience in multicultural educational and ethnic language maintenance policies and practices. She is an Associate and Research Partner of Common Ground and Learning by Design project team. Most recently, she has helped to establish the web based, 'Nea Mathisi' site (http://neamathisi.com) in Greece, a professional learning framework for school-based teachers’ training trialing a set of interactive WEB2 tools. She is finally the author of several research papers and the editor/author of two books (Zac Vogiazopoulos (2006) Bonegilla: Memories and Recollections of an Insider and Greek Ethnic Schools in Australia in the late 1990s: Selected Case Studies. /http://thelearner.com/2010/09/01/greek-ethnic-schools-in-australia-in-the-late-1990s-selected-case-studies/).

Cherie Connors
Cherie is currently at Harrison School, ACT, Australia, a multi-aged Preschool to Grade 10 learning environment, as the Numeracy Co-ordinator, building teacher capacity to embed numeracy across all subject areas. From 2005-2012, she worked across both primary and high school sectors within the Lanyon Cluster. Her focus was supporting teams of educators to design learning that challenged and improved teaching practices through action research and a shared vision. She completed a Masters in Educational Policy, New Learning, New Literacies, at the University of Illinois in 2010. Her passion is to continue challenging and exploring curriculum and pedagogies that develop deep lifelong learning experiences.

Shane Gorman
Shane Gorman is the principal of Bonython Primary School, Canberra, Australia. He has worked in a variety of educational settings including elementary, secondary and an outdoor education center. His current work is leading learning methods and structures to improve outcomes in literacy and numeracy through individualized learning targets for every student.

Sue Gorman
Sue Gorman is a literacy and numeracy coach, currently working at Gordon Primary School, Canberra, Australia. She has extensive classroom teaching experience in elementary and secondary settings. Formerly a Reading Recovery teacher and Quality Teaching coordinator, she now spends her working day coaching other teachers to build their capacity to make a difference for every child in literacy and numeracy.

Mary Kalantzis
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, Rutledge, 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.

Eugenia Koleza
Eugenia Koleza is Professor of Mathematics Education at the Department of Primary Education, University of Patras, Greece, since 2009. She has graduated from the Department of Mathematics, University of Athens and acquired her PhD from the IREM of the University Louis Pasteur Strasbourg, France. She is a member of the International Scientific Committee of the “International Journal for Mathematics in Education” and of the Editorial Board of the journal "Mathematical Review", both of the Hellenic Mathematical Society. She is one of the Editors of the journal Critical Science & Education, published by NIssos Pbl. Athens and Vice-President of the Hellenic Society of History, Philosophy and Didactics of the Sciences. She is also Editor of the Book Series: Epistemology and Didactics of Mathematics and Natural Sciences - Leader Books, Athens. She is the author of four textbooks on Mathematics Education that have been recommended as basic reading in the Departments of Education in Greece and Cyprus. Her main research interest is the investigation of psychological and sociocultural parameters in mathematical teaching and learning.

Maria Sakellariou
Maria Sakellariou is an Associate Professor at the Department of Early Childhood Education, University of Ioannina, Greece. She was born in Delfi, Greece. She graduated from the Department of the Theological School of Aristotle University of Thessaloniki, where she also completed her masters’ and Ph. D. thesis with special focus on Pedagogy. Her studies include international courses on Pedagogy at the Zurich University, Switzerland. Recently she has taught as a Visiting Professor at the Department of Education at the University of Cyprus. Her research interests and academic writing focus on issues of pedagogy and preschool pedagogy, especially in cognitive areas of teaching social and moral learning, as well as religious and family education in the context of intercultural education. She is the author/co-editor of 4 books and numerous research papers (http://earlychildhoodpedagogy.gr/sakellariou). Finally, she was successful in gaining European and national founded research programs in examining learning and teaching in the area of early childhood education.
Reed Stevens
Reed Stevens is currently a Professor of Learning Sciences at the School of Education and Social Policy at Northwestern University. His research focuses on learning in and across informal and formal settings, particularly those that are connected to STEM ideas and disciplines. Since the early 1990s, he has conducted ethnographic studies of cognition and learning in settings that include homes, science museums, K-12 STEM classrooms, early childhood learning centers, undergraduate engineering education, and a range of professional STEM workplaces. His research program has the broad goal of building an understanding of learning across the lifespan in everyday life. He has expertise in a broad range of ethnographic field methods for studying cognition and learning with a specialization in techniques for analyzing moment-to-moment interaction between people and with technologies. He is co-lead of the NSF LIFE Center, now in its eighth year.

Rita van Haren
From 2004-2013, before coming to Common Ground Publishing in Champaign, Illinois, as a Curriculum Resource Developer, Rita worked with teachers in a cluster of three Australian schools, two primary schools and one high school, focusing on curriculum and pedagogy. Rita's interests are inclusivity and literacy, particularly teaching reading and multiliteracies. In 2007 she completed a masters of education at RMIT University in Melbourne, researching how Learning by Design addresses diversity. In 2010 she completed a second masters of education, New Learning, New Literacies, at the University of Illinois. She has had policy and leadership roles in the Australian Capital Territory Department of Education as a literacy consultant and has 30+ years’ experience as a classroom teacher in elementary and high schools.

Chryssi Vitsilaki
Chryssi Vitsilaki is currently a Professor in the Department of Pre-School Education and Educational Design and Director of the Life-Long-Learning Program at the University of the Aegean. Her academic work focuses on the issues of gender and of new forms of education, new pedagogies and the role of technology in the learning processes, on which she has published ten books and some fifty articles. She has served as an elected Dean of the School of the Humanities for a two year term and also as elected Vice-Rector of Finance and Development for the last four year term at the University of the Aegean. From this position she was a member of the Greek Rector’s Association and has served on multiple advisory committees regarding university funding, research and development, as well as on issues regarding education, such as teacher training and teacher pedagogical certification, university entrance, and other aspects of educational reform.
**ENGLISH SCHEDULE**

**THURSDAY 11 JULY**

08:00

REGISTRATION DESK OPEN

09:00-09:30

CONFERENCE OPENING & WELCOME ADDRESSES

Kathryn Weisbaum, *Common Ground Publishing, USA*

Costas Vratsalis, *Dean of the School of the Humanities, Associate Professor of the Department of Primary Education University of the Aegean, Greece*

Elena Theodoropoulou, *Chair, Associate Professor of the Department of Sciences of Preschool Education and of Educational Design University of the Aegean, Greece*

Panagiotis Tsakonas, *Chair, Associate Professor of the Department of Mediterranean Studies University of the Aegean, Greece*

Panagiotis Kimourtzis, *Chair, Associate Professor of the Department of Primary Education University of the Aegean*

09:30-10:00

PLENARY SESSION

Chryssi Vitsilaki, *University of the Aegean at Rhodes*

“Case Studies of Pedagogical Innovation in Greece”

10:00-10:30

PLENARY SESSION

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

“Learning How to Mean: Reflections in New Learning and New Literacies.”

10:30-11:00

BREAK & GARDEN SESSION
11:00-11:45

TALKING CIRCLE 1
Room 01: Pedagogy and Curriculum (English)
Room 02: Pedagogy and Curriculum (English)
Room 03: Pedagogía y curriculum & Diversidad e Identidades (Spanish & Portuguese)
Room 04: Science, Mathematics and Technology Learning (English)
Room 05: Valoración y Evaluación & Organización Educacional y Liderazgo (Spanish & Portuguese)
Room 06: Learner Diversity and Identities (English)
Room 07: Aprendizaje en la Primera Infancia & Alfabetización y Aprendizaje (Spanish & Portuguese)
Room 08: Assessment and Evaluation (English)
Room 09: Aprendizaje en la Educación Superior & Adultos, Comunidad y Aprendizaje Profesional (Spanish & Portuguese)
Room 10: Technologies in Learning (English)
Room 11: Tecnologías en la Educación - Aprendizaje de las Ciencias, Matemáticas y Tecnología (Spanish & Portuguese)
Room 12: Early Childhood Learning & Literacies Learning (English)
Room 13: Educational Organization and Leadership & Adult, Community, and Professional Learning (English)
Room 14: Learning in Higher Education (English)

11:45-12:45

LUNCH
12:45-14:00 PARALLEL SESSION 1

**STUDENT ENGAGEMENT**

**Room 01**

**Historical Origins of Engagement: Befriending the Personal Essence of Learning**

Dr. Richard Leslie Butt, University of Lethbridge, Canada

*How might scholars and practitioners such as Comenius, Rousseau, Montessori, existential, humanistic psychologists and more modern theorists of early childhood education inform the current debate on learning engagement?*

**A Holistic Approach to Promote Student Engagement and Learning in a First-year Mathematics Course**

Dr. Madan Lal Gupta, The University of Queensland, Australia

*This study investigates the impact of a holistic approach on student engagement and learning in a first-year mathematics course at the University of Queensland Gatton Campus, Australia.*

**FRAMEWORKS FOR SCHOOL IMPROVEMENT**

**Room 02**

**A Cultural Assets Approach to School Effectiveness: Engaging Teachers**

Mr Paul K. Rooney, University of Western Sydney, Australia

*The preliminary findings of a qualitative case study approach to school effectiveness offers alternative ways to improve school effectiveness in achieving the goals of education during periods of cultural change.*

**Developing Sustainable Cultures of Inquiry and Innovation**

Dr Richard Owens, Australian International School Singapore, Singapore

*The paper explores the development of inquiry-based approaches to professional and organizational learning for school improvement over a period of three years at a large international school in Singapore.*

**Transfer of Learning and the Cultural Matrix: The Relationship Between Students’ Secondary School Backgrounds and Transfer of Learning at University**

Jonathan H. Green, Mahidol University International College, Thailand

*This discussion reports preliminary findings from a study that applies a cultural matrix to understanding the interrelationship among transfer of learning, undergraduate students’ personal epistemology and their high school background.*
12:45-14:00 PARALLEL SESSION 1

**STUDENT WELL-BEING**
Room 03

**Balancing the Books**
Prof. Marsha Barber, Ryerson University, Canada
*This study addresses the issue of how university students’ employment during the semester affects their lives. Students report that grades suffer and stress rises when combining academics and paid work.*

**Developing Wisdom and Well-being Using Technology in a Humanistic Way**
Eyal Bloch, The David Yellin College of Education, Israel — Philippe Scheimann, Israel
*This paper presents a methodology to develop programs suitable for today’s youth while providing a way to develop wisdom and well-being using technology in a humanistic way.*

**Student Experiences in Developmental Education: Exploring Student Experiences**
**Taking Remedial Education at a Public Higher Education Institution** Tara Hardee, California State University, Long Beach, United States
*Paper will discuss the state of developmental education in the United States along with the ramifications for not addressing the needs of students who require remedial courses at public institutions.*

**COMPUTERS IN CLASSROOMS**
Room 04

**Conducting Group Research Projects Using Cloud Computing**
Dr. Les Pang, University of Maryland University College, United States — Dr. Stella Porto, University of Maryland University College, United States
*A key challenge among online classes is achieving successful group projects. This paper reports on the use of cloud computing to enhance group collaboration and management. Best practices are presented.*

**Player Enjoyment in Game-based Learning**
Dr. Matti Koivisto, Mikkeli University of Applied Sciences, Finland
*Games can be a powerful tool to increase learners motivation, but how do we implement learning games that are fun, interesting, and engaging?*

**Technology Achievements in Maritime Educational Procedures: Behavioral Assessment Framework**
Mr. Panagiotis Vasilakis, University of the Aegean, Greece — Prof. Nikitas Nikitakos, University of the Aegean, Greece
*Behavioral Assessment Framework is a dynamic assessment tool which can easily be applied in any competence based educational procedure. It is an effective tool for both educators and students.*
12:45-14:00 PARALLEL SESSION 1

EDUCATING THE CITIZEN
Room 05
How We Teach Is What We Teach: Pedagogy and Practice in Schools and Communities
Tatjia Langlo, University of California, Santa Barbara-Gevirtz College of Education, United States
Examines ideals, expectations, obstacles and progress in "quality" education processes in the twenty-first century on the personal, relational, structural dimensions from perspectives of students, lifelong learners, teachers, and community partners.

The Role of Mathematics in Solving Problems in Mathematics Related Subjects: A Key to Academic Success in a Vocational Engineering Field?
Dr. Apostolos Giannakopoulos, University of South Africa (Unisa), South Africa — Prof. Sheryl Buckley, University of South Africa, South Africa
Solving problems in a mathematics course does not necessarily imply successful transfer of that knowledge in a mathematics related subject. Critical thinking is a prerequisite to such transfer.

Service-learning in Higher Education: In Search of Best Practices
Dr. Lourdes Sanchez-Lopez, University of Alabama at Birmingham, United States
Service-learning gains momentum in higher education. Courses are appealing but challenging to design and execute and frequently divert from the students' specialty area. Session proposes meaningful model for language programs.

THE ADULT LEARNER
Room 06
Adult Learning Practices and Their Impact on Student Learning
Dr. Randall Woodard, Saint Leo University, United States
This research project focuses on improving student engagement by allowing students to choose some course assessments and course content while providing more real-world assignments.

Using Authentic Learning to Develop Graduate Attributes
Prof. Vivienne Grace Bozalek, University of the Western Cape, South Africa
Most universities have attempted to ensure the attainment of graduate attributes through curriculum alignment. This paper proposes an alternative approach - that of authentic learning - for developing graduate attributes.
12:45-14:00 PARALLEL SESSION 1

REVOLUTIONIZING EDUCATION
Room 07
The Effect of Video Feedback on the Development of Academic Literacy
Prof Bruno Di Biase, University of Western Sydney, Australia — Dr. Satomi Kawaguchi, University of Western Sydney, Australia — Michelle Cavalieri, Australian College of Physical Education, Australia
This exploratory Australian case study investigates the effect of feedback on the development of undergraduate students’ academic literacy with the use of screen-capture video compared to conventional written feedback.

Enhancing Meaningful Physics Learning of Complex Concepts Using Web 2.0 Technologies
Dr. Eddy de Jong, Whitefriars College, Australia
Today’s youth are immersed in Web2.0 technologies. As educators how do we best harness this to create multimodal learning experience of complex topics suitable for learners in a digital age?

Videoconferencing in the Classroom: An Orphan Technology?
Dr. Tony Lawson, University of Leicester, United Kingdom — Dr. Chris Comber, University of Leicester, United Kingdom
Despite its educational potential, innovative use of video-conferencing in UK schools is limited compared with to other ICT tools. Explanations for this conundrum are presented and ways forward suggested.

PROFESSIONAL LEARNING
Room 08
Are e-Portfolios Enablers or Encumbrances?: Understanding the Use of Technology in Professional Learning
Vivienne Griggs, Leeds Metropolitan University, United Kingdom
This study provides a critical evaluation of the introduction of e-portfolios as a tool for managing continuous professional development.

Developing an Information Literacy Course for Teacher Education Students in Greece
Evangelia Bougatzeli-Bekou, Department of Primary Education, Faculty of Education, Aristotle University, Greece — Aspasia Togia, Technological Educational Institute (TEI) of Thessaloniki, Greece — Efi Papadimitriou
This paper describes the implementation of an Information Literacy (IL) course in Higher Education. Although IL skills are essential for students, they are even more important for teacher education students.

e-Portfolios and Graduate Employability: A Program Wide Approach to Building Professional Skills and Career Readiness in the Sciences
Kathryn Coleman, Deakin University, Australia — Prof. Julian Cox, UNSW, Australia — Mita Das, UNSW, Australia — Dr. Adele Flood, University of New South Wales, Australia — Dr. Patsie Polly, UNSW, Australia — Thuan Thai, UNSW, Australia — Prof. Jia Lin Yang, UNSW, Australia
This session describes a series of pilot studies in several courses of elite cohorts of students as they progress through Medical Science and Advanced Science degree programs at UNSW, Australia.
12:45-14:00 PARALLEL SESSION 1

INSERVICE TOPICS
Room 09
The Design and Implementation of a Professional Development Program for Inservice Teachers: The Case of the School-Gardeners Community
Dr. Georgios Fessakis, University of the Aegean, Greece — Sofia Theodoridou, Greek Ministry of Education, Greece — Maria Roussou, Greek Ministry of Education, Greece
Presentation of the design (content, methods, pedagogical model) and the implementation of a professional development program for in-service teachers about how to participate, moderate, and cultivate online communities of practice.

Many a Slip “Twixt the Cup and the Lip”: Contradiction between Professional Learning and Classroom Practice
Prof. Tilla Olivier, Nelson Mandela Metropolitan University, South Africa — Loretta Free, NMMU, South Africa
There exists a gap between the enthusiasm displayed by teachers regarding in-service professional training and their subsequent classroom teaching.

The Align Interpretation of Curriculum Content, Textbook Content and Instruction in the Classroom by Math Teachers
Wynand van der Merwe, Department of Education, South Africa
This didactic presentation will help teachers correct an incomplete interpretation of mathematical content to a complete instruction of mathematical concepts and skills that develop students’ mathematical cognitive.

DIGITAL DEVELOPMENTS IN LEARNING
Room 14
Developing Digital Materials for Greek Primary EFL Textbooks: A Principled Approach
Dr. Bessie Mitsikopoulou, University of Athens, Greece
This paper presents different types of digital materials developed in the context of the Digital School Project for the Greek EFL textbooks explaining the rationale and connectedness to the books.

Using an Online Scaffolding Tool in Order to Create Scientific Discourses in Computer Ethics Education
Serhat Bahadır Kert, Yıldız Technical University, Turkey — Çiğdem Uz, Turkey — Zeynep Gecü, Turkey
The main aim of the study is to propose a new scaffolding tool to be used in an scenario-based computer ethics education process.

14:00-14:15

BREAK
Rountable Sessions (RUNS 14:15-15:15)

Auditorium

Diabetes Care at School: Development of Self-Care through Medical and Educational Paradigms of Care

Sean Peter Cousins, Queen's University, Kingston Ontario, Canada, Canada

*This paper offers a model for describing the intersection of medical and educational paradigms of care in the case of diabetes management at school.*

Digital Texts, iPads and Families: Effects of Shared Reading on Early Literacy Development

Katrina McNab, University of Tasmania, Australia — Assoc. Prof. Ruth Fielding-Barnsley, University of Tasmania, Australia

*An examination of the effects of a low SES school aiming to bridge the digital divide by providing young children with access to iPads in the home environment.*

Exploring Learners Perceptions of the Visual in Accounting

Nicholas McGuigan, Macquarie University, Australia — Thomas Kern, Macquarie University, Australia

*This paper explores the visualization of accounting in the world around us by describing an innovative learning resource designed to expand learner conceptions of accounting beyond the academic environment.*

Rethinking the Way We Teach Science: Designing an Integrated, Interdisciplinary and Project Based Science Curriculum

Dr. Ing.Uwe Kreis, Simon Fraser University, Canada

*This presentation outlines our journey to re-invent the science curriculum at a satellite campus. Our approach focuses on unique interactive, interdisciplinary and project based modules. We envision cohort teaching.*

Strengthening Communities of Practice in Higher Education: Students as Co-researchers in Researched-enriched Learning Environments

Cyndy Hawkins, Nottingham Trent University, United Kingdom — Patricia Wallis, Nottingham Trent University, United Kingdom

*Inquiry-based learning approaches provide opportunities for students to develop the skills of research through situational learning activities. Academic commissioned inquiries enhance scholarly curriculum cultures and communities of practice.*

Implementation of a Model Company: A Concept of Competence Oriented Teaching for Logistics Studies (Poster)

Sandra Pakur, Technological University of Hamburg, Germany

*The poster will show a seminar concept in higher education. The learning outcomes of the seminar are understanding business processes of a model company and their implementation in SAP.*

Pedagogy of Action Research: Igniting Authentic School Leaders, Not Managers (Poster)

Dr. Stella C. Batagiannis, Indiana University-Purdue University Fort Wayne, United States

*Implementing action research is effective pedagogy in preparing aspiring principals to be authentic leaders, rather than managers. This case study demonstrated the power of action research for improving student learning.*
14:15-15:30 PARALLEL SESSION 2

SCHOOL TO WORK
Room 01
Developing Students’ Accounting Employability Index for Vocational Schools
Dr. Wen Ling-Yu, National Changhua University of Education, Taiwan — Hsiu-Lien Wu, National Changhua University of Education, Department of Business Education, Taiwan — Prof. Gwo-Syang Yang, Chunghua University, Taiwan — Chen-Hsu Chen, National Changhua University of Education, Taiwan
The purpose of this study was to establish Accounting employability indicators for coping with International Financial Reporting Standards adoption.

Discourses of "Employability" in Higher Education
Dr. Martin Jephcote, Cardiff University, United Kingdom
Essentially about ensuring that graduates at all levels are "work ready," this critical discursive analysis explores the rise of the "employability" agenda in UK Higher Education.

The Pedagogy of Creativity for Graduate Employability: Exploring the Impact of Creativity Programs in Undergraduate Personal Development Plan Learning Contexts
Christopher Wilson, University of Derby, United Kingdom
This paper explores the pedagogy of creativity in undergraduate learning and personal development contexts. With a particular focus on employability, specific interventions are evaluated from tutor and learner perspective.

TOPICS IN K-12 EDUCATION
Room 02
The Evaluation of Special Education Lessons: Attainments of Preservice Teachers in Primary Mathematics
Esra Altıntaş, Marmara University, Turkey — Prof. Sare Şengül, Marmara University, Turkey
The aim of the study is to examine the mainstreaming of special education lessons in primary mathematics classes and how it impacts preservice teachers.

Teachers’ Views of the Teaching Profession in Difficult Economic Times
Prof. Maria A. Flores, University of Minho, Portugal
This paper reports on findings from a 3-year research funded project aimed at investigating teachers’ views of the teaching profession in difficult times.

Teaching Writing in Primary School: A Critical Investigation
Dr. Marianthi Oikonomakou, University of the Aegean, Greece — Dr. Emmanouil Sofos, Pre-school Education and educational design Department, Greece
The elaboration of the writing activities suggested in the 6th grade school textbooks sets a reference point for understanding how we can use text centered approach in Level One teaching.
14:15-15:30 PARALLEL SESSION 2

PEER TEACHING AND LEARNING
Room 03
Inverting Roles: Students Teach Students in a Foreign Language Class
Magdalena Coll, Edgewood College and Madison Metropolitan School District, United States
Student-centered Classroom. Inverting roles: Students Teach Students. An Empirical Study on a Foreign Language Class based on the interpretation of the theory “Now You See It” by Professor Cathy Davidson.

Perspectives on Student-centered Teaching in Higher Education
Oskar Gedda, Luleå University of Technology, Sweden
This presentation of a Swedish case study focuses on student-centered university education. I will discuss teachers’ different interpretations of core concepts and teacher-teacher and teacher-student negotiation of meaning.

Student-generated Screencasts to Foster Creativity in Australian University Students
Dr. Laurel Evelyn Dyson, University of Technology, Sydney, Australia — Jessica K. Frawley, University of Technology, Sydney, Australia — Dr. Jonathan Tyler, University of Technology, Sydney, Australia — Dr. James Wakefield, University of Technology, Sydney, Australia
An assessment is described in which students produce screencasts to explain key accounting concepts to their peers. The aim is to foster the graduate attribute of creativity.

INSTITUTIONAL INNOVATIONS
Room 04
An Exploration of Primary Student Teacher Perceptions of the Relevance of School Experience on the Development of Science Pedagogic Content Knowledge
Elizabeth Briten, Kingston University, United Kingdom — Pamela Hodson, Kingston University, United Kingdom
An examination of the school as a site for the development of student teachers’ science pedagogic content knowledge with a discussion of the implications for university-led teacher education.

Innovative Learning Environments: A Western Canadian Story
Dr. H. J. Thompson, Olds College, Canada
Dr. Thompson, President of Olds College will share the successes, challenges and risks taken to strengthen Olds College, and ‘future proof’ it by creating for an opportunity and investment-rich environment.
Special Issues in STEM
Room 05
Advancing Science, Engaging STEM Learners
Dr. Ellene Tratras Contis, Eastern Michigan University, United States
Attracting and retaining Science, Technology, Engineering and Mathematics (STEM) learners is critical to advancing science at all levels of education, especially higher education. This presentation reports on successful strategies.

Consistency between Teaching Practice and Curriculum Guidelines during the Approach of “Sinking/Floating” in a Preschool Classroom: A Case Study
Paraskevi Kavalari, University of Thessaly, Greece — Dr. Domna Kakana, University of Thessaly, Greece — Prof. Vasilia Christidou, University of Thessaly, Greece
The study examines the distance between the applied and the official curriculum in the case of science teaching in preschool education.

The Impact of Historical Experiments in Physics
Dr. Renata Holubova, Palacky University, Czech Republic — Vaclav Machacek, Palacky University, Czech Republic
The outcome of our project will be described – we analyzed historical experiments described in physics textbooks and if students are interested in historical experiments.

The Young Learner
Room 06
Readiness of Children to Ask Questions and How to Encourage This Skill
Dr. Jana Marie Havigerová, University of Hradec Králové, Czech Republic — Dr. Iva Burešová, University of Hradec Králové, Czech Republic
How many questions are children able to ask and how do we encourage their ability to ask questions in the school?

Simultaneous Tactile and Visual Inputs Help Kindergarten and Primary School Pre-service Student Teachers to Acquire Knowledge in Geometry
Dr. Alla Ericson, Södertörn University, Sweden — Dr. Patrik Dinnétt, Södertörn University, Sweden — Mariana Back, Science Centre Principal Teacher, Science Centre, Swedish National Museum of Science and Technology, Stockholm, Sweden
The study presents a statistically significant learning gain in geometry among those pre-service teachers who used 4DFrame, an educational material which conveys tacit knowledge through simultaneous tactile and visual inputs.

Typography, How Noticeable Is It? Preschoolers Detecting Typographic Elements in Illustrated Books
Dr. Maria Papadopoulou, University of Thessaly, Greece — Polyxeni Manoli, University of Thessaly, Greece — Elisavet Zifkou, University of Thessaly, Greece
This study explores through interviews whether preschoolers can identify information conveyed by typography in illustrated books for children chosen for their variety of multimodal data based mainly on typography.
COLLEGE LIFE
Room 07
The Master's Dissertation Journey: Experiences of a Cohort of Part Time Students At One University Campus In South Africa
Prof. Connie Zulu, North West University, South Africa
This paper reviews experiences of the Masters dissertation journey and factors that contribute to the slow progress of students enrolled for a degree in Educational Management at one university campus.

A Web-based Knowledge Management Tool for Online Student Advising
Dr. Jay M. Lightfoot, University of Northern Colorado, United States
This paper describes and demonstrates a tool that can help students better utilize online advising material. The result is fewer student course selection mistakes and fewer special institutional exceptions.

LEARNING IN HIGHER EDUCATION
Room 08
Group Process Skill Integration in Introductory Accounting: A Scaffolding Approach
Nicholas McGuigan, Macquarie University, Australia — Dr. Sidney Weil, Lincoln University, New Zealand — Thomas Kern, Macquarie University, Australia — Dr. Baiding Hu, Lincoln University, New Zealand
This paper measures the usefulness of a co-operative learning project designed to integrate the development of group processing skills with the teaching of technical accounting content, within introductory accounting.

Have Passport Will Learn: Internationalizing the Curriculum through Study Abroad Tours
Zelma Bone, Charles Sturt University, Australia — Dr. Shevahn Telfser, Charles Sturt University, Australia — Peter Mills, Charles Sturt University, Australia
This paper explores the pedagogical soundness of the study abroad tour and its contribution in meeting the policy demands for internationalizing curriculum.

There's No "I" in Team but There is a "U" in Group: Student Reflections on Improving the Team Assessment Experience
Dr. Carolyn Woodley, Victoria University, Australia — Dr. Naomi Augar, Victoria University, Australia — Dr. Despina Whitefield, Victoria University, Australia — Dr. Maxwell Winchester, Victoria University, Australia
This paper draws on student data from an online survey to present student views on what characterizes a positive team assessment experience at a university.
14:15-15:30 PARALLEL SESSION 2

PROFESSIONAL DEVELOPMENT
Room 09
Assessing Professional Development Needs of Adjunct Faculty in a Multi-curriculum Higher Education Institute
Maylyn Tan, Singapore Institute of Management, Singapore
This paper presents the analysis of a professional development needs survey conducted among 134 adjunct lecturers to provide insights for the establishment of a centralized initiative to enhance teaching effectiveness.

Correlation of Health Literacy to the Stress Level of Informal Caregivers for People with Type 2 Diabetes
Dr. Jatunn Gibson, Auburn University, United States
A quantitative, cross-sectional study conducted to examine the relationship between the health literacy levels and the burden of stress of informal caregivers when providing care to a person with diabetes.

The Importance of Modelling Reflective Practice in Teacher Preparation: Fostering Play Pedagogies in Kindergarten
Dr. Fiona Sally Baker, Education Studies, United Arab Emirates
This paper presentation focuses on the importance of modeling reflection for teachers in development.

DIAGNOSTICS AND EDUCATION
Room 14
The Use of Neurofeedback Training to Mitigate the Effects of ADHD
Dr. Sherri Franklin-Guy, California State University, San Bernardino, United States — Dr. Donna Schnorr, California State University, San Bernardino, California, United States
This presentation will discuss portions of a pilot study that utilized neurofeedback training as an intervention to address academic difficulties stemming from attentional functioning. Implications for practice will be discussed.

Some Determinants of Student Success in Tertiary Technological Education: A Case Study
Dr. Georgios A. Fragkiadakis, Technological Education Institute of Crete, Greece — Prof. Vassilios Zafiropulos, Technological Education Institute of Crete, Greece — Dr. Anastasia Markaki, Technological Education Institute of Crete, Greece — Dr. Aspasia Spyridaki, Technological Education Institute of Crete, Greece — Nikolaos Thalassinos, Technological Education Institute of Crete, Greece — Petros Dimitropoulakis, Technological Education Institute of Crete, Greece — Grigoris Kyriakidis, Technological Education Institute of Crete, Greece
A study aiming to identify and analyze determinants of academic performance, as measured by studies length and degree marks, in a technological education department of Nutrition-Dietetics, in Crete, Greece.

Dr. Aristidis Protopsaltis, Friedrich-Alexander-Universität, Germany — Dr. Paul Christian Seitlinger, Graz University of Technology, Austria — Dr. Foteini Chaimala, Foundation for Research and Technology, Greece
weSPOT deals with digital and mobile media using inquiry-based learning to promote scientific inquiry. The basis for this attempt is the pedagogic and diagnostic framework, presented in this paper.

15:30-15:45
BREAK
ROUNDTABLE SESSIONS (RUNS 15:45-16:45)  
Auditorium  

From Harm to Hope: Addressing the Impact of Violence on Learning  
Prof. Connie Guberman, University of Toronto Scarborough, Canada  
This discussion will explore a gap in meeting diverse learner needs and the impact that violence has on the ability to concentrate, complete assignments, and feel hope for the future.

Impact of a First Year Science Course on Students’ Views on the Nature of Science (Poster)  
Gulnur Birol, University of British Columbia, Canada — Dr. Alice Cassidy, University of British Columbia, Canada — Joanne Fox, University of British Columbia, Canada — Thomas James Deane,  
The impact of a First Year Science Course on students’ views on the nature of science was investigated using a validated survey administered as pre/post test in two consecutive years.

Peer Group Supervision in Virtual Teams in Rural and Remote Australia: Providing Continuing Education for Social Workers in Rural Areas  
Amanda Margaret Nickson, James Cook University, Australia  
This paper reports on the findings of Australian qualitative research where groups of social workers linked monthly for peer supervision providing professional development, continuing education and support for isolated workers.

The Skipped-generation Phenomenon: African-American Grandmothers Raising Academically Successful Grandsons  
Dr. Tawana Robinson, Chicago Public Schools, United States — Dr. Gregory M. Hauser, Roosevelt University, United States  
This multi-case study presents the perspectives of custodial African-American grandmothers on factors that facilitated the academic success of their grandsons in high school.
**THE TEACHING PROFESSION**

**Room 01**

**Boundaries Between Knowledges: Does Recognition of Prior Learning Assessment Represent a Third Space?**  
Dr. Loffie Naude, South African Qualifications Authority, South Africa  
*What is required to translate workplace knowledge into academic knowledge and vice versa? This paper suggests a ‘third space’ model is needed within a community of interest.*

**Professional Learning for 'Teacher Engagers’, Facilitators, and Co-learners and Building Skills for Changing Teacher Work Roles within Significantly Innovative Schooling Contexts**  
Dr Susanne Owen, University of South Australia, Australia  
*This paper, based on mixed methods, reports on specific processes occurring within school-based PLCs and how they support teachers in building new skills for co-learning within significantly innovative learning environments.*

**Teacher Professional Development: Successful Transfer of Learning**  
Dr. Lex McDonald, Victoria, University of Wellington, New Zealand  
*The new paradigm of teacher professional development needs to incorporate strategic transfer of learning approaches if impact is to be successful.*

**An Understanding of Identities as Responses to a Mentorship Program: A South African Case Study**  
Jenni Lynne Underhill, The University of Johannesburg, South Africa  
*Collaborative mentorship offers a means of staff development in the absence of formalized programs. It enables an exploration of subject positions within institutional hierarchies including deconstruction and reconstruction of identities.*

**LANGUAGE ACQUISITION PEDAGOGIES**

**Room 02**

**Bilingual Education in the 21st Century Classroom**  
Amaris White, Eureka Learners, United States  
*This paper focuses on assessing the theory, methods, and best practices of English as a Second Language (ESL) instruction utilized in primary and secondary education classrooms in the United States.*

**Instructional Approaches for Early English Acquisition of Aboriginal Children in Australia’s Northern Territory: A Systematic Review and Evaluation of Outcomes**  
Prof. Sven Silburn, Charles Darwin University, Australia  
*Findings from a literature review of instructional approaches for indigenous students who are “English Language Learners” are discussed with an analysis of learning outcomes in schools offering different instructional approaches.*

**Mobile Games in Japanese for Second Language Learning: Student and Teacher Perspectives**  
Dr. Satomi Kawaguchi, University of Western Sydney, Australia — Dr. Jerry Watkins, University of Western Sydney, Australia  
*This study of Japanese L2 learners’ and teachers’ use and perception of mobile language games and apps explores challenges and opportunities for second language acquisition.*

**On-line Language Learning for the Teaching and Learning of Turkish for Greek Adults**  
Dr. Vasilia Kourtis-Kazouliis, University of the Aegean, Greece — Hasan Kaili, University of the Aegean, Greece — Aytac Celtek, University of the Aegean, Greece  
*This paper is a case study of the first year of implementation and provides information on the design of the course, realization and feedback from learners.*
**Early Childhood Windows of Opportunity**

Room 03

**Aligning Contemporary Health, Wellbeing and Sustainability Issues with Children’s Play in Early Childhood Educational Settings: Promoting Healthy Eating and Physical Activity in Early Childhood Curricula**

Assoc. Prof. Helen Skouteris, Deakin University, Australia

This research is focused on helping early-childhood educators develop teaching interventions which impact preschool children’s knowledge/attitudes about healthy eating, physical activity, digital media and the sustainability consequences of “unhealthy” habits.

**Detecting Emotions by Observing Nonverbal Behaviors of Preschoolers during Narration and Movie Presentation of a Fairy Tale**

Dr. Panagiotis Stamatis, University of the Aegean, Greece — Dr. Vasileios Papavasileiou, University of the Aegean, Greece — Afrodite Ntouka, University of the Aegean, Greece

A fairy tale was presented to preschoolers with two classroom activities. Research findings conclude that use of computer mediated teaching methods, could increase the interest of preschoolers, achieving better participation.

**The Influence of Social Environment on Child Development at Preschool Age**

Dr Monika Zumarova, University of Hradec Králové, Czech Republic

The subject of this investigation is to consider and assess the influence of social environments where children grow up, personality formation, and the quality of a child’s development.

**A Narrative Analysis into Chinese Parents’ Choice of Early Childhood Education**

Shaohua Hong, University of Manchester, United Kingdom

This paper attempts to explore Chinese parents’ choices of their children’s early childhood learning so as to understand what influences might go into their choices making process.
ONLINE LEARNING
Room 04
Counter-narratives of Education in the Information Age: Increasing Ignorance and Illiteracy, Declining Democracy, Needless Death
Dr. Michael McKinley, Australian National University, Australia
Celebrations of the Information Age willfully ignore the growing body of evidence that attests to it as a producer of dangerous educational, social, political and neuro-psychological pathologies.

E-learning through Virtual Reality Applications: The Case of Career Counseling
Dr. Konstantinos Panagiotis Kostopoulos, University of Patras, Greece — Dr. Konstantinos Giannopoulos, University of Patras, Greece — Stylianos Mystakidis, University of Patras, Greece — Kiriaki Chronopoulou, University of Patras, Greece
This is an exploration of three-dimensional virtual immersive learning environments of “Open Workshop on Information Literacy” specifically applications in Career Counseling that provide educational and vocational information through implemented actions.

The Effects of Webpage Navigation on Digital Reading Performance
Dr. Pou-seong Sit, University of Macau, Macao Special Administrative Region of China — Prof. Kwok-cheung Cheung, University of Macau, Macao Special Administrative Region of China — Wei-cheong Cheong, University of Macau, Macao Special Administrative Region of China — Soi-kei Mak, University of Macau, Macao Special Administrative Region of China
The study uses navigation indicators to examine the efficiency and effectiveness of webpage navigation on digital reading performance in 19 economies in PISA2009.

Implementation of a Web Platform for Teaching and Learning Modern Greek at Vocational Secondary Education
The aim of this paper is to present an e-learning platform that will be used during the two-hour supportive teaching Modern Greek lesson in vocational secondary education.
LEARNING OUTSIDE THE CLASSROOM
Room 05

How School Counselors Deliver Information about Their Profession and Work
Dr. Aviva Shimoni, Beit Berl College, Israel — Dr. Lori Greenberger, Beit Berl College, Israel
The rationale for this research is anchored in insights which reveal the importance of delivering information about the school-counseling profession for the purpose of forming a clear and defined identity.

Scenario Specification Methodology for Virtual Training Environments
Dr. Yiannis Papelis, Old Dominion University, United States — Dr. Ginger Watson, Old Dominion University, United States
The paper overviews a methodology for describing training scenarios used in virtual environments. The focus of the methodology is to provide a robust means of specifying non-linear scenarios.

Bioclimatic House as a Natural Solar Collector in Winter: Prospective Teachers’ Conceptions
Kalliopi Palaiou, University of the Aegean, Greece—Dr. Michael Skoumios, University of the Aegean, Greece
A study of Greek prospective primary school teachers’ conceptions about the bioclimatic design principle: “bioclimatic house as a natural solar collector in winter.”

INTERCULTURAL ISSUES IN LEARNING
Room 06

Indian Higher Education: Bridging Bricks with Clicks
Monica Mehta, Kaizen Private Equity, India
This is an evaluation of private investments in Alternative Methods of Learning, AML, and the outcomes on various stakeholders including Indian higher education.

Intercultural Aspects of Mathematics Education
Thomas Borys, University of Education, Germany — Prof. Mutfried Hartmann, Germany
Students who study mathematics education should improve their mathematical skills for teaching. Our research idea is to develop a concept for learning from other countries by using teleconferences.

Learner Beliefs, Language Learning and Translation Learning: An Investigation of College Students in China
Honghua Wang, City University of Hong Kong, Hong Kong Special Administrative Region of China — Dr. Jackie Xiu Yan, City University of Hong Kong, Hong Kong Special Administrative Region of China
This study investigated the beliefs about language and translation learning held by translation learners at a tertiary institution in China and the influence of the beliefs on translation achievement.

Seeking Choral Excellence: An Exploration of the Strategies Employed by an Expert Choral Director in a Singapore School
Dr. Joon Hwang Wong, National Institute of Education, Nanyang Technological University, Singapore, Singapore
Developing strategies to improve choral singing: the value of singing to a child's development.
Critical Thinking in Higher Education: A Contextual Approach (Runs 15:45-16:30)
Dr. Ludmila Praslova, Vanguard University of Southern California, United States
This workshop focuses on pedagogical and contextual factors promoting or hindering development of Critical Thinking in college. Theoretical, practical, curricular and policy issues will be addressed through discussion and activities.

Learning by Dancing: Mathematics and Ethnomathematics (Runs 16:40-17:25)
Paul Moerman, Södertörn University, Sweden
A Learning by Dancing workshop exampleing mathematics learning, adjacent literacy development and liberal education including ethnomathematics. Expressing oneself and one's previous knowledge through dance, enhancing further acquisition of subject knowledge.

Filling the Vacant Lot: Building Leadership Capacity, the Next Generation (Runs 15:45-16:30)
Maree Bredhauer, NT Department of Education and Childrens Services, Australia — Liz Veel, Charles Darwin University and Department of Education and Children Services, Australia
"Filling the Vacant Lot" will examine successful approaches to developing the next generation of school leaders. Local and international research will inform the interactive workshop focused on developing sustainable leadership.

Teaching Excellence from Whose Perspective? (Runs 16:40-17:25)
Dr. Pamela Parker, City University London, United Kingdom
The workshop will enable what we mean by teaching excellence to be explored both through our project and participants experiences.

Creating Conceptual Capacity in the Accounting Curriculum through the Use of Intelligent Tutoring (Runs 15:45-16:30)
Thomas Kern, Macquarie University, Australia — Nicholas McGuigan, Macquarie University, Australia — Antonija Mitrovic, — Samantha Sin,
This workshop presentation provides an illustrative hands-on exemplar of how Intelligent Tutoring Systems could be used to provide your students with an innovative means to engage in their learning.

Doing the Work: Moving your Classroom of Diverse Learners into the Community (Runs 16:40-17:25)
Kate Blackburn, Calgary Board of Education, Canada
Teacher reflection and sharing of experiences, activities and outcomes gained from exposing students to and engaging them in week-long learning immersions in community-based, theme-specific classrooms.
WORKSHOPS

Room 13

**How to Make Learning Inevitable (Runs 15:45-16:30)**
Klaus Bakdal, Koege business college, Denmark

Heisenberg's uncertainty principle transformed into the field of learning, providing "the inevitability of learning. This principle thereafter examined and framed with inspiration from American pragmatism. The workshop explores possible designs.

**Publishing Your Paper or Book with Common Ground (Runs 16:40-17:10)**
Kelsey Shannon, Production Coordinator, Common Ground Publishing

In this session a representative from publishing will present and discuss The Learning Collection of Journals and The Learning Book Series. She will present an overview of Common Ground’s publishing philosophy and practices. She will also offer tips for turning conference papers into journal articles, present an overview of journal publishing procedures, introduce The Learning Book Series, 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.

POST-SECONDARY AND PROFESSIONAL ISSUES

Room 14

**English as a Foreign Language Teacher Candidates' Perceptions of Listening Comprehension Problems**
Dr. Ozgur Yildirim, Anadolu University, Turkey

This study focuses on future English language teachers’ perceptions of EFL (English as a Foreign Language) listening comprehension problems, and the effects of language teaching methodology courses on these perceptions.

**Pre-service Teachers’ Views on Evaluation of Their Performances in Practice Teaching**
Ali Merc, Anadolu University, Turkey

This study aims to find out whether pre-service Turkish English as a Foreign Language teachers are happy with the way their performance is measured during their teaching practice experiences.

**Professional Quality of Life of Special Educators and Paraprofessionals in Greece**
Dr. Lefkothea Kartasidou, University of Macedonia, Greece — Elisavet Pavlidou, University of Macedonia, Greece

Survey results on Professional Quality of Life of in Greece will be shared. Similarities and differences between special education in Greece and the US will be discussed.

17:30

RECEPTION

Common Ground Publishing and The Learner Community will be hosting a reception on 11 July following the last session of the day. All delegates are welcome to attend and enjoy complimentary refreshments. This is an excellent opportunity to converse with plenaries and get to know your fellow delegates.
FRIDAY 12 JULY

08:00

REGISTRATION DESK OPEN

09:00-10:15

PLENARY PANEL
Redesigning Teaching Practice: The Greek and Australian experiences
Overview of Learning by Design: Professor Mary Kalantzis

The Greek Experience Panel Members: Eugenia Arvanitis, Eugenia Koleza, Maria Sakellariou. The Australian Experience Panel Members: Rita van Haren, Sue Gorman, Shane Gorman

10:15-10:35

BREAK

10:35-12:15 PARALLEL SESSION 4

FEATURED GREEK TEACHERS' WORKSHOP
Auditorium
Learning by Design: reflecting on pedagogy in diverse learning contexts
(Runs 10:35-11:35)

Eugenia Arvanitis, University of the Aegean, Greece — Eugenia Koleza, University of Patras, Greece — Maria Sakellariou, University of Ioannina, Greece.

This workshop unfolds the narrative of implementing Learning by Design (LbD) in Greece in a diverse set of learning environments. In 2010 discussions about the New School reform in Greece were well underway generating much debate in the public sphere. It was at that time when a few academics were proposing new ways of conducting school-based training with the use of digital media. The universities of Rhodes, Patras and Athens took part in a pilot project funded by the Ministry of Education where Learning by Design was the principal method of action research and training in selected Greek schools. Research findings of this attempt were very supportive and thus the Greek LbD network expanded to include trials in different school levels and universities. This workshop will present reflective points and practical samples of the work undertaken by university undergraduate students in curriculum design and in the areas of mathematics and preschool education. More specifically, three academics will discuss the application and the outcomes of LbD in professional and student learning communities associated with tertiary Pedagogical Departments. Eugenia Koleza will elaborate on teachers’ and students’ reflections in their efforts to design maths activities for primary school children in the frame of new pedagogy, multimodality and scaffolding. Maria Sakellariou will refer to the experience of engaging future preschool undergraduate students in a holistic action research design activity and its implementation in regional kindergartens as part of their practicum. Eugenia Arvanitis will reflect on the systemic connotations of LbD trials for Greek teachers and their school-based professional learning.
THE WHOLE LEARNER
Room 02
Family in the View of Elementary School Pupils
Dr. Irena Loudová, University of Hradec Králové, Czech Republic
The paper analyzes the current views of 2nd grade primary school students on the issue of quality and healthy life.

The Impact of Single Welfare-reliant Mothers’ Identity Development on Post-Secondary Education
Dr. Rebecca McPherson, University of Maryland University College-Europe, Germany — Mary Alfred
Shared aspects of single welfare-reliant mothers’ identity development including children as primary anchors, negotiation of possible selves, and three shared identity markers contributed to their post-secondary education experiences.

A Model for a Challenging World: Decision Making Based on Values and Critical Thinking
Dr. Trish Parrish, Saint Leo University, United States — Dr. Carol Walker, Saint Leo University, United States
Based on theories of critical thinking and values clarification, one university is engaging in a five-year program designed to teach students better decision making skills in academic and life situations.

Relationships between Worry, Working Memory, and Algebraic Problem Solving
Kelly Trezise, University of Melbourne, Australia — Assoc. Prof. Robert Reeve, University of Melbourne, Australia
The impact of algebraic working memory and math anxiety profiles on algebraic problem abilities were examined over time. The impact differed as a function of profile characteristics.
Diversity in Education
Room 03
African American Culture Based Education: Methodological Considerations and Statistical Approaches
Dr. Donna Wright, — Dr. James Johnson, Medgar Evers College of the City University of New York, United States
The study explores useful methodological and statistical approaches to investigate the effectiveness of African-American culture based education on the academic achievement of African-American children.

Learner Diversity and Perceived Difficulties in Interpreting Learning: An Investigation of Tertiary Students in China
Janice Jun Pan, Hang Seng Management College, Hong Kong Special Administrative Region of China — Dr. Jackie Xiu Yan, City University of Hong Kong, Hong Kong Special Administrative Region of China
This study investigates the relationships between learner differences and learning difficulties in tertiary interpreting training. The influence of these factors on learning achievement is also explored.

Supporting Home Languages in Informal Settings: Chinese-speaking Mothers in Sydney
Prof. Liam Morgan, University of Technology, Sydney, Australia — Andrew Chodkiewicz, University of Technology Sydney, Australia
This study presents the results of a qualitative study of early literacy practices of fifteen Chinese-speaking mothers and caregivers with preschool children, in an inner-city area of Sydney.

The Use of the Educational Cultural Convergence Framework: European Philosophy and Standards
Dr. John McKeown, MEF International Schools, Istanbul, Turkey
The ECCO model (Kurt & McKeown, 2012) for use by classroom educators as a tool for intercultural dialogue is examined in light of current data related to issues of social inclusion.

The Freshman Year
Room 04
Embedding Writing Assignments through ePortfolio in a Pilot Freshman Seminar for Construction Disciplines: Students’ Learning Outcomes
Prof. S.K. Tang, The Hong Kong Polytechnic University, Hong Kong Special Administrative Region of China — Roy Kam, The Hong Kong Polytechnic University, China — Lydia Lee, Hong Kong Polytechnic University, China
In this study we use content analysis to investigate embedding brief writing assignments, which are grounded in a freshman seminar, to address intended students’ learning outcomes.

Relationship between Language Proficiency and Student Learning
Marju Toomsalu, Ryerson University, Canada
This case study investigates the relationship between language proficiency, student grades and their own perceptions of learning in a content based English course.

Should I Stay or Should I Go: Student Retention and Success
Dr. Lesley Ljungdahl, University of Technology, Sydney, Australia
Increasing learner diversity has implications for universities as students who perceive themselves as different from the norm and may have difficulty adjusting to tertiary study.

Why Students Drop Out of the Bachelor of Arts
Dr. Kemran Mestan, La Trobe University, Australia
This research investigates why students prematurely withdraw from the Bachelor of Arts. Personal and course-related reasons are identified. Recommendations are made as to how faculties can reduce attrition.
10:35-12:15 PARALLEL SESSION 4

MAKING CHANGES: FROM MICRO TO MACRO
Room 05

The Design and Implementation of a Virtual Late Application Enquiry System
Tinus van Zyl, University of Johannesburg, South Africa — Louis Fourie, University of Johannesburg, South Africa
The University of Johannesburg’s mobile enquiry system for late applicants assisted 38,000 inquirers with more than 6,800 being able to log a successful inquiry to register.

From Learning Space to Learning Place: Creating the 21st Century Library at the Taylor Family Digital Library, University of Calgary
Susan Beatty, University of Calgary, Canada
The Taylor Family Digital Library, University of Calgary, a 21st century learning space, is transforming the traditional library into a place where learning is supported and knowledge is created.

Is Widening Participation Enough?: Second-year Vocational Educational and Training Students’ Academic Experiences of University
Pamela Delly, La Trobe University, Australia
Australian universities are widening participation of under-represented groups, with limited awareness of their diverse cohort’s needs. Listening to these students can inform academic support universities provide to address this diversity.

Curriculum Change in Indonesia: Science Educators’ Attitudes towards the Integration of Science Education in Language Classrooms
Munasprianto Ramli, University of Manchester, United Kingdom
The Indonesian government will eliminate science from elementary school curriculum and will integrate it in Indonesian language classroom. Meanwhile, science educators recommend that the curriculum implementation should be postponed.
Developing a Graduate Course in Early and Middle Childhood Mathematical Problem Solving
Dr. Mehmet Türegün, National Council of Teachers of Mathematics (NCTM), Research Council on Mathematics Learning (RCML), United States — Dr. Sean Buckreis, National Council of Teachers of Mathematics (NCTM), United States
In this article, we describe our efforts, based on current research and NCTM standards documents, in developing a graduate course in early/middle childhood mathematical problem solving for elementary school teachers.

The Effect of the Differentiation Approach in Mathematics Education: Gifted Student Achievement
Esra Altıntaş, Marmara University, Turkey — Ahmet Şükrü Özdemir, Marmara University, Turkey
The aim of the study is to determine the effects of differentiation approach developed for the mathematics education and on the achievement of the 5th grade gifted students.

Triangle Based Scaffolding for Trigonometric Reasoning: A Case Study of Non-formal Education Students
Artorn Nokkaew, Mahidol University, Thailand — Dr. Wannapong Triampo, Mahidol University, Thailand — Dr. Narin Nuttavut, Mahidol University, Thailand — Dr. Meechoke Chuedoung, Mahidol University, Thailand — Dr. Darapon Triampo, Mahidol University, Thailand — Dr. Charin Modchang, Mahidol University, Thailand
Adjustable triangle settings provide imaginary paths guiding the students’ reasoning in the angle variation which leads to the improvement of trigonometric understanding without the necessity of additional concepts.

The van Hiele Levels at Czech Secondary Schools
Dr. Jiří Haviger, University of Hradec Králové, Czech Republic — Iva Vojkůvková, University of Hradec Králové, Czech Republic
This paper focuses on the results of the pilot study based on the van Hiele theory of geometric thinking at Czech Secondary Schools.

Visualizing Personal Beliefs: Teaching Philosophies Made Explicit (Runs 10:35-11:20)
Dr. Adele Flood, University of New South Wales, Australia
This presentation will explore the commonalities and differences of philosophical beliefs revealed through the visual metaphors of teaching created by the participants from differing disciplines and sectors of learning.

Voices from the College Classroom Walls: Perspectives on Teaching and Learning Differences (Runs 11:30-12:15)
Dr. Diane Webber, Curry College, United States
Students with learning differences present special challenges in the college classroom. Best practice strategies, with case studies, will be provided to enhance the teaching and learning experience.
WORKSHOPS
Room 09
Dr. Robert Ward, Inroads Consulting Group, LLC, United States

*Action Learning Conversations* is a theory-based approach to developing people. Participants work in small groups to solve actual problems and learn how to learn from challenging assumptions and taking action.

**Youth Voices in Program Evaluation: Urban 4-H Youth Assessing Their Learning and the Learning Environment (Runs 11:30-12:15)**
Jessica Jerney, University of Minnesota Extension, United States — Erica Gates, University of Minnesota, United States

Presenters will share evaluation tools that emphasize the voices of young people in describing their learning and learning environment. Participants will explore ways of enhancing the quality of learning environments.

WORKSHOPS
Room 10
**Collaborating with Museums to Motivate Students to Study Mathematics (Runs 11:30-12:15)**
Prof. Laurence Kirby, Baruch College, City University of New York, United States

*We explore how the vividness of a first-hand encounter with cultural artifacts can enrich mathematics learning and appreciation for students.*

NEW LEARNING
Room 11
**Considering Learners' Perceptions in Designing Effective 21st Century Learning Environments for Basic Education in Finland**
Tiina Mäkelä, University of Jyväskylä, Finland — Prof. Marja Kankaanranta, University of Jyväskylä, Finland

*Changes in education urge educational organizations to rethink their learning environments. This research provides tools and data on how to take learners’ perceptions into account when designing learning spaces.*

**Design and Creation of Multimedia Software to Support the Acquisition of New Words in the English Language by Greek Preschool Students**
Vassiliki Bistina, University of the Aegean, Greece

*This paper studies the effectiveness of a software created based on Content and Language Integrated Learning methodology to support the acquisition of new words in the English language by students.*

**Drawing and Verbal Metaphors**
Anthi Kosma, ETSAM/ Escuela Técnica Superior de Arquitectura de Madrid, UPM/ Technical University of Madrid, Spain — Dr. Paloma Ubeda-Mansilla, Universidad Politecnica de Madrid, Spain

*Multiliteracy is examined here between verbal language and drawing, significant and non significant-non representative signs in the context of architectural education.*

**How We Teach Is What We Teach: Pedagogy and Practice in Schools and Communities**
Tatzia Langlo, University of California, United States

*Examines ideals, expectations, obstacles and progress in “quality” education processes in the twenty-first century on the personal, relational, structural dimensions from perspectives of students, lifelong learners, teachers, and community partners.*
12:15-13:15

LUNCH

13:15-14:30 PARALLEL SESSION 5

FEATURED AUSTRALIAN TEACHERS’ WORKSHOP

Auditorium

Learning by Design: Challenging the default mode of teaching and learning (Runs 13:15-14:15)
Cherie Connors, Harrison School, Australia — Rita van Haren, Common Ground Publishing, USA — Sue Gorman, Gordon Primary School Australia — Shane Gorman, Bonython Primary School, Australia
In this workshop, we will continue to share our 10 year journey of working with the Learning by Design framework (Kalantzis & Cope) by considering some learning designs developed by elementary and secondary teachers. We will show how these have translated into classroom practice with classroom vignettes, student work samples, assessment and data. This framework, with its underpinning ideas of diversity, multimodality and pedagogy, has provided opportunities to innovate, integrate technology and differentiate learning. While there have been many challenges in establishing Learning by Design as the new ‘default’ mode of teaching and learning in our schools, the framework has provided us with a conceptual framework to embed academic and social learning, integrate national and local initiatives such as the Quality Teaching model and the Australian Curriculum, and kept us focused on big ideas of student agency, intellectual quality, high expectations and assessment for learning.

13:15-14:30 PARALLEL SESSION 5

TEACHERS AND THE TEACHING PROFESSION
Room 01

Do Qualifications Matter?: Exploring Art Teacher Education in Singapore
Bee Lian Kehk, National Institute of Education, Nanyang Technological University, Singapore
This paper studies the different Initial Teacher Preparations (ITP) in National Institute of Education (NIE), Singapore. There are different programmes in NIE resulting in different qualifications of the teachers.

How to Cope with Stress and Depression in the Teaching Profession: The Perspective of Educational Leadership
Dr. Ewald Kiel, Ludwig Maximilians University Munich, Germany — Dr. Sabine Weiß, Ludwig-Maximilians-Universität München, Germany
The presentation shows how to deal with teachers belonging to a risk profile from the perspective of stress and coping research and professionalization theory.

Teaching as a Calling: Teacher Beliefs Influence Outlook and Choices
Dr. Candace Roberts, Saint Leo University, United States — Dr. Trish Parrish, Saint Leo University, United States — Dr. Karen Hahn, Saint Leo University, United States — Dr. Randall Woodard, Saint Leo University, United States
Is teaching a calling? To learn more about how teachers’ perceptions of their calling to teach influence their decisions surrounding their careers, teachers were interviewed about their beliefs and experiences.
ADULT EDUCATION
Room 02
Perspectives on Peer Learning as Adult Education in Diverse Communities
Dr. Robert Townsend, University of Ballarat, Australia
Peer led approaches to learning can positively affect attitudes and behaviour. The research gap is identifying the elements of peer learning that can enhance education pathways for specific groups.

Professional Preparation of University Students in Social Work: Required Practical Skills
Dr. Zuzana Truhlářová, University of Hradec Králové, Czech Republic — Prof. Janka Levická, University of Hradec Králové, Slovakia — Dr. Jana Marie Havigerová, University of Hradec Králové, Czech Republic — Dr. Karel Myška, University of Hradec Králové, Czech Republic
The paper examines the opportunities for innovation in the educational program of social work with a focus on developing specific skills.

Dr. William Pelech, University of Calgary, Canada — Sharon Pelech, Memorial University of Newfoundland, Canada
This paper will outline how ecological learning theory can bring coherence to our current educational practices and contribute to our application of effective and sustainable educational strategies.

EDUCATING ENGINEERS
Room 04
The Attitudes of Engineering Students to Academic Development at a University of Technology
Thembeka Shange, Tshwane University of Technology, South Africa
The paper investigates the attitudes of engineering students and staff to academic development programmes offered at a university of technology.

A Case Study on Bilingual Teaching for Undergraduate Engineering Students from the University of Extremadura, Spain
Dr. Carlos Alberto Galán González, University of Extremadura, Spain — Dr. José María Montanero Fernandez, University of Extremadura, Spain — Dr. Pedro Miranda Gonzalez, University of Extremadura, Spain — Dr. Ángel Luis Ortiz Seco, University of Extremadura, Spain — Dr. Óscar Juan Borrero Lopez, University of Extremadura, Spain — Dra. Silvia Roman Suero, University of Extremadura, Spain — Dr. Fernando Guiberteau Cabanillas, University of Extremadura, Spain
The present work reports on a case study on bilingual Spanish-English teaching of scientific-technical subjects linked to engineering degrees at the University of Extremadura, Spain.

Kansas Engineering Interns Excel in Natural Learning Environments: University Program Partners with Industry to Reduce Pollution, Saving Millions While Providing Real-world Learning Benefits to Students
Nancy Larson, Kansas State University, United States
The Kansas pollution prevention (P2) intern program trains and places students at industrial or institutional facilities for a 10-week period to conduct focused research on well-defined potential P2 projects.
13:15-14:30 PARALLEL SESSION 5

LIFELONG LEARNING
Room 05
The Consumer Pedagogy in Brazilian School Discursive Practices and Consumer Subjects' Formation
Prof. Patricia Ignacio, Doutoranda in the Program of After-Graduation in Education of the Federal University of Pernambuco - UFPE/BR, Brazil
This paper aims at discussing how Consumer Discourse associates to pedagogy practices in Brazilian schools to encourage consumer subjects’ formation.

An Interactive Educational Training Program: Awareness of Energy Saving and Energy Efficiency
Umut Oğur, Ankara University, Turkey
An interactive training developed to increase awareness on energy saving and energy efficiency. Dynamic curriculum adapted to 96 women from the urban poor region with different education levels.

Knowledge Transfer across Disciplines: The Case for the Multidisciplined Individual
Dr. Jacqui Rogers, University of Plymouth, United Kingdom
This research investigates those individuals who acquire expertise outside their core discipline and how the application of that additional expertise changes and enhances both the individual and the organization.

INSPIRED TEACHING
Room 06
Changing Attitudes: Encouraging Engineering Academics to Utilise the Tablet PC to Provide Feedback through the Use Formative Assessment.
Nadine Margaret Adams, Learning & Teaching Education Research Centre, Australia — Antony John Dekkers, Learning & Teaching Education Research Centre, Australia — Dr Prue Howard, CQUniversity, Australia
This paper investigates how engineering academics can be encouraged to integrate the use of the tablet PC to improve student understanding of course content through formative assessment feedback.

Going Where the Students Are Already: Facebook as an Ongoing Community of Learners
Lisa Hall, Batchelor Institute of Indigenous Tertiary Education/ACIKE, Australia — Catherine Maughan, Batchelor Institute of Indigenous Tertiary Education/ACIKE, Australia
How one Tertiary Enabling Course for Indigenous Learners is using Facebook as an effective space for communication and learning

Inspiring Teaching
Dr. Phoebe Constantinou, Ithaca College, United States
Teachers who truly inspire their students go beyond “control, know, and tell”. This presentation examines the theory that inspiring teachers go beyond typical classroom techniques and subject matter.
13:15-14:30 PARALLEL SESSION 5

**ISSUES IN EARLY CHILDHOOD**

**Room 07**

**Bully and Victim Problems among Preschool Children: Naturalistic Observations in the Classroom and on the Playground**

Maria Vlachou, Greece — Dr. Eleni Andreou, University of Thessaly, Greece — Kafenia Botsoglou, Greece

Our study showed that bullying episodes occurred more frequently in the preschool classroom than on the playground. Implications for educational interventions are highlighted.

**The Effects of a Virtual Reality with Gesture–based Learning Intervention System on Counting Ability in Young Children with Disabilities**

Dr. Shwuling Lee, National Taipei University of Education, Taiwan

An investigation conducted with three young children with disabilities to assess the training effects of Virtual Reality with Gesture–based Learning software.

**Concept Formation Teaching Model: A Way to Learn**

Dr. Aamna Saleem Khan, Preston University, Pakistan

The objective of the study was to check the effectiveness of concept formation teaching model over lecture method on academic achievement for students in chemistry.

**ENGAGING THE LEARNER**

**Room 08**

**Adventure-based Learning**

Dr. Kelly Ward, Monmouth University, United States — Robin Sakina Mama

This paper will present how adventure-based learning was implemented in a field practicum class using Kolb's learning theory as the framework. Participants will be given opportunity to try adventure-based activities.

**Empowering Learners: Positive Interventions for Students in University Enabling Programs**

Jennifer Stokes, University of South Australia, Australia

This paper will outline the development and implementation of positive interventions designed to support the learning needs of new students in an Australian university college enabling program.

**The Impact of the Analogical Reflection on the Metacognitive Awareness**

George Kritikos, University of the Aegean, Greece — Angelique Dimitracopoulou

We examine the impact of the analogical reflection on the metacognitive awareness after modelling activities. We call “analogical” the type of reflection in which the students reflect through analogical reasoning.
STAKEHOLDERS: ROLES AND REALITIES

Room 09

Accreditation Policies and Changing Patterns of Higher Education in Europe
Assist. Prof. Eleni Prokou, Panteion University, Greece
European education policy promotes accreditation policies, which stress the individualization of the responsibility for learning and market responsiveness, thus signifying a withdrawal from the Humboldtian model of the University.

Envisioning Teams of Resistance: A Synergistic Discourse to the (S.T.E.M.) atization of Teacher Education
Dr. Julie L. Pennington, The University of Nevada, Reno, United States — Dr. Kathryn Obenchain, Purdue, United States — Dr. Eleni Oikonomidoy, University of Nevada, Reno, United States
We propose that a synergistic work of currently marginalized components of teacher education and STEM (Science, Technology, Engineering & Mathematics) is central for the success of teachers’ work in schools.

Independent Living of Individuals with Intellectual Disability: The Parents’ Perspective
Ioanna Dimitriadou, University of Macedonia, Greece — Dr. Lefkothea Kartasidou, University of Macedonia - Greece
This exploratory research focuses on individuals ‘with intellectual disability and their parents’ opinions about independence and independent living.

PROGRAMMATIC ISSUES: SPECIAL TOPICS

Room 11

The Australian National Curriculum Languages: Focus on Italian
Penelope Rae Johnstone, Oatley Public School, Australia
Languages education is in crisis in Australia. Numbers are declining at both secondary and tertiary levels. Will a National Curriculum for Languages lead to enhanced student engagement with language study?

Cooperative Extension Evaluation: Where We Are Now
Dr. Jennifer A. Wells-Marshall, Alabama Cooperative Extension System, United States
This study examined program evaluation in Cooperative Extension by investigating systematic evaluation, commitment to the Extension Program Development Model, barriers and supports that impact systematic evaluations, and evaluation use.

A Study of a Small Island Nation’s Secondary Education Level STEM Exit Examination Data: Possible Implications
Dr. Anthony Joseph, Pace University, United States — Mabel Payne, United States
This study investigates secondary STEM education in a small island nation under four hypotheses including males outperform females in STEM subjects at selected unisex schools, but found females out-performed males.
13:15-14:30 PARALLEL SESSION 5

PERSPECTIVES ON LEARNING

Room 14

Analysis of Greek Chemistry Textbooks: Questions from a Learning Activities Perspective
Nikolaos Diakos, Ministry of Education, Greece — Dr. Michael Skoumios, University of the Aegean, Greece
The current study focuses on the analysis of questions of Greek chemistry textbooks from a learning activities perspective.

Analysis of Greek Physics Textbooks’ Questions from a Content Perspective
Lemonia Sapountzi, Ministry of Education, Greece — Dr. Michael Skoumios, University of the Aegean, Greece
The purpose of this study is to analyze the questions of two Greek school physics textbooks from a content perspective and to compare their results.

Using Epic Cinema to Change Practice and Content Focus in the Literature Classroom
Olimpia Silvestre, Escola Secundaria de Alcochete, Portugal
Epic cinema, in combination with different epistemological and pedagogical frameworks, presents a heuristic set of hypothesis for students’ empowerment and reflexivity as framed in Standard 5 of Information Literacy Standards.

14:30-14:45

BREAK
14:45-16:25 PARALLEL SESSION 6

TECHNOLOGY AND TEACHING
Room 01

Developing Ethical and Critical Uses of Technology in Learning and Teaching
Jerry Wellington, University of Sheffield, United Kingdom
This presentation will examine the uses of digital technology in education over the last 30 years, looking at both its advantages and its disadvantages and its use in the future.

The Development of an Online Information Literacy Tutorial for Greek High School Students
Aspasia Togia, Technological Educational Institute (TEI) of Thessaloniki, Greece — Stella Korobili, Technological Educational Institute (TEI) of Thessaloniki, Greece — Aphrodite Malliari, Technological Educational Institute of Thessaloniki, Greece — Dr. Ilias Nitsos,
The paper presents the development of an online information literacy tutorial, which will help students locate and effectively use information sources for their classes.

Digital Storytelling for Inquiry Learning: Case Study of Treaty Education
Dr. Alec Couros, University of Regina, Canada — Dr. Ken Montgomery, University of Regina, Canada — Prof. Jennifer Tupper, University of Regina, Canada — Dr. Patrick Lewis, University of Regina, Canada — Katia Hildebrandt, University of Regina, Canada
In this project, elementary students explored the question: “What does it mean to be Treaty people?”

Students and Teachers’ Relationships on Social Networks
Dr. Tsafi Timor, The Kibbutzim College of Education, Israel
The study focused on would-be teachers’ perceptions of cyber “friendships” between students and teachers on social networks, and also on teachers’ role in a world of technological changes.
14:45-16:25 PARALLEL SESSION 6

LEARNING COMMUNITIES

Room 02
Effects of the Use of Technology and Collaborative Learning
Amy S. C. Leh, California State University San Bernardino, United States
This presentation reports on a study that was designed to help graduate students complete their master’s thesis/project using technology and collaborative learning. Positive results were found in the study.

Two Decades of Innovations for the Prevention of Illiteracy in Modern Greek Schools
Athina Sipitanou, University of Mecedonia Thessaloniki, Greece
The objective of the study was to check the effectiveness of concept formation teaching model over lecture method on academic achievement for students in chemistry.

The University Teaching Laboratories: The Effect of Academic Mental Models
Dr. Paddy O'Toole, Monash University, Australia
The university teaching lab offers enormous potential as a learning environment. Drawing from two related research studies, it is shown how academic mental models can optimise or hinder this potential.

FROM THEORY TO PRACTICE

Room 04
Using Internal Student Surveys to Improve Higher Education Student Experience
Dr. Jesse Elvin, City University London, United Kingdom — Claire de Than, City University London, United Kingdom
Our paper considers how to use the data collected from internal surveys of higher education students to enhance student experience and thus scores as measured in external surveys.

What if We Put Best Practices into Practice?: A Report on Course Design Beyond Quality Matters
Dr. Tamara Powell, Kennesaw State University, United States — Prof. Solomon Negash, Recent online learning research has uncovered factors that result in improved critical thinking skills, retention, graduation and employment. We have implemented those factors and would like to share the results.

Teaching Art in the 21st Century
Dr. Rozmeri Basic, The University of Oklahoma, United States
The goal of this paper is to define a defense mechanism for educators to prevail during critical times when negative economic climate affects stable enrollment of students majoring in art.

Understanding the Cultural Situatedness of Human Cognition: Implications for Pedagogy
Rishabh Kumar Mishra, University of Delhi, India
This paper considers culture and cognition as inextricable whole and argues in favour of social constructivist pedagogy for teaching learning processes.
14:45-16:25 PARALLEL SESSION 6

EDUCATION AND ETHICS
Room 05
Academic Integrity in Higher Education: An Interactive Scenario-based Online Course
Hester Mountifield, The University of Auckland, New Zealand
The presentation will share the conceptualization, development and implementation of a compulsory academic integrity course at the University of Auckland and examine the outcomes.

Ethical Issues in Doing Participatory Image-based Research with People with Intellectual Disabilities
Dr. Sue Ralph, Nasen, United Kingdom
Using participatory photography in research raises complex ethical issues, especially when used with participants who are particularly vulnerable. Photovoice can give a “voice” to otherwise unheard groups of people.

Questioning the Education Revolution: Intellectual, Political and Moral Challenges?
Dr. Judy Hemming, Australia
The paper critically analyses the concept of “new enlightenment” against the convention of the Enlightenment tradition for higher education. This occurs through the power elite theory.

Teaching Writing as Ethical Practice: Literacy, Rhetoric,, and Virtue
Prof. John Duffy, University of Notre Dame, United States
I propose that the proper subject of writing courses is ethics, and that what are commonly taken to be rhetorical skills are ethical practices that can be taught and learned.

LEARNING IDENTITIES
Room 06
The "Clubs": A New Institution in the Greek Public Education System
Dr Konstantinos Karampelas, University of the Aegean & 2nd Experimental Primary School of Rhodes, Greece — Stamatia Mantikou, — Sarantis Karvounidis, — Vasiliki Liakou,
The "Clubs" are a new institution, introduced in Greek Primary Schools, addressed to learners with particular interests or talents. This paper is an evaluation of this institution.

Greek Students’ Historical Thinking and Historical Consciousness: An Empirical Study
Dr. Theodora Cavoura, National and Kapodistrian University of Athens, Greece — Elias Stouraitis, National and Kapodistrian University of Athens, Greece
This empirical study elucidates how 16-year-old Greek students developed their historical thinking and historical consciousness.

Perspectives of Portuguese Students about the Intervention of Teachers in Relation to Cyberbullying
Prof. Ana Veiga Simão, University of Lisbon, Portugal — Isabel Freire, University of Lisbon, Portugal — Paula Caetano, University of Lisbon, Portugal
The problem of cyberbullying has been a source of deep concern. We’ll focus in data analysis of pupils expectations and descriptions of teachers interventions in cyberbullying situations and their consequences.

The Effectiveness of Modern Teaching Technologies: Perspective of Post-graduate Students
Ashi Zeshan, University of the Punjab New Campus, Pakistan — Dr. Muhammad Aamir Hashmi, University of the Punjab Lahore, Pakistan — Abir Hassan Naqui, University of Punjab, Pakistan
Changes in teaching and practice of business are occurring because of technology in many developed countries. Business schools are experiencing increased competitive pressures to use technology in teaching and learning.
FROM THE TEACHER'S PERSPECTIVE
Room 07

The Psychology of the Teaching and Learning of Mathematics Re-visited
Dr. Apostolos Giannakopoulos, University of South Africa (Unisa), South Africa
Behaviorism and cognitivism and their variations have contributed towards the teaching and learning of mathematics but not sufficiently. In a knowledge era involvement of pragmatism (praxis) is an absolute necessity.

How Do Life Orientation Teachers in Secondary Schools Make Use of the Proposed Digital Media Literacy Program for Teaching and Learning?
Dr. Petro van der Merwe, University of South Africa, South Africa
This research paper looks at the constructivist role of Life Orientation teachers to support learners in becoming effective thinkers. Learning through practical activity has been categorized as constructivist learning.

Management of Project-based Activities in Secondary Education Using an Educational Management Information System: Design and Development
Georgios N. Kouziokas, Greece
This information system aims at improving the quality of project-based learning, and providing online interaction between the teacher and the students in a learning environment.

Re-sourcing of Resources: An Investigation into Student Teachers' Manipulation of Resources in their Teaching Contexts
Dr. Blandina Makina, University of South Africa, South Africa
Provision of teaching and learning resources in disadvantaged schools by the South African government has had limited positive effect on practice because teachers are unable to manipulate the available resources.
14:45-16:25 PARALLEL SESSION 6

EXPERIMENTS IN SCIENCE EDUCATION
Room 08
Chemistry and Cinema: The ChemCi-Project: Experimentally Oriented Teaching Concepts in the Context of Feature Films
Dr. Isabel Rubner, University of Education Freiburg, Germany — Prof. Jens Friedrich, University of Education Freiburg, Germany — Silia Fürniss, Germany — Nicole Kunze, Germany — Prof. Marco Oetken, University of Education Freiburg, Germany
The ChemCi-Project developed experimentally oriented teaching concepts using feature films. These concepts were tested in schools and evaluated. We present a teaching concept based on the movie “Dante’s Peak.”

The Science of Harry Potter: Teaching Science Using Harry Potter
Dr George Plitnik, Frostburg State University, United States
How magic in Harry Potter could be accomplished by the science of today or the near future. Technological derivatives from modern science are explored and compared to the wizarding world.

The Supplemental Instruction Leaders’ Success Using Reflective Journals in Chemistry
Vino Paideya, University of KwaZulu Natal, South Africa
Presentation describes research on Supplemental Instruction (SI) leader success using reflective journals in Chemistry SI. This qualitative research draws on observation of 15-SI sessions and five focus group interviews with SI-leaders.

Using an Etymological Approach When Learning Scientific Terminology: Improving Lexical Access and Knowledge Transfer in Undergraduate Students
Dr. Adam Oliver Brown, University of Ottawa, Canada
This paper demonstrates a learning scaffold that allows students of Science to acquire scientific terminology through a linguistic breakdown, thus improving both word access and knowledge application.

14:45-16:25 PARALLEL SESSION 6

SCHOLARLY EXPLORATIONS
Room 09
Advancing Scholarly Teaching through Guided Self-Study Inquiry
Dr. Teboho Pitso, Vaal University of Technology, South Africa
Through Guided Self-Study Inquiry, a collaborative study between the academic developer and two teachers was undertaken to promote scholarly teaching. I share the emerging model and results of this collaboration.

Enhancing Transition into the University: A Netnographic Study on College Students’ Use of Facebook
Dr. Bianca Price, University of South Australia, Australia — Dr. Duncan Murray, University of South Australia, Australia
The efficacy of Facebook as a learning tool for University pathway students with lower SES was assessed. Employing netnography analysis, Facebook was found to be a beneficial support tool.

Perspectives of International Baccalaureate Teachers: Results from the Teaching Perspectives Inventory
Dr. Liz Baynard, International Baccalaureate Organization, United States — Dr. Michael Dean, International Baccalaureate Organization, United States
This study uses the Teaching Perspectives Inventory (TPI) (Collins & Pratt, 2003) to describe the perspectives of existing IB educators.
14:45-16:25 PARALLEL SESSION 6

WORKSHOPS
Room 11
Learning through Analyzing Kurdish Proverbs: Critical Discourse Analysis (Runs 14:45-15:30)
Kawther Aziz Ahmed, Hawler Polytechnic University, Iraq
This paper focuses on analyzing the way women are represented in Kurdish proverbs. It shows the learners how the women have a kind of lower status compared to men.

16:30-17:15

LEARNING BY DESIGN: END OF DAY REFLECTIONS
The Greek Experience Panel Members: Eugenia Arvanitis, University of the Aegean, Greece — Eugenia Koleza, University of Patras, Greece — Maria Sakellariou, University of Ioannina, Greece. The Australian Experience Panel Members: Cherie Connors, Harrison School, Australia — Rita van Haren, Common Ground Publishing, USA — Sue Gorman, Gordon Primary School Australia — Shane Gorman, Bonython Primary School, Australia.
The Greek Experience and the Australian Experience panel members will come back together in this informal session, delegates will be able to discuss, ask questions and reflect on key ideas, information and issues raised in the presentations on the Learning by Design conference theme.

17:30-19:00

WALKING EVENING TOUR OF RHODES
Explore the endless sights awaiting to be discovered throughout the island’s capital city. Let your steps carry you through the narrow streets. The area of Mandraki is bustling with impressive buildings of Italian and Neoclassical style, mansions witnessing on a glorious past basking in majesty. This enticing combination of past and present truly contributes to one’s grasping the uniqueness of this unique example – both in size and in charm – of a living medieval town in Europe! Tour is rain or shine. (For delegates attending the Friday, 12 July Walking Tour, the tour ends in time to participate in the Conference Dinner at Alexis 4 Seasons with an additional registration for the dinner) *Preregistration required*

19:30-22:30

CONFERENCE DINNER AT ALEXIS 4 SEASONS
Enjoy three course meal with plenaries, panelists and other delegates at the Alexis 4 Seasons Restaurant located in the heart of Old Town. The interior stone-built par lour is a place of ultimate relaxation and gastronomic delight while the roof top features a panoramic view of the Medieval Town and the harbor as well. Dinner starts with Bread and Mediterranean, Greek Village Salad and Tzatziki. The main course is a choice of Spinach Pie, Grilled Eggplant, Mousaka or Lamb Kleftiko, and dessert is delicious Mpalava! Wine included. *Preregistration required*
SATURDAY 13 JULY

08:30

REGISTRATION DESK OPEN

09:00-09:20

BOOK LAUNCH
Marking Time: Leading and Managing the Development of Assessment in Higher Education
Kate Coleman and Dr. Adele Flood (eds.)

09:20-09:50

PLENARY SESSION
Reed Stevens, Northwestern University, USA
Alternative Infrastructures for Learning

09:50-10:20

BREAK & GARDEN SESSION
COLOQUIUM
Auditorium
Creating and Assessing Programs Using Distance Learning and Other Strategies to Expand the Science Talent Pool: Promising Practices from the U.S. and South Africa
Dr. Willie Pearson, Jr., Georgia Institute of Technology, United States — Michael Gaines, University of Miami, United States — Dr. Cheryl Leggon, Georgia Institute of Technology, United States — Prof. Tinus van Rooy, University of South Africa, South Africa — Dr. Medeva Ghee, Brown University, United States — Jann Adams, United States — Gilda Barabino, Georgia Institute of Technology, United States
This colloquium focuses on designing, implementing, and evaluating innovative collegiate programs to expand and enhance the science talent pool in the U.S. and South Africa.

THE METAPHYSICS OF MATHEMATICS
Room 01
Assimilating Transformative Learning amongst a Diverse Cohort of Enabling Mathematics Students.
Nadine Margaret Adams, Learning & Teaching Education Research Centre, Australia — Clinton John Hayes, Learning & Teaching Education Research Centre, Australia — Antony John Dekkers, Learning & Teaching Education Research Centre, Australia
This study examines the change in students’ confidence in their mathematical ability and their perception of mathematics upon completion of at least one preparatory mathematics course.

Evaluating the Effectiveness of a Fraction Definition Model to Promote Abilities of Pre-service Elementary Teachers to Solve Verbal Fraction Problems
Dr. Sandra Alon, William Paterson University, United States
To examine the effectiveness of using a precise three-part mathematical definition to develop the concept of a fraction on the ability of pre-service teachers to solve verbal fraction problems.

The Examination of Elementary Mathematics Pre-service Teachers’ Two Dimensional Spatial Visualization Abilities
Ahmet Şükrü Özdemir, Marmara University, Turkey — Sevda Göktepe, Marmara University, Turkey
In this study elementary mathematics pre-service teachers’ spatial visualization abilities were researched. Most of the pre-service teachers’ answers are at the multistructural level.

School Climate and Mathematics Performance: An Examination of the Role of Shared and Divergent Principal-Teacher Perspectives
Dr. Xiu Cravens, Vanderbilt University, United States — Dr. Nianbo Dong, Vanderbilt University, United States
We examine the shared and divergent principal-teacher assessments of school climate, and test their associations with student achievement quantitatively and internationally.
Welcome to My Classroom
Room 02
Love-based Practices in Education as a Means of Enhancing Learning
Dr. Satu Uusiautti, University of Lapland, Finland
This presentation introduces and discusses the theoretical formation of love-based practices in education as a means of enhancing pupils’ learning.

Perspectives on the United States Pledge of Allegiance
Dr. Leisa Martin, The University of Texas at Arlington, United States
This study examined middle school and high school students’ views on the United States Pledge of Allegiance. The results included the theme (loyalty and patriotism) and a second theme (disengagement).

Sharing Postcards about Where We Live: Early Childhood Environmental Understanding
Dr. Reesa Sorin, James Cook University, Australia
Research has identified a “nature deficit disorder” among young children. This research reports on the findings of a study utilising drawing and storytelling postcards to help children understand the environment.

Unintentional Censorship in the New Zealand Primary Classroom
Ann Hardie, Victoria University of Wellington, New Zealand
The absence of teaching resources in schools that open conversations for children around sexually diverse family structures is a social justice issue. Teachers could unintentionally censor learning due to resourcing.
VOCATIONAL LEARNING
Room 03
Are We Well Preparing Our Students for Vocational Life?: The Case of Soft Skills for Information Technology Graduates
Prof. Ilana Lavy, The Academic College of Emek Yezreel, Israel — Dr. Aharon Yadin, The Max Stern Yezreel Valley College (YVC), Israel
We analyzed 2000 classified advertisements and to map the real market requirements regarding soft skills. Secondly we examine whether and how the academic programs address these required soft skills.

Induction of Job Entrants at Intermediate Level of Work: Relevance of Practical Experience, Induction Measures and Continuing Vocational Training
Tobias Wolfgarten, Federal Institute for Vocational Education and Training, Germany — Marthe Germaine Geiben, Federal Institute for Vocational Education and Training, Germany — Dr. Philipp Grollmann, Federal Institute for Vocational Education and Training, Germany
This paper discusses the relevance of job related practical competences of job entrants at intermediate level of work in an international comparative study from an employers’ perspective.

Inn-school: A Model Vocational Education for the Development of a Community
Prof. Ana Lúcia Sartorelli, Centro Paula Souza, Brazil
This research analyzes the models of vocational education in hospitality, presenting a Inn School that provide popular and community education to work in small and medium media hosting.

MICRO ISSUES IN PRE-SERVICE EDUCATION
Room 05
The Attitudes of Pre-service Primary Mathematics Teachers: Using Computers and Technology
Esra Altıntaş, Marmara University, Turkey — Mehmet Özcan, Marmara University, Turkey — Ahmet Şükrü Özdemir, Marmara University, Turkey
The aim of this research is to investigate the differences between second and fourth grade primary education of mathematics pre-service teachers’ attitudes when using computers and technology in mathematics classes.

Latvian Mathematics Teachers’ Beliefs on Mathematics Teaching
Liene Kvedere, Daugavpils University, Latvia
The current research aims to better understand the nature of Latvian 7th-9th grade mathematics teachers beliefs about mathematics teaching and to link them with traditional or constructivist teaching approach.

Student Teacher Professional Identity: Transition to Professional Practice
Dr. S. Laurie Hill, University of Calgary, Canada
The intent of this research is to explore the experiences of student teachers within a newly organized teacher education program, to understand the development of their professional identity and practice.

WORKSHOPS
Room 06
Lecture Induced Mind Paralysis: The Quest for a Cure (Runs 11:15-12:00)
Dr. Brad Garner, Indiana Wesleyan University, United States
This session will provide participants with varied active teaching tools that can be used in the classroom to promote student engagement and enhanced levels of learning in higher education.
WORKSHOPS
Room 07
Are Global Beliefs Always Supported by Scientific Results? (Runs 10:20-11:05)
Emeritus Prof. Marco Saciotti, Groupe Nanoform: Université de Bourgogne – Dijon France & France — Dr. Ricardo Augusto Felicio, Universidade de São Paulo, Brazil — Marcelo F. Pompeili, — Anderson S. L. Gomes,
This talk presents some considerations on controversial subjects. In some of them the community does not have enough scientific information to establish a verity to translate it to populations.

Developing a Successful Multipurpose e-Portfolio in a Faculty of Education (Runs 11:15-12:00)
Misty Adoniou, University of Canberra, Australia
This workshop demonstrates how e-portfolios are used for reflective learning for undergraduates in a teacher education degree and then developed into an accreditation portfolio in their first year of teaching.

WORKSHOPS
Room 08
Exploring the Relationship between Sustainability and Pedagogy: Should Sustainability Issues Be Introduced in Higher Education Curricula? (Runs 10:20-11:05)
Patrick Baughan, City University London, United Kingdom
This presentation will discuss sustainability in a higher education context, and examine whether there is a "case" for sustainability issues to be included in higher education curricula.

Socializing Intelligence through Professional Development Designed to Help Students Comprehend Complex Informational Texts (Runs 11:15-12:00)
Prof. Anthony Petrosky, University of Pittsburgh, United States — Dr. Vivian Mihalakis, Inquiry By Design, United States
In this workshop about professional development around studying complex informational texts, participants will examine and engage in a set of writing and accountable talk routines to study a complex text.

WORKSHOPS
Room 09
Daily Music and Daily Language for Early Childhood Students (Runs 10:20-11:05)
Karen Spiller, St Aidan’s Anglican Girls’ School, Australia
An overview of an everyday music and language program for kindergarten to year three students at St. Aidan’s Anglican Girls School will be discussed and reviewed.

Pedagogical Rounds: Operation and Outcomes across two different schools (Runs 11:15-12:00)
Ros Curtis, St Margaret’s Anglican Girls School, Australia — Karen Spiller, St Aidan's Anglican Girls' School, Australia
Using Marzano’s concept of Instructional Rounds, two Principals will discuss the process and implementation of Pedagogical Rounds in their schools and the outcomes for student improvement and staff professionalism.
10:20-12:00 PARALLEL SESSION 7

WORKSHOPS

Room 10

Transforming Literacy Education with Technology (Runs 10:20-11:05)
Dr. Paula Saine, Miami University, United States
Showcasing how digital technology can be used to transform literacy education. The presenter will discuss and exemplify a wide range of digital tools such as, Wordle, Glogster, bitstrip, etc.

The Role of the Technology in Helping English as Second Language Students Become Better Writers at the Graduate School Level (Runs 11:15-12:00)
Michael Friedman, Michigan State University, United States — Tsuyoshi Oshita, Michigan State University, United States
A report of findings from a study and demonstration on a unique web-based essay writing program designed to help English as Second Language students become better English writers.

CHALLENGES TO LEARNING

Room 13

The Greek Religious Education: From Religion Tradition to Religion Innovation
Dr Polikarpos Karamouzis, University of the Aegean, Greece
The Orthodox religious tradition constituted an important element of Greek religious education for enough years. Today the Greek ministry of Education proposes a new innovation Program.

Metacognitive Strategies as Mediators in the Explanation of Gender Difference in Digital Reading Performance: The Case of Hong Kong
Prof. Kwok-cheung Cheung, University of Macau, Macao Special Administrative Region of China — Dr. Pou-seong Sit, University of Macau, Macao Special Administrative Region of China — Soi-kei Mak, University of Macau, Macao Special Administrative Region of China
The study seeks to explore information communication technology related and metacognitive reading strategy variables which are able to mediate the effect of gender of students on PISA’s digital reading performance.

Reading Engagement Variables as Mediators in the Explanation of Gender Difference in Print Reading Performance: The Case of Macao
Soi-kei Mak, University of Macau, Macao Special Administrative Region of China — Prof. Kwok-cheung Cheung, University of Macau, Macao Special Administrative Region of China — Dr. Pou-seong Sit, University of Macau, Macao Special Administrative Region of China
The study seeks to search for reading engagement variables which are able to mediate the effect of gender of student on PISA’s print reading performance.

Why Do Teenagers Create Hesitation Phenomena in Their Mother Tongue and in Foreign Languages?
Dr. Mária Laczkó, University of Kaposvar, Hungary, and Secondary School of Budapest, Hungary, Hungary
Our research was focused on the analysis of forms and functions of hesitation phenomena in spontaneous speech in mother tongue and in foreign language.
WORKSHOPS
Room 14
Sustaining Environmental Sustainability in Pedagogy: Educating for Feasible and Diverse Environmentally Sustainable Practice (Runs 10:20-11:05)
Prof. Nancy E. Wright, Long Island University-Brooklyn, United States
This workshop presents as a pedagogical tool a simulation of fictitious countries that epitomize actual countries embodying diverse and often contradictory aspects of sustainability frequently overlooked in curricula on sustainability.

Publishing Your Paper or Book with Common Ground (Runs 11:15-12:15)
Kelsey Shannon, Production Coordinator, Common Ground Publishing
In this session a representative from publishing will present and discuss The Learning Collection of Journals and The Learning Book Series. She will present an overview of Common Ground’s publishing philosophy and practices. She will also offer tips for turning conference papers into journal articles, present an overview of journal publishing procedures, introduce The Learning Book Series, 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.

12:00-12:45
LUNCH
Poster Sessions

Auditorium

Building a Scientific Community in the Mathematics Classroom: Investigating Translations of a Parabola
Eleni Tharouniati, Public Art School of Gerakas, Greece — Maria Houpi, —, Greece
This proposal consists of the design and implementation of a learning experience for high school students in mathematics; strategies for instruction aim at engaging students of varied readiness levels.

Building Research Capacity among Non Medical Clinicians: Evaluation of a Bespoke Educational Program
Prof. Annmarie Ruston, Canterbury Christ Church University, United Kingdom
Quality healthcare should be underpinned by research evidence. This paper reports on an evaluation of a bespoke educational program which aimed to build research capacity amongst non medical clinicians.

Chemistry and Cinema and the ChemCi Project: The Fascinating World of Fragrances
Dr. Isabel Rubner, University of Education Freiburg, Germany — Prof. Jens Friedrich, University of Education Freiburg, Germany — Prof. Marco Oetken, University of Education Freiburg, Germany
Development, trial and evaluation of experiment-driven teaching units in the context of movie pictures is the topic of this poster session.

Greek Politicians’ Attitude towards Educational Development and Innovation: A Corpus Linguistics Analysis
Manolis Amvrosiadis, University of the Aegean, Greece
This study investigates with corpus linguistics tools Greek politicians’ speeches towards educational development and innovation.

A Study of the Relationship between Imagination and Creativity of Undergraduates
Dr. Chien-Heng Yeh, Tainan University of Technology, Taiwan — Dr. Chieh-Jen Lin, department of interior design, Taiwan — Dr. Chih-Hsien Yang, New Taipei City Jing-Long Elementary School, Taiwan
The main purposes of this study was to understand the status quo of undergraduates’ imagination and creativity in Design College, as well as examine the relationship between imagination and creativity.

Youth Voices in Program Evaluation
Erica Gates, University of Minnesota, United States — Jessica Jerney, University of Minnesota Extension, United States
The poster presentation will showcase the qualitative and quantitative evaluation tools developed for educators to use to improve the quality of programs and the strength of learning environments.

What’s It Like to Be Here? An Exploration of British Asian Women’s Experience of Higher Education Undergraduate Study
Dr. Anne O’Grady, University of Derby, UK
To develop an understanding of the experiences of British Asian women studying in higher education; consider strategies to support their access to, and inclusiveness in, their programme of study.

Poster Sessions Continued..
Poster Sessions Continued

Auditorium

The Identity Interview Project: Integrating Critical Thinking, Contemplative Inquiry and the Curriculum of Modern Life
Dr. Hedva Lewittes, State University of New York, College at Old Westbury, United States
In Psychology of Adulthood and Aging students engage in critical and contemplative inquiry, develop questionnaires and interview classmates and older adults. Reflective identity essays examine research, theory and cultural values.

Inclusive Education Problems Encountered by Teachers in Learning-teaching Process in Schools with Multigrade Classes
Gulchan Hasanoğlu, Osmangazi University, Turkey — Prof. Pınar Girmen, Eskişehir Osmangazi University, Turkey
The primary aim of this study was to determine the problems of inclusive education encountered by teachers in learning-teaching process in multigrade classes and to discuss the possible solutions.

iPads and Text Master: Ideas to Increase Use of Technology in Teacher Education Programs
Dr. Odette Bruneau, Luther College, United States — Dr. Jodi Meyer-Mork, Luther College, United States
Responding to the increased use of technology in schools, the authors describe their use of iPads and a modified literature circle that incorporates the use of technology in college classrooms.

Learning Styles and Academic Achievement for Females in Medical Education
Dr. Esin Kulac, Suleyman Demirel University Faculty of Medicine, Turkey — Dr. Halil Asci, Suleyman Demirel University Faculty of Medicine, Turkey — Dr. Mekin Sezik, Suleyman Demirel University Faculty of Medicine, Turkey — Dr. Erol Gurpinar, Akdeniz University Faculty of Medicine, Turkey
Competitive and collaborative primary learning styles are common in medical students. There was a gender difference with female competitive and collaborative students scoring higher than competitive and collaborative males.

The Non-formal Education in Extracurricular Associations: Evolution of Trainers’ Professionalization
Albina Khasanzyanova, University of Reims Champagne Ardenne, France
The present exhibit seeks to understand and to analyze the process of the professionalization of the trainers in the extracurricular associations considered as the vectors of non-formal education.

A Remedial Instructional Design for Elementary EFL Underachievers: An Action Research in Taiwan
Dr. Chih-Hsien Yang, New Taipei City Jing-Long Elementary School, Taiwan — Jung-Chuan Chen, Taiwan — Dr. Chien-Heng Yeh, Tainan University of Technology, Taiwan
The study was a remedial instructional design with language learning machine for enhancing underachievers’ spelling ability in an elementary school in Taiwan.

A Study of a Practice Project about Soya Bean Milk
Dr. Lai Ha, Freda Yuen, The Hong Kong Institute of Education, China
The article discusses a practice project about soya bean milk undertaken by 4- to 5-year-olds in a kindergarten in Hong Kong.

Is It a Matter of National Security?: Underrepresented English Language Minorities in STEM - Confronting the Issue at the Elementary School Level
Dr. Rachel Salas, University of Nevada, Reno, United States
This paper argues that robotics programs support students’ STEM skills, and can help English Language Learners acquire the requisite skills in academic literacy to succeed in school and globally.
13:15-14:00

TALKING CIRCLE 2
Room 01: Pedagogy and Curriculum (English)
Room 02: Pedagogy and Curriculum (English)
Room 03: Pedagogía y currículum & Diversidad e Identidades (Spanish & Portuguese)
Room 04: Science, Mathematics and Technology Learning (English)
Room 05: Valoración y Evaluación & Organización Educativa & Liderazgo (Spanish & Portuguese)
Room 06: Learner Diversity and Identities (English)
Room 07: Aprendizaje en la Primera Infancia & Alfabetización y Aprendizaje (Spanish & Portuguese)
Room 08: Assessment and Evaluation (English)
Room 09: Aprendizaje en la Educación Superior & Adultos, Comunidad y Aprendizaje Profesional (Spanish & Portuguese)
Room 10: Technologies in Learning (English)
Room 11: Tecnologías en la Educación - Aprendizaje de las Ciencias, Matemáticas y Tecnología (Spanish & Portuguese)
Room 12: Early Childhood Learning & Literacies Learning (English)
Room 13: Educational Organization and Leadership & Adult, Community, and Professional Learning (English)
Room 14: Learning in Higher Education (English)

14:00-14:10

BREAK
SCIENCE IN ACTION
Room 01
A Model for Teaching Research Methodology for Graduate Students in Social Sciences and Education
Dr. Lauran Sandals, United States — Dr. Mehmet Türeğün, National Council of Teachers of Mathematics (NCTM), Research Council on Mathematics Learning (RCML), United States
We describe the research and curriculum development tools used to create a multi-section graduate research methods course. The course content and the unique ways to deliver it will be presented.

Prospects for a Sustainable Energy Supply: Getting Energy from a Carbon Sandwich
Prof. Marco Oetken, University of Education Freiburg, Germany — Martin Hasselmann, Department Chemistry, Germany
This project concerns the experimental and conceptual development of lithium-ion-batteries for schools. In this project completely new experiments on the topic of "lithium-ion battery" are presented in theory and practice.

Science Teachers' and Student Teachers' Perceptions of Challenges in the Development of Critical Thinking Skills: South African Secondary Schools
Dr. Thelma de Jager, Tshwane University of Technology, South Africa
Secondary school teachers, from schools where curricula and resources do not meet the basic educational needs of learners, encounter several challenges in respect of developing learners' critical thinking skills.

THE TEACHER/STUDENT DYNAMIC
Room 02
Dwelling Within: Rethinking the Science Classroom from an Ecological Learning Perspective
Sharon Pelech, Memorial University of Newfoundland, Canada — Dr. William Pelech, University of Calgary, Canada
This presentation will explore ecological learning theory and how the shift in understanding in learning impacts teachers and students in a secondary science classroom.

 Seeing the Child: An Assessment of a Psycho-social Teacher Training Approach
Prof. Yehuda Bar Shalom, The David Yellin College of Education, Israel
Assessment of an innovative teacher training program which aims to prepare future teachers to deal effectively with the emotional and educational needs of students in processes of risk and dropout.

What Influences Student Perception of Student-Teacher Interaction in the College Classroom?
Dr. Hermann Kurthen, Grand Valley State University, United States
This presentation analyzes quantitative and qualitative factors that influence student-teacher classroom interaction based on observations by students in more than 400 classes of a large U.S. Midwestern undergraduate college.
**ETHICAL ISSUES IN HIGHER EDUCATION**

Room 03

*Promoting a Stimulating, Intellectual Environment Despite Increased Accountability Requirements*

Dr. Clifford Tyler, National University, United States

Promoting a stimulating intellectual environment at the higher educational level has become much more challenging with increased public scrutiny and an overall decline of public trust for higher education.

*Retaining Students Who “Did Not Participate”: Two Case Studies and Lessons for Universities*

Dennis Bryant, University of Canberra, Australian Capital Territory, Australia — Dr. Alice Richardson, University of Canberra, Australia — Dr. Keith Lyons, Australia

This paper analyses the learning journeys of two students, Gulliver and Melanie, in different degrees but united in suffering adverse impacts from the learning environment and by repetitive failure.

**ASSESSMENT AND EVALUATION**

Room 04

*How Can Assessment Support and Sustain Learning?*

Dr Maddalena Taras, University of Sunderland, United Kingdom

Assessment is a pivotal instrument for learning. Being assessment-literate is mandatory for learner and learning-centredness. Peer- and self-assessment literature is evaluated to ascertain degrees of learner involvement.

*Introducing Assessment and Feedback: A Framework for Engagement, Empowerment and Inclusion*

Louise O’Boyle, University of Ulster, United Kingdom

This paper will discuss the impact of a structured framework of engagement with first year tertiary students on their attitudes towards assessment and feedback and its role within their learning.

*Trialling of Test Items: Is the Data a Reliable Predictor of Final Test Performance?*

Dr. Ross Hudson, Australian Council for Educational Research, Australia

Trialling is seen as a necessary first step in producing a reliable valid assessment tool. However, how reliable is the trialling result in terms of predicting population test performance?
Language and Learning
Room 05
A Study of Chinese Learning Motivation in the South African Context
Prof. Yuanfang Yu, Stellenbosch University, South Africa
This paper studies second language learning motivation and factors influencing the university learners’ motivation change of their Chinese learning in the South African context.

Successful Programs for U.S.-Educated Multilingual College Students: An Analysis of Key Characteristics
Dr. Kay Losey, Grand Valley State University, United States
Based on an analysis of representative successful programs, this presentation provides six key characteristics of successful college programs that support the success and retention of U.S.-educated multilingual students.

What Happened When the “Grown-Up” Red Riding Hood Visited a College EFL Classroom: Vocabulary Growth and Learning Pleasure through Picture Book Reading Only and Picture Book Reading Plus
Chia-Ho Sun, Kainan University, Taiwan
This study investigated three different vocabulary learning approaches to determine which allows college EFL learners to derive more learning pleasure and helps them better understand, retain, and recall vocabulary words.

Ways of Knowing
Room 06
A Children’s Book Author Becomes an American Idol: Encouraging Writing through the Arts
Dr. Nancy A. Chicola, State University of New York, College at Buffalo, United States — Dr. Maria Ceprano, State University of New York, College at Buffalo, United States
This paper describes how children’s exposure to the work of a Caldecott winner motivated their production of projects modeled off the artistic and literary style.

Different Colors of Understanding: A Case Study of Engineering Undergraduate Students’ Understanding of Mathematics
Noraishiyah Abdullah, The University of Manchester, United Kingdom
Exploratory research was conducted with six engineering undergraduates and three of their teachers to explore their learning and teaching of differential equations.

Language Socialization and Language Shift: How Should We Be Bilinguals If Everything Is in English?
Dr. Xiao Lan Curdt-Christiansen, Nanyang Technological University, Singapore
This presentation examines how language socialization practices are negotiated between care givers and their young children (3-6) in Singapore families.
NEW LANGUAGE ACQUISITION AND ATTITUDES TOWARDS MATH
Room 09
The Acquisition of Subject-specific Vocabulary: A Focus on Collaborative Student-to-Student Dialogues Inherent in Dictogloss Methodology
Francesca Sweeney-Androulaki, University of Crete, Greece — María Koutrakí, University of Crete, Greece — Kallia Katsamposaxi-Hodgetts, University of Crete, Greece — Veroniki Ladopoulos, Greece — Kiki Divini, University of Crete, Greece — Panagiota Rizopoulou, University of Crete, Greece
Researchers discuss aspects of collaborative learning through dictogloss methodologies and measure subject-specific vocabulary acquisition with 400 University of Crete undergraduate students across the science and medicine disciplines.

SPECIAL TOPICS IN EDUCATION
Room 10
Critical Awakenings: Evaluating the Role of Blended Learning in First Year Experience (FYE) Initiatives
Lynette M. Ireland, Faculty of Arts Education & Social Sciences, Australia — Trina Jackson, James Cook University, Australia
Collated data from three FYE online initiatives illustrate the contestation between the role of the “affective” in higher education teaching, and the need for statistical validation to gain endorsement.

Personality Type and Leadership Style
Dr. Bridget Connor, Notre Dame of Maryland University, United States — Diane Bardol, Grey Nuns of Sacred Heart, United States
This study examined the relationship among the variables of Personality Types, Leadership Styles and gender.

When Education Saves Lives: Adult Education in the Health Care Field
Mark Levitan, Brock University, Canada
This paper explores the efficacy of adult education in improving the lives of patients with diabetes and related conditions.
PARALLEL SESSION 8

EDUCATION: THE EARLY YEARS
Room 12
The Beliefs and Practices of Preschool Teachers: Focus on Learning through Play
Dr. Kalliroi Papadopoulou, University of Athens, Greece — Dr. Despina Papoudi, University of Athens, Greece — Lia Tsermidou, University of Athens, Greece — Dr. Litsa Kourtis, — Dr. Alexandra Androussou, University of Athens, Greece — Dr. Ageliki Gianikopoulou,
This study explores preschool teachers’ beliefs about what constitutes play and the relationship between play and learning, as well as their reported play practices in the early childhood context.

Practical Work in Primary Science: Actions and Verbalized Knowledge
Alexandros Todas, Hellenic Ministry of Education, Greece — Dr. Michael Skoumios, University of the Aegean, Greece
This paper discusses the relationships between pupils’ actions and their verbal knowledge during practical work in science.

DIVERSITY AND IDENTITY
Room 13
The Role of Math and Science Achievement in Identity Production and Reproduction: Second Generation Asian Indian Students in New York Schools
Rupam Saran, The City University of New York, United States
This study examines relationship among learning, academic achievement in the area of math and science, and identity production/reproduction of the second generation Asian Indian students in New York City Schools.

Transition Practices Designed for Students with Disabilities: Developing and Contributing to a Global Understanding
Dr. Deborah Merchant, Keene State College, United States — Dr. Lefkothea Kartasidou, University of Macedonia - Greece, Greece
Survey results on transition practices in Greece will be shared. Similarities and differences between special education in Greece and the US and recommendations for teaching transition skills will be discussed.

Technology behind Closed Doors in Higher Education: Making Learning a Thrilling Experience
Dr. Nndowiseni Anniekie Ravhudzulo, University of South Africa, South Africa — Dr. Mbulaheni Aaron Ravhudzulo, University of Venda, South Africa
Open and distance learning is faced with challenges posed by the new technologies where open educational resources and Learning Management Systems are taking the lead towards effective learning and teaching.
The Learner, 2013 Conference

15:25-15:40

BREAK

15:40-16:55 PARALLEL SESSION 9

MACRO ISSUES IN PRE-SERVICE EDUCATION
Room 01
Learning to Teach through Reflection on Observations of ESL Student Teachers’ Recorded Macro Teaching
Dr. Raja Nor Safinas Raja Harun, Sultan Idris Education University, Malaysia, Malaysia — Amreet Kaur Jageer Singh, Universiti Sains Malaysia, Malaysia
This paper describes the critical incidents which the ESL student teachers chose to reflect upon based on recorded macro teachings and how this process helps them to learn to teach.

Teacher-mentoring: Becoming a Teacher
Prof. Mogana Dhamotharan, SEGi University, Malaysia
An instrument for developing teacher attributes in pre-service teacher trainees at the SEGi University, Malaysia.

Using Self-assessed Online Discussion to Stimulate Reflection on Mathematics Education by Pre-service Teachers
Dr. Jennifer Way, University of Sydney, Australia
A combination of readings, online reflections and peer discussion, and self-assessment benefited student learning in mathematics education.

THE STUDENT VOICE
Room 02
Changes in Thai University Students’ Beliefs about Language Learning
Takayoshi Fujiwara, Mahidol University International College, Thailand
A questionnaire survey administered at two different times demonstrated that learning experience of the Japanese language was related to the changes of the learners’ beliefs about language learning.

Students’ Perceptions of Learning, Course Grades, and Students’ Evaluations of Teaching: An Empirical Analysis
Dr. Pieter Spoooren, University of Antwerp, Belgium — Wim Christiaens, University of Antwerp, Belgium — Prof. Francis J. A. Van Loon, University of Antwerp, Belgium — Prof. Dimitri Mortelmans, University of Antwerp, Belgium
To obtain a precise understanding of the relationship between student learning and SET, this study combines both objective and subjective measures of students’ learning and explores their relationships with SET.

The Voices of Children Aged 10 and 11 years old - Their Views on Physical Education: The Implications for Policy, Practice and Research
Dr. Barry Costas, University of Hertfordshire, United Kingdom
This paper has evolved out of a much larger doctoral thesis which looked specifically at the voices of year 6 children in the Olympic borough of Hackney in east London.
PARALLEL SESSION 9

Making the Grade
Room 03
Cause and Effect: Learning Challenges and Their Impact on First Year Students' Academic Progress
Dr. Venicia Flora McGhie, University of the Western Cape, South Africa
Learning challenges impacted negatively on first year students' academic progress.

Mapping Student Success: An Attitude Model Approach for Degree Persistence
Dr. Brad Kleindl, Park University, United States
This study links Ajzen’s Theory of Planned Behavior to model socio-economic support variables, individual confidence measures, and academic attitudes to predict a student’s likelihood to university degree persistence.

Staff and Student Experiences of Electronic Marking Approaches
Carl Kennard, Harper Adams University, United Kingdom — Lydia Arnold, Harper Adams University, United Kingdom
This paper reports on staff and student experiences of moving towards electronic approaches to marking. The marking process’s practicality and the effectiveness of the feedback it provides are discussed.

Policies and Promises
Room 04
Education for Sustainable Development and Education Policies in South Africa: A Critical Policy Analysis
KLG Teise, University of the Free State, South Africa — A le Roux, — Dr. Lynette Jacobs,
This paper provides research findings on a critical policy analysis (CPA) conducted on South African education policy documents, pertaining to their responsiveness to Education for Sustainable Development.

The Impact of the Information and Communications Technology Sector on Education in the European Union: The Efficiency at the Regional Level
Dr. Aleksander Aristovnik, University of Ljubljana, Faculty of Administration, Slovenia
The purpose of the paper is to discuss and review some previous researches on development of Information and Communications Technology sector and its impact on educational outputs/outcomes.
CHANGING PEDAGOGIES
Room 06
Advice from the Wings: Optimising Scenario-based Learning through Drama Praxis
Dr. Edward Peter Errington, ScenarioWorks, Australia, Australia
Scenario-based learning (SBL) and drama praxis share common roots. This paper discusses ways that specific drama elements/principles might be applied to optimise SBL teaching and deepen student understanding.

Cross-disciplinary Use of Scenario-based Learning to Embed Graduate Attributes
Lynette M. Ireland, Faculty of Arts Education & Social Sciences, Australia — Amanda Margaret Nickson, James Cook University, Australia — Dr. Reesa Sorin, James Cook University, Australia — Marie Caltabiano Caltabiano, James Cook University, Australia — Dr. Edward Peter Errington, ScenarioWorks, Australia, Australia
This paper outlines research on the efficacy of Scenario-based Learning (SBL) for embedding specific graduate attributes in four discipline areas at James Cook University Australia.

Evaluation of Online Tools to Enhance Engagement in a Pre-tertiary Enabling Program
Dr. Jennifer Silburn, School of Academic Language and Learning, Australia — George Lambrinidis, Charles Darwin University, Australia
This paper discusses the use and evaluation of online tools and strategies piloted in a pre-tertiary enabling program at Charles Darwin University, Australia.

WORKFORCE ISSUES FOR TEACHERS
Room 09
Teachers’ Lifelong Learning Education: Professional Growth in Inclusive Education
Nikoleta Chadou, 54th Public Kindergarten School Piraeus, Greece
This paper discusses modern post-industrial society leans on the applications of scientific knowledge, which develop very rapidly reversing in shorter intervals the being in effect data.

The Impact of Examinations Malpractice and Irregularities in Higher Learning Institutions
Dr. Nndowiseni Anniekie Ravhudzulo, University of South Africa, South Africa
Opportunities for examinations malpractice are well known in Higher Learning Institutions such as irregularities in examinations. This study attempted to investigate the causes of and solutions to examination malpractices.

Workforce Development: Building Capacity through Language, Literacy and Numeracy Training
Lorraine Sushames, Charles Darwin University, Australia
This paper will discuss recent changes impacting the work of English language, literacy and numeracy educators through case studies of customised projects which address skills shortages arising from industry needs.
DIVERSE PERSPECTIVES ON TEACHING AND LEARNING

Room 10

Addressing Educational Disadvantage: New Axiologies of Practice
Prof. Rosemary Johnston, University of Technology, Sydney, Australia
This paper seeks to explore more nuanced understandings of the nature of disadvantage and identifies ways in which trajectories of educational disadvantage may be positively altered.

Does the Language Spoken at Home by Immigrant Students in Greece Matter?: Results from PISA 2009
Dr. Karolina Retali, Hellenic Open University, Greece — Dr. Vassilia Hatzinikita, Hellenic Open University, Greece
The study examines the relation between individual-level and school-level factors with reading achievement, in order to provide a detailed overview of immigrant students’ reading achievement in secondary education in Greece.

Transforming Students’ Reasoning by Utilizing a Virtual Learning Environment
Dr. Aharon Yadin, The Max Stern Yezreel Valley College (YVC), Israel
This paper describes a specific course structure that was designed to increase students’ reasoning related to decision making under uncertainty.

TRANSFORMATION THROUGH PRAXIS

Room 12

Building Translation Skills to Enhance Linguistic and Cultural Awareness
Assoc. Prof. Periklis Tagkas, Technological Educational Institute of Epirus, Greece
The paper aims to illustrate that in the framework of a learner-centered approach, translation is a "fifth skill" that can enhance interlingual and intercultural communication.

The Effects of the Home Literacy Environment on the Leisure Reading Rates of Undergraduates at a Thai International College: A 7-year Longitudinal Survey
Nicholas Ferriman, Mahidol University International College, Thailand
Two cohorts of Thai undergraduates from the same college were surveyed 7 years apart on leisure reading rates and Home Literacy Environments. Reading rates were similar, but HLE had improved.

Teaching Entrepreneurship 2.0 in Higher Education: An Innovative Approach
Stella Giossi, University of Macedonia, Thessaloniki, Greece — Vassilios Dagdilelis, Greece — Stavroura Koukoufiki, University of Macedonia, Greece — Demertsidis Ioannis, Greece
This study investigates whether innovative teaching approaches in higher education can raise students’ awareness of entrepreneurship, including entrepreneurship in the web 2.0 environments.
15:40-16:55 PARALLEL SESSION 9

LITERACIES LEARNING

Room 13

Innovation in Primary Education in Greece: The Example of Book-reading Advancement Activities
Charalampos Psaras, Greece — Persa Fokiai, University of the Aegean, Rhodes, Greece — Prof. Chryssi Vitsilaki, University of The Aegean, Greece — Dr. Nikolaos Raptis, School Advisor in Primary Education, Greece

Book-Reading Advancement Activities incorporated into the curricula is the innovation we examine. The Level of Use is stabilized and from now on its effectiveness is expected to increase.

Parents’ Attitudes towards Early Foreign Language Instruction in Greek Public Primary Schools: Threat or Opportunity for Change?
Dr. Evdokia Karavas, University of Athens, Greece

The paper focuses on the findings and implications of a 2-year study investigating Greek parents’ attitudes towards the introduction of English in the first grades of public primary schools.

17:00-17:30

CONFERENCE CLOSING
SPANISH & PORTUGUESE SCHEDULE

JUEVES 11 JULIO

08:00

REGISTRATION DESK OPEN

09:00-09:30

CONFERENCE OPENING & WELCOME ADDRESSES

Kathryn Weisbaum, Common Ground Publishing, USA

Costas Vratsalis, Dean of the School of the Humanities, Associate Professor of the Department of Primary Education University of the Aegean, Greece

Elena Theodoropoulou, Chair, Associate Professor of the Department of Sciences of Preschool Education and of Educational Design University of the Aegean, Greece

Panagiotis Tsakonas, Chair, Associate Professor of the Department of Mediterranean Studies University of the Aegean, Greece

Panagiotis Kimourtzis, Chair, Associate Professor of the Department of Primary Education University of the Aegean

09:30-10:00

PLENARY SESSION

Chryssi Vitsilaki, University of the Aegean at Rhodes

"Case Studies of Pedagogical Innovation in Greece"

10:00-10:30

PLENARY SESSION

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

"Learning How to Mean: Reflections in New Learning and New Literacies."

10:30-11:00

BREAK & GARDEN SESSION
11:00-11:45

TALKING CIRCLE 1
Room 01: Pedagogy and Curriculum (English)
Room 02: Pedagogy and Curriculum (English)
Room 03: Pedagogía y currículum & Diversidad e Identidades (Spanish & Portuguese)
Room 04: Science, Mathematics and Technology Learning (English)
Room 05: Valoración y Evaluación & Organización Educacional y Liderazgo (Spanish & Portuguese)
Room 06: Learner Diversity and Identities (English)
Room 07: Aprendizaje en la Primera Infancia & Alfabetización y Aprendizaje (Spanish & Portuguese)
Room 08: Assessment and Evaluation (English)
Room 09: Aprendizaje en la Educación Superior & Adultos, Comunidad y Aprendizaje Profesional (Spanish & Portuguese)
Room 10: Technologies in Learning (English)
Room 11: Tecnologías en la Educación - Aprendizaje de las Ciencias, Matemáticas y Tecnología (Spanish & Portuguese)
Room 12: Early Childhood Learning & Literacies Learning (English)
Room 13: Educational Organization and Leadership & Adult, Community, and Professional Learning (English)
Room 14: Learning in Higher Education (English)

11:45-12:45

LUNCH
12:45-14:00 PARALLEL SESSION 1

CULTURE OF PEACE AND NON-VIOLENCE IN THE CLASSROOM (PRESENTATIONS IN SPANISH)
Room 10
La Cultura de Paz en los espacios universitarios: de lo individual a lo colectivo
MSc. María Gabriela Leal Valenzuela, Universidad Centroccidental, Venezuela
Reflexiones de los estudiantes del Decanato de Agronomía- Universidad Centroccidental “Lisando Alvarado” Venezuela, sobre la construcción de una Cultura de Paz. Período 2012-2013.

Educación para la paz. "El logro de actitudes para la convivencia pacífica".
Mtro. Raúl Gamiño Casillas, Colegio Vanguardia, México
Propuesta de Educación para la paz a través del logro de actitudes para la convivencia pacífica en la educación primaria.

La Relación existente entre alternativa pedagógica de escuela de tiempo completo y desarrollo de competencias de Arte y Cultura
Maestra Cesilia Ibarra Curiel, Benemérito de las Américas, México
Incorporar a la planeación educativa de la línea de trabajo Arte y Cultura, la propuesta didáctica en cuestión con el fin de contribuir a la adquisición de conocimientos.

NEW PARADIGMS OF EDUCATION (PRESENTATIONS IN PORTUGUESE)
Room 11
Do Paradigma Clássico Disciplinar Ao Paradigma Complexo E Transdisciplinar De Educação: Novos Paradigmas Educacionais
Dra. Magda Pereira Pinto, Incesp Promove - Núcleo Interdisciplinar de Pesquisa NIP - Apoio FAPDF, Brazil
Visamos apresentar uma análise comparativa entre os paradigmas clássico e complexo-transdisciplinar da educação

Jovens, adultos e idosos em seus tempos e percursos de aprendizagem
Dr. María Hermínia Lage Laffin, Universidade Federal de Santa Catarina, Brazil
Uma investigação das particularidades do trabalho docente na Educação de Jovens, Adultos e Idosos e o conjunto de elementos da ação de ensinar e aprender da vida adulta.
SPECIAL EDUCATION (I) (PRESENTATIONS IN SPANISH)
Room 12
El Perfil de los formadores de docentes de educación especial: impacto en la mejora del aprendizaje de los alumnos.
Mtro. José María Contreras, Benemérita Escuela Normal Urbana Nocturna de Estado, México
Actualmente no existe un consenso amplio sobre los rasgos y competencias que debe tener el perfil académico del formador de docentes en educación especial.

Propuesta de un Programa de Intervención Psicosocial para maestros de niños con Trastorno por Déficit de Atención con Hiperactividad (TDHA).
Dra. Laura Amado, Universitat Abat Oliba-CEU, Spain — Dra. Sonia Jarque, Universitat de Barcelona, Spain — Dra. Mª Teresa Signes, Universitat Abat Oliba-CEU, Spain — Dra. María Jesús Caurel Cara, University of Granada, Spain
Presentamos un programa grupal de intervención psicoeducativa para maestros de niños con TDHA.

Superdotación y escuela, una relación incierta todavía hoy: ¿Qué se hace desde la escuela por los niños superdotados?
Dra. Amparo Acereda Extremiana, Universitat Abat Oliba CEU, Spain — Dra. Anna López Puig, UNIVERSITAT ROVIRA I VIRGILI. TARRAGONA, Spain
¿Cuál es el conocimiento que se tiene en las escuelas de la superdotación y el talento? ¿Saben los docentes realizar una adecuada intervención educativa con este tipo de sujetos?

QUALITY AND IMPROVEMENT IN EDUCATIONAL SERVICE (PRESENTATIONS IN SPANISH)
Room 13
Estudio de la deserción escolar y práctica docente en maestría de educación
Md. Marcela Barreras Hernández, UVM Educación, S.C., México
El estudio de la deserción escolar y práctica docente en Maestría de Educación, programa orientado a mejora continua en procesos enseñanza aprendizaje, se presenta un proceso sistematizado de formación específico docente

Percepción de la calidad del servicio educativo universitario: Un enfoque epistemológico transparadigmático y multinivel
Dr. Oscar Reyes Sánchez, Facultad de Ciencias Humanas, Universidad Autónoma de Baja California, México
Estudio de la percepción de la calidad del servicio educativo en la educación universitaria y la relación con sus dimensiones elementos tangibles, confiabilidad, capacidad de respuesta, seguridad y empatía.

Percepción de la calidad del servicio en estudiantes de licenciatura en las ciencias administrativas
Prof. Marcela Reyes Pazos, Universidad Autónoma de Baja California, México
Analizar la relación que existe entre la percepción de la calidad del servicio educativo y la importancia atribuida a las dimensiones que integran la calidad del mismo, de los estudiantes.
BREAK

14:15-15:30 PARALLEL SESSION 2

ROUNDTABLE SESSIONS (RUNS 14:15-15:15)
Auditorium
Características de la actividad docente y de la actividad investigadora según el profesorado universitario
Dra. Katia Caballero Rodríguez, Universidad de Granada, Spain — Marina A. García Garnica, Universidad de Granada, Spain
En este trabajo se pretende averiguar la diferencia existente entre las características que el profesorado universitario emplea para definir la actividad docente y la actividad investigadora.

La Ecosofía en la formación docente: Posgrado en Pedagogía. TICC en el aula
Angélica López Aguilar, Universidad Nacional Autónoma de México, México
La formación docente debe fundamentarse, a partir de una conciencia ecosófica, en estrecha relación con la incorporación racional de la tecnología en el aula.

BULLYING, ANXIETY AND SCHOOL ACHIEVEMENT (PRESENTATIONS IN SPANISH)
Room 10
El Bullying y las competencias del campo formativo desarrollo personal y social del niño preescolar
América Maritza Gutiérrez, ISEP, México
La investigación tiene como propósito analizar el bullying y su relación con las competencias del campo desarrollo personal y social de los niños de tercer grado de educación preescolar.

El Impacto del bullying en el aprovechamiento escolar en los alumnos de 1-B en la escuela Primaria Ángela Peralta
Maestra Yaneth González García, CUT, México
La relación que existe entre el impacto del bullying en el aprovechamiento escolar en los alumnos de Primer grado en la escuela primaria Ángela Peralta.

Niveles de ansiedad en clavadistas infantiles y juveniles y su relación con el desempeño académico y el rendimiento en competencia: Caso Colima, México.
Estudiante Brandon Kaleb Chacón Cruz, Universidad de Colima, México — Prof. Mireya Sarahí Abarca Cedeño, Universidad de Colima, México — Prof. Ma. de Lourdes Covarrubias Venegas, Universidad de Colima, México
El estudio analiza la relación entre los niveles de ansiedad, el desempeño académico (escolar) y el rendimiento en competencia de 35 clavadistas infantiles y juveniles de Colima, México.
Science and Technology (Presentations in Portuguese)
Room 11
Arquitetando um game na escola: formas de aprender a linguagem dos jogos eletrônicos
Débora da Rocha Gaspar, Universidade de Barcelona, Brazil — Dra. Dulce Márcia Cruz, Universidade Federal de Santa Catarina, Brazil
Relato de experiência que narra a criação de um jogo eletrônico, produzido com RPGMaker, por crianças do quarto ano do Ensino Fundamental nas aulas de Artes Visuais.

Ensinar conceitos em ciências contábeis
Dr. Marcos Laffin, Universidade Federal de Santa catarina, Brazil
Ensinar conceitos em Contabilidade por meio de Mapas Conceituais. Saber prévio dos estudantes. Formação profissional e cidadã. Dialogar com metodologias no ensino superior em Ciências Contábeis.

O Ensino experimental de ciencias nos Jardins-Escolas Joao de Deus em Portugal: o clube de ciencias
Prof Pedro Fidalgo e Costa, Escola Superior de Educação João de Deus, Portugal
O Clube de Ciências consiste em aulas experimentais de ciências destinadas a crianças dos 6 aos 10 anos de idade.

Special Education (II) (Presentations in Spanish)
Room 12
La Escuela infantil inclusiva y Atención temprana: Experiencia educativa de la UCV 2009-2012
Margarita Cañadas Pérez, Universidad Católica de Valencia, Spain — Dr. Gabriel Martínez Rico, Universidad Católica de Valencia, Spain — Prof. Joana Calero Plaza, Universidad Católica de Valencia, Spain — Dolores Grau Sevilla, Universidad Católica de Valencia, Spain
Se trata de una experiencia educativa de una escuela que integra, en un mismo espacio, el primer ciclo de Educación Infantil.

La UCV: Centro Autonómico de Referencia en Discapacidad como recurso pedagógico y experiencia educativa de sensibilización universitaria de la discapacidad
Dolores Grau Sevilla, Universidad Católica de Valencia, Spain — Margarita Cañadas Pérez, Universidad Católica de Valencia, Spain — Prof. Joana Calero Plaza, Universidad Católica de Valencia, Spain — Dr. Gabriel Martínez Rico, Universidad Católica de Valencia, Spain
Se trata de una experiencia educativa llevada a cabo con los estudiantes universitarios de la UCV con la intención de generar un entorno de aprendizaje.

Uso del WISC-IV como elemento discriminador entre niños con TDAH y TCL
Dra. Rocío Lavigne Cervan. Universidad de Málaga., Spain — Dr. Juan Francisco Romero Pérez, Spain — Dr. Eduardo Elósegui Banderas, Spain — Marta Sánchez Muñoz de León, Spain
Se analizan las diferencias entre los perfiles cognitivos de niños con trastorno por déficit de atención con hiperactividad y tempo cognitivamente lento para encontrar datos que faciliten el diagnóstico diferencial.
14:15-15:30 PARALLEL SESSION 2

INTERCULTURAL AND OTHER LANGUAGE (PRESENTATIONS IN SPANISH)

Room 13

El Enfoque praxiológico de aprendizaje fonético en la Universidad Venezolana
MSc. Alfredo Valenzuela Machado, Universidad Centroccidental Lisandro Alvarado, Venezuela

El aprendizaje del inglés a través de un enfoque praxiológico basado en la técnica del aprendizaje natural por parte de estudiantes universitarios en Venezuela

La Interculturalidad en la Educación Superior: El caso de las universidades interculturales e indígenas en Bolivia y México.
Mtro. David Silvestre Delgadillo Zerda, Universidad Nacional Autónoma de México, México

El estudio comparativo de las universidades interculturales e indígenas en Bolivia y México resulta relevante para dilucidar la educación intercultural bilingüe como enfoque pedagógico y propuesta educativa actual.

Las Situaciones de aprendizaje y el desarrollo de la comprensión lectora
Mtra. Dulce María Jauregui Santillan, CUT, México

Analizar la relación que existe entre las situaciones aprendizaje y el desarrollo de la comprensión lectora

15:30-15:45

BREAK
POSTER SESSIONS

Auditorium

O Ensino e orientação à família de crianças deficientes intelectuais quanto ao vestir.
Fabricio de Souza Fortunato, Universidade Estadual de Maringá, Brazil — Elsa Midori Shimazaki, Universidade Estadual de Maringá, Brazil
A pesquisa descritiva busca conhecer as diversas situações e relações que ocorrem na história da família e da criança com deficiência intelectual, na educação especial no Brasil e na moda.

La Escuela infantil como entorno natural de intervención para niños con necesidades educativas especiales
Prof. Joana Calero Plaza, Universidad Católica de Valencia, Spain — Margarita Canadas Pérez, Universidad Católica de Valencia, Spain — Dolores Grau Sevilla, Universidad Católica de Valencia, Spain — Dr. Gabriel Martínez Rico, Universidad Católica de Valencia, Spain
Resultados obtenidos durante el curso 2011-12 en una muestra de 56 familias, con hijos con discapacidad, en relación al índice de satisfacción de las familias con la respuesta educativa recibida.

Utilización de herramientas AudioVisuales sobre tecnología IP como recurso didáctico en la asignatura Ecología
Consuelo Escolástico León, UNED, Spain — Rosa María Claramunt Vallespi, — Javier Pérez Esteban, — Marcos Francisco Pavo López
 Diseñar y elaborar grabaciones audiovisuales de contenidos de la asignatura Ecología utilizando la herramienta AVIP (AudioVisual sobre tecnología IP) para favorecer la autonomía y flexibilidad en el proceso de aprendizaje.
E-LEARNING, TECHNOLOGY AND SOCIAL NETWORKS (PRESENTATIONS IN SPANISH)

Room 10
La Calculadora Voyage 200 como medio en la solución de ecuaciones lineales en segundo grado de secundaria
Prof. Cristina Martínez Villalba, ISEP, México
El propósito es analizar la relación que existe entre el uso de la calculadora voyage 200 y el proceso de enseñanza aprendizaje en la resolución de sistemas de ecuaciones lineales

Una Experiencia Latinoamericana en el Aprendizaje E-learning
MSc. Hildemarys Margot Terán Delgado, Universidad Nacional Abierta, Venezuela
Estudio de un caso sobre el aprendizaje significativo, compartido y colaborativo logrado por un Equipo dentro del Programa de Expertos-Elearning-Campus Pegasus. FATLA Período 2011-2012

La Producción científica de los docentes y las competencias digitales en el uso de la Base de Datos EBSCoHost
Mtra. Luz Marina Figueroa Gutiérrez, Universidad Autónoma de Baja California, México
La presente investigación analiza la relación entre las competencias digitales en el uso de la Base de Datos EBSCoHost y la producción científica en los maestros universitarios.

El Uso de la red social Facebook y la socialización familiar en alumnos de Educación Primaria
Doctora Leticia Guadalupe Gómez Sarabia, Escuela Primaria Libertad, México
La red social Facebook y la socialización familiar en alumnos de cuarto grado de la escuela primaria en el municipio de Mexicali, Baja California, México, durante el ciclo escolar 2012-2013

WORKSHOPS IN SPANISH

Room 11
Desarrollo de habilidades a través del arte, con niños y niñas de primaria: Aprendiendo de la experiencia. (Runs15:45-16:30)
Prof. Mireya Sarahi Abarca Cedeño, Universidad de Colima, México — Prof. Ma. de Lourdes Covarrubias Venegas, Universidad de Colima, México — Prof. Roberto Ventura Patiño, Universidad de Colima, México
El taller presenta una propuesta de enseñanza aprendizaje a través del arte, estableciendo una relación con la ciencia. Se presentarán videos de experiencias, testimonios y guías para su implementación.

Las Dinámicas de Grupo como herramienta educativa en la universidad: Una propuesta pedagógica en el Grado de Educación Social (Runs16:40-17:25)
Dra. Empar Guerrero, Universidad Católica de Valencia, Spain — Prof. Joana Calero Plaza, Universidad Católica de Valencia, Spain
La introducción del EEES ha supuesto cambios en la formación del estudiante universitario. Así el aprendizaje y evaluación por competencias conlleva la utilización de una metodología activa y participativa.

The Learner, 2013 Conference
15:45-17:25 PARALLEL SESSION 3

SPECIAL EDUCATION (III) (PRESENTATIONS IN SPANISH)
Room 12
Alumnado sordo en educación primaria: Competencia curricular en el área de matemáticas
Se estudia el nivel de competencia curricular de 20 estudiantes sordos de educación primaria en el área de matemáticas y su relación con las habilidades comunicativas y lingüísticas que poseen.

La Competencia curricular de alumnos/as sordos/as de educación primaria en el área de lengua
Se estudia el nivel de competencia curricular de 20 estudiantes sordos de educación primaria en el área de lengua y su relación con las habilidades comunicativas y lingüísticas que poseen.

Relación entre inclusión de alumnos con barreras para el aprendizaje y la participación y aprovechamiento escolar en primaria
Maestra Elva Martínez Jerónimo, Primaria Libertad, México
la relación existente entre la inclusión de los alumnos con barreras de aprendizaje y el aprovechamiento escolar, en la escuela primaria Libertad.

17:25

RECEPTION
Common Ground Publishing and The Learner Community will be hosting a reception on 11 July following the last session of the day. All delegates are welcome to attend and enjoy complimentary refreshments. This is an excellent opportunity to converse with plenaries and get to know your fellow delegates.
VIERNES 12 JULIO

08:00

REGISTRATION DESK OPEN

09:00-10:15

PLENARY PANEL

Redesigning Teaching Practice: The Greek and Australian experiences

Overview of Learning by Design: Professor Mary Kalantzis

The Greek Experience Panel Members: Eugenia Arvanitis, Eugenia Koleza, Maria Sakellariou. The Australian Experience Panel Members: Rita van Haren, Sue Gorman, Shane Gorman

10:15-10:35

BREAK

10:35-12:15 PARALLEL SESSION 4

COLOQUIUM IN SPANISH

Room 01

Innovaciones tecnológicas para la evaluación del aprendizaje a gran escala en México

Mtro. Juan Carlos Pérez Moran, Universidad Autónoma de Baja California, México — Dra. Norma Larrazolo Reyna, Universidad Autónoma de Baja California, México — Dr. Juan Carlos Rodríguez Macías, Universidad Autónoma de Baja California, México — Dr. Luis Ángel Contreras Niño, Universidad Autónoma de Baja California, México — Dr. Eduardo Backhoff Escudero, Universidad Autónoma de Baja California, México, M.C.E. — Sofia Contreras Roldán, Universidad Autónoma de Baja California, México M.C.E.

- Índice de densidad académica de contenidos curriculares como insumo para evaluar el aprendizaje
- Programa de cómputo para el análisis y reporte de resultados de exámenes de referencia criterial
- Modelo de factores de salud asociados al aprendizaje
- Evaluación de variables ambientales asociadas al logro académico
- Diseño de un generador de reactivos para evaluar competencias escolares
- Análisis de la estructura cognitiva de la prueba de Habilidades Cuantitativas del Examen de Habilidades Conocimientos Básicos – Revisado
10:35-12:15 PARALLEL SESSION 4

STUDENTS IN THE EDUCATION PROCESS (PRESENTATIONS IN SPANISH)
Room 07
Desarrollo de las competencias emocionales del maestro. Eje vertebrador del proceso de enseñanza-aprendizaje.
Dra. Mª Teresa Signes, Universitat Abat Oliba, Spain — Dra. Laura Amado, Universitat Abat Oliba, Spain
Proponemos el desarrollo de un plan de formación docente cuyo fundamento sea acompañarles en su proceso de crecimiento personal que revierta en el proceso de enseñanza-aprendizaje del alumno.

Diseño de plan estratégico para que el aprendizaje por competencias sea significativo en la unidad de aprendizaje de Inglés
Antonio Barberena Maldonado, Instituto Politécnico Nacional, México — María Elizabeth Ruvalcaba Zamora, Instituto Politécnico Nacional, México — Xochitl Minerva García Cruz, Instituto Politécnico Nacional, México
Plan estratégico para que la evaluación por competencias sea congruente con un aprendizaje significativo en Inglés VI para los alumnos turno matutino del CECyT No.3.

Equidad de Género en el Instituto Politécnico Nacional: La lectura crítica de poemas como estrategia didáctica para la sensibilización en el aula
Isabel Vergara Ibarra, Instituto Politécnico Nacional, México — Juan Felipe Vázquez Vergara, Instituto Politécnico Nacional, México — Libia Zoraida Torres Vargas, Instituto Politécnico Nacional, México
La lectura y reflexión de obras poéticas son utilizadas como estrategia en el aula a efecto de sensibilizar a los alumnos en el tema de la equidad de género.

WORKSHOPS IN SPANISH
Room 12
La Heladera doméstica y su aplicación en el estudio de conceptos de Física dentro del marco de la articulación de actividades colaborativas entre la Escuela Secundaria y la Universidad (Runs 10:35-11:20)
Ing. Horacio José Martínez, Universidad Nacional de Entre Ríos, Argentina
Se estudiará el funcionamiento de la heladera doméstica, a través de actividades colaborativas entre docentes de los niveles secundario y universitario con el fin de aprender a aprender críticamente.

Organización de un Proyecto en Tecnología de Alimentos utilizando la herramienta “Seis Sombreros para pensar” (Runs 11:30-12:15)
Dra. Mirta Susana Velazque, Universidad Nacional de Entre Ríos, Argentina
Cuando se organizan grupos para proponer ideas, el pensamiento con su complejidad nos agobia. La propuesta de Edward de Bono “Seis sombreros para pensar” nos ayuda a organizar dichas ideas.
10:35-12:15 PARALLEL SESSION 4

UNIVERSITY TEACHING ENHANCEMENTS (PRESENTATIONS IN SPANISH)
Room 13

 Construcción y validación de una escala para evaluar el impacto de la tutoría en estudiantes universitarios
Miss Yoshi Adaemi Bio Olguín, Universidad Autónoma de Baja California, México — Mtro. Ernesto Israel Santillán Anguiano, Universidad Autónoma de Baja California, México — Sra. Dennise Islas Cervantes, Universidad Autónoma de Baja California, México — Mtra. Reyna Isabel Roa Rivera, Universidad Autónoma de Baja California, México — Miss Astrid Olimpia Martínez Hernández, Universidad Autónoma de Baja California, México — Miss. Diana Romo Herrera, Universidad Autónoma de Baja California, México — Rodolfo Ojeda Díaz, Universidad Autónoma de Baja California, México — José Miguel Hernández Tapia, Universidad Autónoma de Baja California, México — Verónica Mendoza Durán, Universidad Autónoma de Baja California, México

*Es un instrumento que mide el impacto de la operatividad de la tutoría en estudiantes universitarios.*

 Estrategias de mejoramiento para los programas de Formación Docente en el nivel universitario.
Armandina Serna Rodríguez, Universidad Autónoma de Baja California, México — Mtro. Salvador Ponce Ceballos, Universidad Autónoma de Baja California, México — Norma Alicia González Carbajal, Universidad Autónoma de Baja California, México — Evangelina López Ramírez, Universidad Autónoma de Baja California, México

*Se presenta un estudio diagnóstico que abona al mejoramiento de la formación del profesorado.*

 El impacto en el desempeño profesional de los egresados del Programa de Maestría en Docencia de la Universidad Autónoma de Baja California, México: Un Estudio de Seguimiento de sus Egresados.
Mtro. Juan Manuel Ramírez Meléndez, Universidad Autónoma de Baja California, México — Mtra. Alma Angelina Ruiz Salazar, Universidad Autónoma de Baja California, México — Lic. Norma Alicia González Carbajal, Universidad Autónoma de Baja California, México — Lic. Silvia Guadalupe Cañedo Beltrán, Universidad Autónoma de Baja California, México

*El impacto en el desempeño profesional de los egresados del Programa de Maestría en Docencia de la Universidad Autónoma de Baja California, México: Un Estudio de Seguimiento de sus Egresados.*

 Una propuesta de autoevaluación docente
Mtra. Martha Lorena Virgen Mijares, Universidad Autónoma de Baja California, México — Mtro. Salvador Ponce Ceballos, Universidad Autónoma de Baja California, México — Mtra. Gricelda Mendivil Rosas, Universidad Autónoma de Baja California, México

*Es una propuesta de autoevaluación de la práctica docente, considerando las competencias docentes propuestas por Perrenoud.*

12:15-13:15

LUNCH
E-Learning and Cibernéticas (Presentaciones en Español)

Room 03

Aprendizaje mezclado y en línea: Del discurso a la incorporación con sentido en la universidad
Mtra. Yessica Espinosa Díaz, Universidad Autónoma de Baja California, México — Dr. Luis Lloréns Báez, Universidad Autónoma de Baja California, México — Claudia Araceli Figueroa, Universidad Autónoma del Estado de Baja California, México — Ing. Paulina Aparicio Ordoñez, Universidad Autónoma de Baja California, México
Por qué, para qué y cómo seleccionar iniciativas de e-learning y b-learning como respuesta a necesidades de calidad, cobertura, equidad y pertinencia en educación superior.

Indicadores tecnológicos claves para la transición de programas educativos presenciales a modalidad a distancia en educación superior.
Mtro. Jesuan Adalberto Sepúlveda Rodríguez, Universidad Autónoma de Baja California, México — Mtra. Yessica Espinosa Díaz, Universidad Autónoma de Baja California, México — Claudia Araceli Figueroa, Universidad Autónoma del Estado de Baja California, México
Propuesta de un instrumento de diagnóstico desde la perspectiva tecnológica, para generar un plan estratégico de transición de un programa presencial a la modalidad a distancia en línea.

Las comunidades de investigación y divulgación en la práctica docente: Dialogo y generación de conocimiento
Mtra. Julieta López Zamora, Universidad Autónoma de Baja California, México — Mtro. Ernesto Israel Santillán Anguiano, Universidad Autónoma de Baja California, México — Sara Refugio León Lomelí, Universidad Autónoma de Baja California, México
El texto presenta la experiencia de divulgación de los productos resultantes de la práctica profesional docente, mediante el portafolio de evidencias electrónico, partiendo del trabajo con grupos de investigación.
LITERACY AND LEARNING PRACTICES (PRESENTATIONS IN PORTUGUESE)
Room 10
A Epidemia do plágio: O que nos pode dizer acerca do ensino e da aprendizagem?
Paulo C. Dias, Catholic University of Portugal, Portugal — Ana Sofia Bastos, Catholic University of Portugal, Portugal
Com a presente comunicação pretende-se explorar os desafios do fenómeno do plágio para a prática docente, com base numa investigação realizada em sete países europeus.

LITERATURA: um brinquedo a mais no cotidiano das salas de alfabetização
Elsa Midori Shimazaki, Universidade Estadual de Maringá, Brazil — Marli Delmônico de Araújo Futata, Universidade Estadual de Maringá, Brazil
Objetiva-se discutir uma proposta de formação continuada e em serviço desenvolvida junto aos professores dos anos iniciais do Ensino Fundamental de um município do noroeste do estado do Paraná-Brasil.

Práticas de Alfabetização no Primeiro Ano do Ensino Fundamental
Marli Delmonico de Araujo Futata, Universidade Estadual de Maringá, Brazil — Elsa Midori Shimazaki, Universidade Estadual de Maringá, Brazil
Projeto em andamento que objetiva formar o acadêmico de Pedagogia em professor alfabetizador por meio dos estudos na universidade e da vivência prática, desenvolvido por meio do Programa PIBID/CAPES.

LEARNING TECHNOLOGY I (PRESENTATION IN SPANISH)
Room 12
El Aprendizaje de los docentes de educación secundaria del uso y manejo de TIC como principio pedagógico: Reflexiones desde un espacio de formación continua en México.
Mtra. Liliana Edalid Aguilar Mancera, Universidad Nacional Autónoma de México (UNAM), México
Escrito reflexivo que comparte la experiencia de la facilitación grupal en la apropiación de las TIC como principio pedagógico, en espacios de formación continua con docentes activos en educación secundaria.

Una Propuesta de Gestión de Conocimiento para el Archivo Histórico de la UNAM
Mtra. Cecilia Montiel Ayometzi, Universidad Nacional Autónoma de México, México — Ing. Carlos Pavón Romero, Universidad Nacional Autónoma de México, México
Propuesta de gestión de conocimiento en el Archivo Histórico de la UNAM: una forma innovadora de trabajo institucional que favorece la apropiación, uso, difusión y generación de nuevo conocimiento.

Una visión a la relación entre los Subgéneros Literarios y la Programación Orientada a Objetos
Prof. Ricardo de J. Botero, Tecnológico de Antioquia - Institución Universitaria, Colombia — Prof. Carlos Arturo Castro, Universidad San Buenaventura Medellín, Colombia — Prof. Edgar Serna, Instituto Tecnológico Metropolitano, Colombia
Se plantea una relación entre la literatura y la Programación Orientada a Objetos, mediante la representación de obras literarias como fábulas y cuentos con el Lenguaje de Modelado Unificado (UML).
13:15-14:30 PARALLEL SESSION 5

**Learning with the Body (Presentations in Spanish)**

Room 13

_**El terreno de lo político en la sociedad mexicana: su cultura e historia.**_
Lic. Jocelyn Talonia López, Facultad de Filosofía y Letras, México

La dimensión política se ve reflejada en la nacionalidad de un país, en la identidad del sujeto, en la construcción corporal, así como en padecimientos y enfermedades.

_**Pedagogía corporal: una propuesta metodológica innovadora de formación para estudiantes de psicología**_
Mtra. Arcelia Lourdes Solís Flores, Universidad Nacional Autónoma de México (UNAM) Facultad de Estudios Superiores Iztacala, México — Dr. Sergio López Ramos, Universidad Nacional Autónoma de México, FES Iztacala, México — Dra. Margarita Rivera Mendoza, Universidad Nacional Autónoma de México, Facultad de Estudios Superiores Iztacala, México

Propuesta de metodología innovadora: Pedagogía corporal para alumnos en formación de la Licenciatura en Psicología UNAM para resolver problemáticas de aprendizaje y de salud que aquejan a estudiantes y población.

_**La Pedagogía de lo corporal en la formación de la identidad: Caso de niños en edad escolar**_
Lic. Flor María Olvera, Universidad Nacional Autónoma de México UNAM, México

La formación de la identidad en pequeños y la importancia del reconocimiento de las emociones en su cuerpo, para mejorar la calidad de vida de los seres humanos.

14:30-14:45

**BREAK**
TEACHER´S PERFORMANCE IN EDUCATION (PRESENTATIONS IN SPANISH)

Room 03
Capacitación disciplinar y pedagógica en docentes universitarios no pedagogos de Chile: ¿Cómo se preparan los docentes universitarios para ejercer su rol?
Cristhian Pérez, Universidad de Concepción, Chile — Giulietta Vaccarezza, Universidad del Desarrollo, Chile — Katherine Coloma, Universidad del Desarrollo, Chile
Este estudio presenta un modelo comprensivo sobre los procesos de capacitación disciplinar y pedagógica en docentes universitarios de Chile, elaborado inductivamente a través de la codificación axial de 54 entrevistas.

Las Concepciones de los profesores en la formación de pedagogos: Caso de la licenciatura en Pedagogía en la Universidad Pedagógica Nacional de México
Mtro. Jesús Carlos González Melchor, UNAM, México
Esta ponencia presenta avances de la investigación en la Universidad Pedagógica Nacional de México relacionados con la pregunta ¿Cuál es la concepción de los profesores de la formación de pedagogos?

Cultura política y ciudadanía docente
Dra. Janette Góngora, Universidad Autónoma Metropolitana, México
Estudio de docentes de educación básica de Morelos, México, como ciudadanos a partir de su cultura política vinculado a su responsabilidad pública en la educación, la escuela y la comunidad.

La Ética profesional y desempeño docente en educación primaria: Ética Profesional
Maestra Bernardina Madrid, Instituto de Servicios Educativos y Pedagógicos de Baja California, México
El propósito de esta investigación es demostrar que la ética profesional influye en el desempeño pedagógico de los docentes de educación primaria.
SCIENCE IN TEACHING (PRESENTATIONS IN SPANISH)
Room 10
Caracterización de la calidad de un proceso de aprendizaje en aula a partir de la posición del centroide en un espacio de fases
Dr. Patricio Pacheco, Universidad Tecnológica de Chile, INACAP, Chile — Dr. Sidney Villagrán Rivas, Universidad Diego Portales, Chile — Dr. Carolina Andrea Guzmán Acosta, Universidad Tecnológica de Chile, Chile — Mr. Eduardo Quiroz, Corporación de Educación Textil, Chile
La calidad del aprendizaje en aula surge de la evolución del centroide, en un espacio de fases, de los datos observacionales de conductas de alumnos en actividades de Laboratorio de Física.

Construcción y validación de los instrumentos para la medición de la dimensión indagación – persuasión y su influencia en la evolución de los campos emocionales en los procesos de enseñanza - aprendizajes
Dr. Sidney Villagrán Rivas, Universidad Diego Portales, Chile — Dr. Patricio Pacheco, Universidad Tecnológica de Chile, INACAP, Chile
Se presenta un análisis cuantitativo de la validez e importancia de la dimensión Indagación- Persuasión en la evolución del campo emocional en aula, durante un proceso de enseñanza – aprendizaje.

El Método constructivista en la enseñanza de la química para alumnos de tercer grado de secundaria.
Mara Bejarano, Centro Universitario de Tijuana, campus Mexicali, México
El propósito de la investigación es analizar la relación que existe entre el Método Constructivista en la enseñanza de la Química y el desarrollo de actitudes positivas de los alumnos

Necesidad de la Lógica y Abstracción en la Formación de Ingenieros
Prof. Edgar Serna M. Corporación Universitaria Remington, Colombia
Esta ponencia trata acerca de la lógica y la abstracción vistas como una relación necesaria en los procesos formativos de los ingenieros.

La Resolución de problemas en la prueba de Matemáticas de acceso a la universidad: Procesos y errores
Dr. Albert Mallart, University of Barcelona, Spain
Este estudio muestra los procesos y errores cometidos por los estudiantes en Resolución de Problemas en Matemáticas en las Pruebas de Acceso a la Universidad en España.
LEARNING TECHNOLOGY (II) (PRESENTATION IN SPANISH)

Room 12

Estudio de formación de competencias tecnológicas en el docente universitario a través de un plan de capacitación tecno-pedagógica en el complejo educativo “Antonio José De Sucre” - Venezuela

MSc. Juan Carlos Molina Duarte, Universidad Centroccidental Lisandro Alvarado, Venezuela

El estudio contempla la formación de competencias tecnológicas en el docente universitario bajo la modalidad B – Learning. Caso Complejo Educativo Antonio José de Sucre – Venezuela.

Incorporación de herramientas web 2.0 en el diseño de materiales docentes en el nivel universitario: Reflexión sobre los efectos en el nivel de cooperación de los estudiantes y en los resultados académicos.

Dra. Mariangeles Caballero, Facultad de Educación - Universidad Complutense de Madrid, Spain — Marita Escobar, Facultad de Educación - Universidad Complutense de Madrid, Spain

Análisis de los efectos de la incorporación de las herramientas web 2.0 en el nivel de cooperación de los estudiantes y en sus resultados académicos.

Los entornos virtuales de aprendizaje, una alternativa para la titulación: Análisis de la experiencia en el Programa de Sociología de la Educación en la Universidad Pedagógica

Carmen de Lourdes Laraque, Universidad Pedagógica Nacional, México

Evaluación de la experiencia obtenida en el programa de Sociología de la Educación al desarrollar un programa de titulación a través de un entorno virtual, empleando la plataforma MOODLE.

Una estrategia de promoción para el uso de pizarras digitales interactivas en instituciones de educación

Mtro. Fernando Félix Solís Cortes, Facultad de Pedagogía e Innovación Educativa - Universidad Autónoma de Baja California, México — Viviana Edith Corpus Pérez, Facultad de Pedagogía e Innovación Educativa, México — Fernanda Janneth Rodríguez Perea, Facultad de Pedagogía e Innovación Educativa - Universidad Autónoma de Baja California, México — Juan de Dios Alejandro Gastélum Ruiz, Facultad de Ingeniería - Universidad Autónoma de Baja California, México — Alejandro López Quiñonez, Facultad de Ingeniería - Universidad Autónoma de Baja California, México

Se describe una estrategia de promoción implementada para incentivar el uso de Pizarras Digitales Interactivas en aulas de clase basada en la utilización de un software educativo gratuito llamado “Triptico.”
14:45-16:25 PARALLEL SESSION 6

WORKSHOP IN SPANISH

Auditorio
La Pedagogía de lo corporal en México (Runds 14:45-15:30)
Dra. Norma Delia Duran, Instituto de Investigación Sobre la Universidad y Educación, México
La importancia de la pedagogía de lo corporal, teniendo como eje central la vinculación de las emociones con los órganos; centrado en México y en niños en edad escolar.

LEADERSHIP AND CURRICULUM (PRESENTATIONS IN SPANISH)

Room 14
El Currículo y las competencias: El caso de una universidad mexicana
Mtra. Laura Cédrive Arias, Universidad Nacional Autónoma de México, México
El documento presenta una propuesta de interpretación curricular del modelo de competencias, en una Universidad Mexicana, ubicada en la frontera norte del país.

El Currículo por competencias de las carreras de Ciencias de la Comunicación y Sociología de la Facultad de Ciencias Humanas de la UABC. Un estudio de caso.
Dr. Prudencio Rodríguez Díaz, Universidad Autónoma de Baja California, México — Dr. Oscar Reyes Sánchez, Universidad Autónoma de Baja California, México
El currículo por competencias de las carreras de Ciencias de la Comunicación y Sociología de la Facultad de Ciencias Humanas de la UABC. Un estudio de caso.

El liderazgo de ayer, hoy y mañana: una revisión conceptual
Marina A. García Garnica, Universidad de Granada, Spain — Estefanía Martínez Valdivia, Universidad de Granada, Spain
Se analiza el concepto de liderazgo, como uno de los factores que explican el éxito de las escuelas y la calidad de sus procesos de enseñanza-aprendizaje.

La práctica docente como experiencia microcurricular sistémica
Libardo Pérez Díaz, Universidad de La Salle, Colombia
La propuesta analiza críticamente el rol del maestro como gestor microcurricular desde una perspectiva sistémica del currículo.
16:30-17:15

LEARNING BY DESIGN: END OF DAY REFLECTIONS
The Greek Experience Panel Members Eugenia Arvanitis, University of the Aegean, Greece — Eugenia Koleza, University of Patras, Greece — Maria Sakellariou, University of Ioannina, Greece. The Australian Experience Panel Members: Cherie Connors, Harrison School, Australia — Rita van Haren, Common Ground Publishing, USA — Sue Gorman, Gordon Primary School Australia — Shane Gorman, Bonython Primary School, Australia
The Greek Experience and the Australian Experience panel members will come back together in this informal session, delegates will be able to discuss, ask questions and reflect on key ideas, information and issues raised in the presentations on the Learning by Design conference theme.

17:30-19:00

WALKING EVENING TOUR OF RHODES
Explore the endless sights awaiting to be discovered throughout the island’s capital city. Let your steps carry you through the narrow streets. The area of Mandraki is bustling with impressive buildings of Italian and Neoclassical style, mansions witnessing on a glorious past basking in majesty. This enticing combination of past and present truly contributes to one’s grasping the uniqueness of this unique example – both in size and in charm – of a living medieval town in Europe! Tour is rain or shine. (For delegates attending the Friday, 12 July Walking Tour, the tour ends in time to participate in the Conference Dinner at Alexis 4 Seasons with an additional registration for the dinner) *Preregistration required*

19:30-22:30

CONFERENCE DINNER AT ALEXIS 4 SEASONS
Enjoy three course meal with plenaries, panelists and other delegates at the Alexis 4 Seasons Restaurant located in the heart of Old Town. The interior stone-built parlour is a place of ultimate relaxation and gastronomic delight while the rooftop features a panoramic view of the Medieval Town and the harbor as well. Dinner starts with Bread and Mediterranean Greek Village Salad and Tzatziki. The main course is a choice of Spinach Pie, Grilled Eggplant, Mousaka or Lamb Kleftiko, and dessert is delicious Mpaklava! Wine included. *Preregistration required*
SÁBADO 13 JULIO

08:30

REGISTRATION DESK OPEN

09:00-09:20

BOOK LAUNCH
Marking Time: Leading and Managing the Development of Assessment in Higher Education
Kate Coleman and Dr. Adele Flood (eds.)

09:20-09:50

PLENARY SESSION
Reed Stevens, Northwestern University, USA

09:50-10:20

BREAK & GARDEN SESSION
10:20-12:00 PARALLEL SESSION 7

THE ROLE OF TEACHERS IN EDUCATION (PRESENTATIONS IN SPANISH)
Room 04
Autoeficacia motivacional en profesores en ejercicio y estudiantes de pedagogía
Prof. Jorge Valenzuela, Pontificia Universidad Católica de Chile, Chile — Dra. Carla Muñoz, Pontificia Universidad Católica de Chile, Chile — Dr. Ilich Silva Peña, Universidad Santo Tomás, Chile — Dra. Andrea Precht, Universidad Santo Tomás, Chile — Prof. Viviana Gómez, Pontificia Universidad Católica de Chile, Chile
Estudio sobre Autoeficacia Motivacional en profesores y estudiantes de pedagogía chilenos a través de la validación de una escala (EAEM) y el estudio de las relaciones entre sus dimensiones

Evaluación del desempeño docente en profesores de química de la Universidad Autónoma Metropolitana, Azcapotzalco, México
La evaluación docente en profesores de química como primera medida del desempeño docente y la afectación en su profesionalización.

Fortalecimiento de planes de estudio para la formación de futuros profesores
Mtro. Salvador Ponce Ceballos, Universidad Autónoma de Baja California, México — Mtra. Griselda Mendivil Rosas, Universidad Autónoma de Baja California, México — Mtra. Norma Alicia González Carbajal, Universidad Autónoma de Baja California, México — Dra. Armandina Sena Rodríguez, Universidad Autónoma de Baja California, México — Mtra. Martha Lorenza Virgen Mijares, Universidad Autónoma del Estado Baja California, México
Se describe una propuesta que abona a la evaluación de un plan de estudios de licenciatura en base a trayectorias formativas de sus estudiantes, el caso de una universidad mexicana.

Sensibilización docente para la alfabetización académica en las carreras de ingeniería
La sensibilización docente es una necesidad apremiante en las instituciones de educación superior en México, concretamente enfocada hacia la alfabetización académica de las disciplinas relacionadas con las carreras de ingeniería.
LEARNING THROUGH LITERATURE, ART AND RELIGION (PRESENTATIONS IN SPANISH)

Room 11
Los Adolescentes y la Literatura: Como llegar a los adolescentes con la literatura
Susana Elena Sánchez Nardon, Escuela N°254“ Bartolomé Mitre”, Argentina
Literatura y adolescencia: un tema controvertido. Leer no está de moda, es una actividad muy poco valorada por la sociedad, por los medios de comunicación y particularmente por los jóvenes.

La Cultura operística y Educación Superior: Aprendizaje de rituales elitistas en el desarrollo profesional
Dr. Enrique Fuentes Goyanes, Universitat Rovira i Virgili Tarragona-Barcelona, Spain
Tiene como objetivo motivar a estudiantes universitarios en el conocimiento y disfrute de arte multimedia y gran complejidad cultural como son las producciones operísticas, financiadas con fondos privados y públicos.

Educar la mirada: el cine y las prácticas visuales dentro de una pedagogía de la imagen
Licenciada Estefanía Paz Hermosilla Ordenes, Universidad Nacional Autónoma de México, México
Investigación en torno a la noción y emplazamiento pedagógico de "Educar la mirada" en relación al uso del cine como recurso didáctico y objeto de estudio en la formación escolarizada.

¿Religión en la escuela? Si es liberadora, sí: Una propuesta de educación religiosa inspirada en la teología y la pedagogía de la liberación.
Doctor José Luis Meza Rueda, Pontificia Universidad Javeriana, Colombia — Doctor Gabriel Suárez Medina, Pontificia Universidad Javeriana, Colombia — Profesor Juan Alberto Casas, Pontificia Universidad Javeriana, Colombia — Profesor José Orlando Reyes, Pontificia Universidad Javeriana, Colombia — Profesor David Lara, Pontificia Universidad Javeriana, Colombia — Profesor Daniel Garavito, Pontificia Universidad Javeriana, Colombia
Esta ponencia presenta los principios y características de una educación religiosa como resultado de una lectura crítica y actual de la teología y la pedagogía de la liberación.
10:20-12:00 PARALLEL SESSION 7

WORKSHOPS IN SPANISH
Room 12
Expansión y diversificación del posgrado en la universidad pública mexicana: El caso de la Benemérita Universidad Autónoma de Puebla (2003-2013) (Runs 10:20-11:05)
Guadalupe Morales Mejía, Benemérita Universidad Autónoma de Puebla, México — Rollín Kent Serna, Benemérita Universidad Autónoma de Puebla, México
La educación superior es un proyecto social que no termina en la educación y la formación profesional, necesita que los egresados aseguren una oportunidad para desempeñar productivamente su profesión.

Programa de atención de asesoría psicológica (Runs 11:15-12:00)
Mtra. Dennise Islas Cervantes, Universidad Autónoma de Baja California, México — Mtra. Maricela Romo Pérez, Universidad Autónoma de Baja California, México — Mtra. Reyna Isabel Roa Rivera, Universidad Autónoma de Baja California, México — Mtro. Ernesto Israel Santillán Anguiano, Universidad Autónoma de Baja California, México
Programa educativo de intervención psicopedagógica o psicológica como apoyo a estudiantes universitario vulnerables a situaciones problemáticas y específicas para su desarrollo integral de la facultad de pedagogía e innovación educativa.

12:00-12:45

LUNCH

12:45-13:15 POSTER SESSION

POSTER SESSIONS
Auditorium
Capacitação de professores para metodologia SESleduca: a experiência do SESI Santa Catarina
Tania Cordova, SESI - Serviço Social da Indústria, Brazil — Prof. Favretto Rosani Aparecida Dias, SESI - Serviço Social da Indústria, Brazil
O trabalho apresenta a formação de professores para atuar na metodologia de ensino a distância em um programa de Educação de Jovens e Adultos no estado de Santa Catarina Brasil

Educacce de bebes: influencia da saude mental materna sobre praticas educativas: Praticas educativas e saude mental materna
Dr. Olga M. Rodrigues, Universidade Estadual Paulista - UNESP, Brazil — Saria C. Nogueira, Universidade Estadual Paulista (UNESP), Brazil
O presente estudo investigou a presença de indicadores de ansiedade, stress e depressão e as práticas educativas de 100 mães de bebês com idade entre seis e 12 meses.
13:15-14:00

TALKING CIRCLE 2
Room 01: Pedagogy and Curriculum (English)
Room 02: Pedagogy and Curriculum (English)
Room 03: Pedagogía y curriculum & Diversidad e Identidades (Spanish & Portuguese)
Room 04: Science, Mathematics and Technology Learning (English)
Room 05: Valoración y Evaluación & Organización Educacional y Liderazgo (Spanish & Portuguese)
Room 06: Learner Diversity and Identities (English)
Room 07: Aprendizaje en la Primera Infancia & Alfabetización y Aprendizaje (Spanish & Portuguese)
Room 08: Assessment and Evaluation (English)
Room 09: Aprendizaje en la Educación Superior & Adultos, Comunidad y Aprendizaje Profesional (Spanish & Portuguese)
Room 10: Technologies in Learning (English)
Room 11: Tecnologías en la Educación - Aprendizaje de las Ciencias, Matemáticas y Tecnología (Spanish & Portuguese)
Room 12: Early Childhood Learning & Literacies Learning (English)
Room 13: Educational Organization and Leadership & Adult, Community, and Professional Learning (English)
Room 14: Learning in Higher Education (English)

14:00-14:10

BREAK

104
LEARNING IN HIGHER EDUCATION (PRESENTATIONS IN SPANISH)

Room 07

Discurso y educación. La formación docente de alumnos universitarios: Un análisis comparativo a través del dibujo
Sr. Salvador Ponce Ceballos, Universidad Autónoma de Baja California, México — Sr. César Enrique Jiménez Yáñez, Universidad Autónoma de Baja California, México — Sra. Yessica Martínez Soto, Universidad Autónoma de Baja California, México

Conocer el discurso sobre el proceso educativo de estudiantes universitarios que se preparan para ser profesores. Establecer la influencia de sus profesores a través del dibujo.

Nuevos restos y necesidades de la Educación Superior. El caso concreto del Máster de Secundaria: El aprendizaje por competencias en el Espacio de Educación Superior
Dra. Raquel Ibáñez, Vicedecana de Formación del profesorado de secundaria y directora del Máster, Spain — Dr Joaquín López, Universidad Católica de Valencia San Vicente Mártir, Spain

Se pretende cuestionar tanto la aparición del Máster, como su planteamiento en relación con: la Convergencia Universitaria Europea y la introducción de las Competencias Básicas.

Rescate y resignificación de la Práctica Experimental desde la Universidad hacia la Escuela Secundaria

Las prácticas experimentales son escasas en el nivel secundario en Argentina lo cual repercute en el ingreso a la Universidad. Por ello se diseñó un trabajo experimental entre ambos niveles.
14:10-15:25 PARALLEL SESSION 8

**FAMILY, COMMUNITY AND DIVERSITY (PRESENTATIONS IN SPANISH)**
Room 08
La Conciliación laboral-familiar y su relación con el rendimiento escolar: ¿Cómo influyen las situaciones laborales de los progenitores en la educación de los hijos?
Dra. Anna López Puig, Universitat Rovira i Virgili Tarrogona, Spain — Dra. Amparo Aceroa Extremiana, Universitat Abat Oliba CEU, Spain
¿Se conoce cuál es la óptica masculina de la realidad existente en el binomio trabajo-familia?
¿Cómo repercute la carga de trabajo de los padres en la educación de los hijos?

**Familia y emociones: Un reto pedagógico en la búsqueda de la salud en México.**
Lic. Miriam Isabel Arciniega Miranda, Facultad de Filosofía y Letras, México
Actualmente, la familia se convierte en una estructura fundamental para ayudar a los sujetos a enfrentar las múltiples crisis, principalmente de salud. Es un espacio de caldor emocional.

**Por una educación inicial en y para la diversidad: Reflexiones desde el proceso de formación**
Prof. Marlene Fermín, Universidad Pedagógica Experimental Libertador / Universidad Central de Venezuela, Venezuela
Describe los resultados de una investigación que analizó la formación brindada a los educadores del nivel de educación inicial, en torno al planteamiento de educación en y para la diversidad.

**IMPROVEMENT IN TEACHING PROCESS (PRESENTATIONS IN SPANISH)**
Room 11
**Empleo de analogías en la enseñanza de configuración electrónica en cursos de química.**
La utilización de una analogía sencilla para explicar el tema de configuración electrónica. Forma parte de la mayoría de los programas de química general, facilitó en gran medida su comprensión.

15:25-15:40

**BREAK**
EDUCATION OUTSIDE OF SCHOOL (PRESENTATIONS IN SPANISH)
Room 07
Experiencias infantiles de aprendizaje a través de la radio: Charangay, un proyecto para el aprendizaje social, la comunicación del arte y la ciencia.
Prof. Jesús Antonio Larios Trejo, Universidad de Colima, México — Prof. Mireya Sarahi Abarca Cedeño, Universidad de Colima, México — Prof. Ma. de Lourdes Covarrubias Venegas, Universidad de Colima, México
Charangay es un proyecto radiofónico, para promover el aprendizaje y la cultura, para el público infantil. Se analizan sus estrategias de trabajo y su impacto en el desarrollo de niños.

Los Procesos de enseñanza y aprendizaje desde la Educación Propia de la Huasteca veracruzana: Aproximaciones al nimitsmachtiti y nimomachtiti del pueblo huasteco de lengua náhuatl.
Mtra. Jazmín Nallely Arguelles Santiago, Universidad Nacional Autónoma de México, México
En la Huasteca veracruzana conviene desenraizar la educación propia, que permita reconocer los modos en que las niñas y niños se ensayan y son enseñados desde el entorno familiar-comunitario.

El Sentido cultural y educativo de la tradición oral: Memoria y olvido en la narrativa otomi
Lic. María Isabel Vicente Martínez, Universidad Nacional Autónoma de México, México
Las prácticas educativas que se producen en la vida cotidiana forman parte de la existencia diaria de los humanos y son poco o nada valoradas por los sistemas educativos institucionales.

HUMANITIES IN EDUCATION (PRESENTATIONS IN SPANISH)
Room 08
La Didáctica en el marco de las nuevas identidades y representaciones sociales: El conocimiento didáctico de contenido literario para el aprendizaje significativo
Dr. Elizabeth Sosa Ravelososa, UPEL-IPC, Venezuela
La didáctica de la literatura expuesta a través de un patrón metodológico organizado a través de guiones y/o estrategias didácticas para un aprendizaje significativo.

El Relato biográfico narrativo como dispositivo de re significación pedagógica en docentes y directivos en ejercicio profesional: Aún queda espacio para ser maestro
Mag. John Jairo Guarín García, Facultad de Educación Universidad de Antioquia, Colombia
La ponencia pretende socializar la relación entre literatura e investigación ya que los fenómenos se recogen a través de la escritura de cuentos.

Transversalidad de las humanidades en la educación superior: De las ciencias sociales a la cultura humanística
Dr. Hernando Barrios Tao, Universidad Militar Nueva Granada, Colombia
La propuesta investigativa plantea el paso de las ciencias sociales a la cultura humanista como escenario para el impacto y la transversalidad de las humanidades en la educación superior.
15:40-16:55 PARALLEL SESSION 9

ORGANIZATIONS ROLE IN EDUCATION AND POLITICAL CULTURE (PRESENTATIONS IN SPANISH)
Room 11
El trabajo con sentido educativo
Dra. Durán Ramos Teresita, Universidad Nacional Autónoma de México, México
Contribuir a que el ámbito de trabajo sea visto como espacio educativo en apoyo del alcance de una mayor conciencia social de su importancia para la salud y seguridad laboral.

Las teorías de las organizaciones que aprenden como factor de mejoramiento de la calidad de la educación: Un estudio descriptivo-correlacional en colegios con excelencia en la calidad de la educación de la Región Metropolitana, Santiago de Chile.
Ismael Montecino Muñoz, Colegio Particular Mirador, Chile
Producto de una investigación hecha a colegios con excelencia en la calidad de la educación, de la Región Metropolitana, concluimos que sus buenos resultados son reflejos de un aprendizaje

17:00-17:30

CONFERENCE CLOSING
GRADUATE SCHOLARS
Graduate scholars contribute to the flow and overall success of the conference. Their key responsibilities include chairing the parallel sessions, keeping the conference on schedule, providing audio-visual technical assistance and assisting with the registration process.

We would like to thank the following Graduate Scholars who participated in the Learning Conference

Noraiyshiyah Abdullah
Noraiyshiyah Abdullah is a final-year PhD student in mathematics education at The University of Manchester, United Kingdom. She received her MEd degrees in Mathematics Education from Universiti Kebangsaan Malaysia. She holds a Diploma in Education from the International Islamic University of Malaysia. She is a mathematics graduate student from the University of New South Wales, Australia and she is currently on study leave to pursue her PhD. She is a Senior Lecturer at the Universiti Kullum Malaysia France Institute, Malaysia. Her interest has always been about how to teach mathematics better. Her PhD research is in the field of mathematics education for engineers, she explores understanding of Differential Equations of undergraduate engineering students.

Margaret Carr
Margaret Carr works at Stonehill College in Easton, MA as Assistant to the President. She works to develop and implement college-wide initiatives. She also works with the President on development activities and other special projects. She is a member of the President’s Cabinet. Prior to joining Stonehill, she held management position in sales, marketing, public relations and development roles in several area hospitals and non-profit organizations. She holds a B.S. in Communications from Boston University and a M.B.A. from The Carroll School of Management at Boston College. She is currently pursuing an Ed.D. in Educational Leadership at Drexel University.

Nikoleta Chadou
Nikoleta Chadou is in progress of completing a MEd in Education Sciences with Concentration in Special Education from the University of Nicosia. She holds an MSc (2009) in Models of Designing and Planning Educational Units from University of the Aegean-Rhodes and BSc (2007) in Pre-school Education and Educational Design from University of the Aegean-Rhodes. She has completed Annual Training Programs in Special Education (2010) and School Counseling (2011). She holds a Certificate of Adequacy in Writing and Reading Braille (2010). She is in 2nd year of training in learning Greek sign language at Hellenic Federation of the Deaf (HFD), aiming towards Certification of Adequacy in Sign Language. She works as a Special Education Pre-school Teacher at 54th Public Kindergarten School Piraeus. Over the past four years she has worked as a Kindergarten teacher in public and private sector. Her main research interests are life-long learning, continuing education, professional development, Inclusive education, strategic marketing for schools. She has attended several seminars, workshops and participated with oral and poster presentations in some of the scientific conferences attended (published in relevant proceedings).

Sorwniath Eyridikh-Eirnhh
Eva Soroniati is studying Design Engineering at the University of the Aegean. Her work has in the last years focused on holistic systemic approaches to the design of products and services. She is primarily interested in applying design principals for environmentally and socially sensitive applications. She has participated in several seminars and competitions in the field. Her most recent work –in collaboration with Roxani Skiada and Gardeli Anna– has been the creation of an application for dyslexic kids in order to help them learn mathematics and language in a playful and interactive way. The application was submitted to 2013 Microsoft-Imagine Cup competition where it won second place.

Marina Garcia Garnica
Es diplomada en Educación Infantil y licenciada en Psicopedagogía. También, ha cursado el Programa de Doctorado Fundamentos del Currículum y Formación del Profesorado en Educación Primaria y Secundaria y el Máster Universitario en Investigación e Innovación en Currículum y Formación. Ha recibido el Premio Extraordinario Fin de Carrera de la Diplomatura de Maestro correspondiente al curso 2007/08 y de la Licenciatura de Psicopedagogía del curso 2009/10 otorgados por la Universidad de Granada. Además, el Ministerio de Educación Español le ha concedido el Premio Nacional de Fin de Carrera por la Licenciatura de Psicopedagogía. Es Becaria FPU adscrita al Departamento de Didáctica y Organización Escolar de la Facultad de Educación de la Universidad de Granada desde el año 2010. Actualmente desarrolla su tesis doctoral centrada en la dirección escolar y el liderazgo pedagógico dirigida por el profesor Antonio Bolívar (Gatedrático de la esta misma universidad). Ha participado en proyectos de investigación relacionados con la inserción sociolaboral de los egresados y actualmente forma parte del Proyecto I+D+I “Liderazgo centrado en el aprendizaje y su impacto en la mejora: prácticas y resultados en Secundaria”.

Katia Hildebrandt
Katia Hildebrandt is a doctoral candidate at the University of Regina in Saskatchewan, Canada. She received her undergraduate degree in English literature from the University of Toronto in 2003. She then earned a Master’s degree in education from Johns Hopkins University while teaching middle and high school English in Baltimore, Maryland. Katia currently works as a research assistant and instructor at the University of Regina, where she teaches pre-service educators in the area of educational foundations. Her dissertation research is focused on teacher narratives of school reform; she is interested in the ways in which teachers working in increasingly standardized learning environments maintain a sense of agency in their practice while attending to both the externally imposed narratives of schooling and the educational narratives brought into the classroom by diverse student populations.
Shaohua Hong

Shaohua is originally from China. She completed her master's in Hospitality and Business Management at Birmingham University. After graduating, she worked at an educational group and was assigned to be a teacher and then program manager. In 2010, she started her PhD in Education at the University of Manchester, UK, specializing in Chinese Parents' Perspectives on Early Years Education. She is interested in how parents’ perspectives are formed and what influences will be involved in their choice making process. After conducting a series of interviews and analyzing chronologically, she found that the narrative was important to people when making choices as well as experiencing the choices.

Liene Kvedere

Liene Kvedere is a third year doctoral student at Daugavpils University in Latvia studying in the program Pedagogy. She has been working as a teacher at school and at an adults’ teaching center for seven years. She is writing her doctoral thesis in the sphere of mathematics education, investigating the interconnection between the teaching approach used by mathematics teachers and the 9th grade students' mathematical self-efficacy, self-concept and anxiety. She has taken part in more than fifteen international conferences and she has several publications included in internationally recognized journals, and conference proceedings.

Tatzia Langlo

Tatzia Langlo is a graduate student at the University of California, Santa Barbara, Gevirtz Graduate School of Education. She studies Cultural Perspectives and Comparative Education. Her research interests reach into the development of global learning-teaching communities and the need for increased communication, cultural, and contextual competencies involved with interacting as global citizens on the stage of the global world. Her educational background includes a BA in Communication with a research focus of cultural communication in education, a minor in education, and an additional degree in Early Child Education. As a scholar and researcher she works with a non-profit organization based on principles and practices of civil participation, service-learning, and education assistance through development of local and global relationships. She maintains emphasis in Global Studies and Language Interaction and Social Organization. As a hobby she writes and facilitates the publication of children's books, stories, and anthologies. In her work she has a passion for story telling as a means of sharing ideas and information. She practices principles of teaching and learning in collaboration with students, colleagues, families and communities.

Mária Laczkó

Mária Laczkó is a teacher and researcher from Hungary. She is teaching Hungarian grammar in a secondary school. She also teaches literature and English. At her university she teaches psycholinguistics, phonetics, communication, and speech. Her research work is focused on the mother tongue acquisition process of children, schoolchildren and teenagers. She also focuses on the second language acquisition process as well as applied linguistic and phonetic research, including, the speech understanding process, and reading comprehension difficulties (diagnosis and therapy). Her special interest is the analysis of spontaneous speech of young children and teenagers, both in mother tongue and in foreign language in phonetic aspects (speech tempo, melody patterns, stress and r slaps of the tongue), and in semantic aspects including the size and operation of their mental lexicon in spontaneous speech. She has studied philosophy at the Medical College and university level. In her PhD studies she examined the interrelation of the reading process and spontaneous speech in semantic aspects both in mother tongue and in foreign language. She has written many articles and studies about the results of her research work.

Angélica López Aguilar

Estudiante delDoctorado en Pedagogía en la Universidad Nacional Autónoma de México. Formó parte del Diplomado: Plan Integral de Formación Docente en el Sistema Universidad Abierta y Educación a Distancia impartido por la Coordinación de Universidad Abierta y Educación a Distancia, Curso-Taller Creación de contenidos para la modalidad a distancia; Taller de inducción para profesores asesores y profesores tutores de educación superior a distancia: Taller de inducción para profesores asesores y profesores tutores para el Bachillerato Tecnológico Bivalente a Distancia en la Unidad Politécnica para la Educación Virtual, Diplomado Competencias Docentes en el uso de las TIC para el Bachillerato Digital, en la Benemérita Universidad Autónoma de Puebla, II Teleseminario: Nuestro Proyecto Institucional y la Gestión Educativa, Curso: Ética del Funcionario Politécnico: Nuestra Responsabilidad Social, en la Coordinación General de Formación e Innovación Educativa. Fue Tutora del Bachillerato Tecnológico Bivalente a Distancia del Instituto Politécnico Nacional y ha diseñado cursos para la formación docente y directiva en ambientes virtuales.Ha participado como ponente en congresos, seminarios, simposios, foros, talleres y encuentros tanto en México como en España, Costa Rica y Uruguay. Se desempeñó como Educadora Ambiental en el Programa Educativo del Bosque de Chapultepec en el Centro de Información y Comunicación Ambiental de Norteamérica A.C.

Horacio José Martinez

Ingeniero en Alimentos, ingresado de la Facultad de Ciencias de la Alimentación, Universidad Nacional de Entre Ríos 2008. Profesor en Ciencias y Tecnología 2009 UNER. A lo largo de la carrera docente se ha desempeñado como Auxiliar, Jefe de Trabajos Prácticos para las cátedras de Química General y Química Inorgánica, y en la actualidad es Profesor Adjunto Ordinario de la cátedra de Química General en la carrera de Ingeniería de Alimentos, UNER. Se desempeñó como becario, en el Laboratorio de Investigación de Residuos en Alimentos dependiente de la UNER en el área de cromatografía aplicada al análisis de plaguicidas en alimentos obteniendo su DEA por la Universidad Politécnica de Valencia. Actualmente está cursando el Doctorado en Educación por la UNER. Su desempeño como docente lo han llevado a incursionar en otros niveles educativos, como el nivel medio del cual es también profesor en las materias de química y física. Su interés por la docencia ha sido plasmado en el sostenimiento de múltiples actividades entre los distintos niveles educativos, como Olimpiadas de Química, Ferias de Ciencias, proyectos de capacitación, fortalecimiento y vinculación entre instituciones de los cuales ha sido participante, expositor y coordinador.
Rishabh Kumar Mishra
Rishabh Kumar Mishra is currently pursuing his doctoral research at Department of Education, University of Delhi, India. He has done his Masters in Geography as well as in Education. He has taught at Vasant Valley School which is one of the most progressive schools in India. He was awarded Junior Research Fellowship by University Grants Commission, India. His research interests include 'Culture, Cognition and Pedagogy'. He has presented several papers in International and National forums. He has been associated as Consultant with International organizations such as UNFPA, CARE-INDIA, Save the Children and so forth.

Umut Oğur
Umut Oğur was born in Antakya-Turkey in 1980. Completed his BSc. in 2002 and MSc. in 2004 in the Electronics Engineering Department of Ankara University and is continuing his PhD. on Community Education at the Lifelong Learning and Adult Education Department of Ankara University. He is member of the Chamber of Electrical Engineers and is working at 'Training' and 'Library' commissions at the Ankara branch of the Chamber. He has responsibilities with the 'Adult Education and Adult Educators Association' and at the 'Contemporary Women and Youth Foundation' where he serves as a member of the Directory Board. He has been developing and managing project based training programs with the support of various national and international donors including United Nations and European Commission.

Flor María Olvera
Actualmente es asistente de investigador en el IISUE (Instituto de Investigaciones sobre la universidad y educación) en la UNAM (Universidad Nacional Autónoma de México). Se encuentra en proceso de titulación en la Maestría en Pedagogía y tiene el título de Licenciada en Pedagogía, ambas por la UNAM. El trabajo de investigación que realiza versa sobre el cuerpo y las emociones, dentro de una propuesta de una pedagogía humanista, éste lo complementa con su experiencia como instructora de Kundalini yoga certificada internacionalmente.

Elias Stouraitis
Eva Soroniati is studying Design Engineering at the University of the Aegean. Her work has in the last years focused on holistic systemic approaches to the design of products and services. She is primarily interested in applying design principals for environmentally and socially sensitive applications. She has participated in several seminars and competitions in the field. Her most recent work –in collaboration with Roxani Skiada and Gardeli Anna– has been the creation of an application for dyslexic kids in order to help them learn mathematics and language in a playful and interactive way. The application was submitted to 2013 Microsoft-Imagine Cup competition where it won second place.

Wynand J van der Merwe
Wynand J van der Merwe is a final-year D.Ed student in Mathematics Curriculum Studies at the University of South Africa (Unisa). He received his M.Ed degree also from Unisa. He holds a BA degree from the University of Pretoria and a Diploma in Education from the University of the Free-State South Africa. His research interest is on handbook authors and teachers interpretation of the mathematical curriculum in South Africa. He has forty-five years’ experience as a mathematics teacher and School Principal at various schools in South Africa. He also has hands on experience of teaching mathematical concepts to teacher students and was a mathematical lecturer at Pretoria College of Education. He is highly skilled in planning effective classroom instruction and is currently a training instructor for the Department of Education in Gauteng for presenting OBE and FET to mathematics teachers. He is also a freelance facilitator for Macmillan Teacher Campus South Africa, helping mathematics teachers in practical presentation of mathematics in the classroom, evaluation, methodology, class-organization, group-work and learning theories. He wrote audiovisual material for mathematics education, mathematics programmes for the SABC and mathematics study guides for the Department of Education (South Africa).

Eunice Miguel-Aclan
Eunice Miguel-Aclan is currently pursuing her PhD in Applied Linguistics at Universiti Utara Malaysia. She has a BA in English, MA in Education and has completed her academic requirements for MA in English Language and Literature Teaching at Ateneo de Manila University, Philippines. She is a lecturer at the Center for International Languages of University of Malaysia Perlis, handling international students who have rare opportunities practicing their English in their home country and in Malaysia. She enjoys teaching English courses especially All-Asians and British Parliamentary Debate. From her over 10 years of teaching debate, she believes that the best way to teach language is by letting the students learn it in a challenging, meaningful and fun way. Seeing her students wanting to learn more even outside her classes makes her teaching life fulfilling as it is her constant desire to develop students’ life-long learning skills and for them to become critically thinking individuals who are able to effectively communicate their ideas whether they are in the engineering, business or any field. Her dissertation on program evaluation is a real challenge to her as she wishes to significantly contribute to the improvement of her own program which is still in its infancy or developmental stage. For her, using mixed methodology – quantitative and qualitative- is the best approach that suits her particular context to find out the effectiveness of her program as well as its overall quality by identifying its strengths and weaknesses for well-informed decision and policy making for the improvement of the program. Her research interests include Program Evaluation, SLA, Teaching and Learning Strategies, World Englishes, Language and Educational Policies and Curriculum and Syllabus Design.

Mirta Susana Velazque
Isabel Vicente
Es Licenciada en Pedagogía por la Universidad Nacional Autónoma de México. Entre sus estudios se encuentra la antropología social y el desarrollo rural en América Latina. Ha sido miembro del sistema de becas para estudiantes indígenas del programa universitario México Nación Multicultural de la UNAM (PUMC). Recientemente realizó la tesis titulada Transculturación y formación identitaria del joven otomí con la cual obtuvo el grado de licenciada en pedagogía. Dentro de su campo de investigación se encuentra educación en contextos indígenas, aprendizaje de la cultura, tradición oral, etc. Ha participado en trabajos sobre el medio ambiente, cambio climático global y seguridad en ONG’s como La NETA APC y el Instituto de Seguridad y Democracia (INSYDE). Actualmente se encuentra cursando el tercer semestre de la maestría en pedagogía en la Facultad de Filosofía Y Letras de la UNAM donde desarrolla el proyecto de investigación titulado “El papel pedagógico y didáctico de la tradición oral otomí: voces narrativas y saberes cotidianos” además es becaria del Consejo Nacional para la Ciencia y la Tecnología (CONACyT) en México.

Honghua Wang
Honghua Wang is a PhD candidate in the Department of Chinese, Translation and Linguistics at City University of Hong Kong. Her research interests include second language acquisition, translator and interpreter training, etc. She has published in refereed journals and conference proceedings in these areas. Apart from teaching English as a foreign language and translation between English and Chinese for many years, she has edited a series of textbooks on Business English.
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The Learner, 2013 Conference

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Lemonia Sapountzi, Ministry of Education, Greece
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Kerry Stirling, XYZ, Australia
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Lorraine Sushames, Charles Darwin University, Australia
Periklis Tagkas, Technological Educational Institute, Epirus, Greece
Jocelyn Talonia Lopez, Universidad Nacional Autónoma de México, Mexico
Maylyn Tan, Singapore Institute of Management, Singapore
Maddalena Taras, University of Sunderland, UK
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Utilize your free Scholar membership today through:

- Building your academic profile and list of published works.
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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: www.learning.cgscholar.com.
CONFERENCE EVALUATION FORM

Name (optional): ____________________________________

We appreciate your taking the time to complete this evaluation form. Your feedback will assist us in planning future conferences. Please also include comments with specific feedback relating to each of the questions.

1. How did you find out about The Learning Conference?
   - Online Search or Listserve
   - Information Forwarded from a Colleague
   - Received Email Call for Papers
   - Other (Please Specify: ______________________________________________________)

2. How important were each of the following features in your decision to attend this conference?
   Please rate on a scale of 1 to 3. 1 = Not Important, 2 = Somewhat Important, and 3 = Very Important.

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<td>Cost of Travel and Accommodation</td>
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<td>Opportunity to Publish in Companion Journal</td>
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<td>Quality/Reputation of Plenary Speakers</td>
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<td>Interdisciplinary Nature of Conference</td>
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<td>Opportunity for Personal Interaction with Diverse (International, Interdisciplinary) Delegates</td>
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3. Please rate your level of satisfaction with each of the following components of the conference experience:
   Please rate on a scale of 1 to 3. 1 = Dissatisfied, 2 = Neutral/Satisfied, and 3 = Very Satisfied.

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<td>Collegial Interactions</td>
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Continued on reverse…
4. Do you have any suggestions for venues or host institutions, or for plenary speakers for future conferences?

5. Would you recommend this conference to colleagues? Why or why not?

6. How can we improve the conference experience in the future?

7. Any additional comments?

Thank you for completing this evaluation form as it will help us with our conference planning in the future.

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