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Address: Dr. David Ang

Department of Information Systems
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Investigating motion learning differences between genders of special education students using mirror neuron theory

*Bi-Fon Chang, National Taichung University of Education, Taiwan
Ying-Chieh Liao, National Taiwan Normal University, Taiwan
*Corresponding Author

Abstract

Mirror Neuron is mainly used for explaining the observation and execution of actions. Cheng (2008) found that there’s mirror neuron activation in patients with autism. The aim of this research is to discuss whether mirror activation differs between genders of special education students. This research target of this study is special education students, six males and four females. Every student possesses basic communication skills and is able to conduct simple conversation. This research employs case study, observation method and teaching intervention to integrate body motion into the learning process. In physical education classes, students are taught with forehand badminton shot motion and mirror neuron theory. Shot accuracy and motion learning analysis are conducted to assess differences. Results indicated that after receiving mirror neuron theory tutorials, boys improved significantly on shot accuracy and motion learning, but only one girl improved on both shot accuracy and motion learning. Though the other three female students’ motion learning improved, their form of swing is incorrect and the shot accuracy is poor. In conclusion, Moir and Jessel (1993) mentioned in a book discussing gender differences that, all boys from age six to nineteen are better than girls from age six to nineteen at accurately moving light spots and hitting a moving target. Special education students are no exception. Although girls are not as good as boys at shot accuracy and motion learning, mirror neuron helps improve learning motives. Special education students have different sensory integration than ordinary students. Learning results could be improved if mirror neuron theory could be added to the motion skill integration process, activating the F5 region of the brain responsible for arm motion.

Keywords: Special education students, Motion learning, Mirror neurons.
Student Union Learning Activities Impact to New Undergraduate Student

*Bintang Gumilang, Universitas Airlangga, Indonesia
Juwita Raudlatul Salsabil, Universitas Airlangga, Indonesia
*Corresponding Author

Abstract

Change of student status from high school to undergraduate student college needs enough adaptations. In Indonesia which is most of the new undergraduate student are moved to city. This study aimed to investigate the impact of student union learning activities with student performance in order to provide basic learning about public health. It was conducted by reviewing documentation of the results of learning activities of student union for descriptive study. A cross sectional study was conducted to 127 students between 2013 and 2016 academic year in both gender. The obtained data were analyzed by appropriate inferential statistical methods. This study showed that the learning activities for new undergraduate students held by student union were various in education, training, and community service activities. Educational activities consisted of campus introduction, introduction of public health, how to study in an effective way, and post graduate life. Training activities consisted of outbound, mental-emotional training, and habituation in spiritual life. Community service activities consisted of social analysis and social services to rural areas. The result of the analytical study showed that the majority of participants were females (85.8%) between 18 and 22 years old. The significant associated factors with student performance were educational activity (p=0.001) and training activity (p=0.001). Activity of community service showed no significant relationship with performance student. The involvement of student union was considered important on the basic of public health learning especially by educational activity and training activity.

Keywords: Learning activity, Performance student, Student union, Undergraduate.
The Impact of Language on Creative Expression and Cross-Cultural Sensitivity: Language as a Means of Communication

Chanchal Singh, Shantou University, China
*Sohani Gandhioke, Shantou University, China
*Corresponding Author

Abstract
The research aims to stimulate communication through creative expression, thereby leading to critical thinking and enhancing the innovative learning process of language acquisition.

The study explores the influence of culture while communicating within an international community to create autonomous critical thinkers.

The research explores the potential development of interest in intercultural communication attitudes, cross-cultural sensitivity and intercultural awareness, and its ultimate influence on social communication.

Based on research conducted on 107 case studies of Chinese, Thai, Moroccan, Polish, Japanese and Indian origin, in a university in China, the importance of sensitivity towards the use of language and cross-cultural curiosity was generated.

The assessment was based on interaction attentiveness, peer assessment, self-monitoring and language sensitivity. The test results showed that besides these, many other co-related aspects existed. For instance, an individual’s self esteem, attitude towards the communication process, willingness to communicate and acceptability in the communication arena.

Of the 107 participants, high scoring individuals showed high cultural sensitivity, proving that acquisition of language skills could not be done in isolation and needed social studies for appreciating language as a means of communication.

The result showed the case studies expressing an ardent desire to overcome the existing cultural divides.

Keywords: Critical thinking skills, Social communication skills, Technology, Cross-cultural-sensitivity, Creativity.
Motivation in Classroom

*Erhan Eroğlu, Anadolu University, Turkey

*Corresponding Author

Abstract

The study aims to tell the teachers that even with the best materials and methods, teaching does not go in its track without the key element, motivation. It is not a lapse to claim that people get the best out of themselves when they are eager to do the job. The source of motivation is mostly different for the learners than those what the educators think. They might try hard to strengthen the motivation in their classrooms, however, most of the times their efforts collapse without communicating with the students on the matter as they assume that all the learners are motivated by the same/similar factors. This study aims to find out the learners’ motivation reasons. To achieve that students have been asked about the factors which are crucial to make them motivated to learn and be engaged in the learning settings. The results show that the learners are dealing with lots of other details than the educators might list and they state that in the absence of those factors they take a dislike to be attentive in the classroom.

Keywords: Communication, Interaction, Learning, Motivation, Teaching.
Teacher being part of a dynamic and engaging curriculum

*Clarence Wang, University of Hong Kong, Hong Kong
*Corresponding Author

Abstract

Teachers with a linguistics or applied linguistics background very likely find teaching an English-for-Specific-Purposes (ESP) course to students of other disciplines, for example, medicine, law and business, challenging. This is the case in an English language centre in an English-medium university in Hong Kong. Yet, with teacher learning and reflection, teachers of the centre have enacted this role very well with good to excellent student evaluation of the courses. This paper will report on how one teacher in the centre uses his knowledge in linguistics, in particular the Cooperative Principle in Pragmatics, in the teaching of an English for Law course with a huge success. The success of the course strongly suggests that teachers’ expertise and their living experiences can contribute greatly to a dynamic and engaging curriculum of an ESP course, which is largely applicable to English language teaching in general. This study has important implications for the training and development of English language teachers.

Keywords: ESP, Effective teachers, Teacher development.
Writing in Science: A Closer Look at Chemistry and Biology
Students' Literacy Practices and Needs

*Chan Man, Hong Kong Polytechnic University, Hong Kong

*Corresponding Author

Abstract
Making second language students aware of the differences in the genres of various disciplines can be a challenge for language and content teachers. The value of writing support in the discipline as a pedagogy has therefore been increasingly recognized in tertiary institutions in Hong Kong. With the support of the UGC (University Grants Commissions) fund, an inter-institutional research project ‘Literacy In the Disciplines’ has been undertaken to examine the provision of English literacy across three broad disciplines in Hong Kong tertiary education, namely Science, Social Science and Engineering in the participating institutions - The Hong Kong Polytechnic University, City University of Hong Kong, and Hong Kong Baptist University. The deliverables consist of a comprehensive support system to establish a stimulating learning environment for students to become conversant with disciplinary genres and relevant linguistic resources suitable in a second language learning environment.
In this session, the presenter, who was involved in the ‘Literacy in the Disciplines’ project, will present the major findings on the writing needs and practices of Hong Kong undergraduates in the discipline of Science, focusing on two common genres – laboratory reports and short answers. She will also share her experience on developing the online language support materials, which includes genre-based writing guides and tools, as well as interactive language activities to help Chemistry and Biology students practice relevant literacy skills.

Keywords: Literacy in the discipline, Science, Online writing support, E-learning.

Speaker
Ms. CHAN Man is a Language Instructor at the English Language Centre of the Hong Kong Polytechnic University. She was involved in the UGC funded project ‘Literacy in the Disciplines’, researching and supporting undergraduates’ writing practices in the discipline of Science. Her professional interests include Hong Kong English and cross-cultural communication.
A “Teach-as-you-go” approach as an alternative to developing an academic English course for senior university students

*Joanna Lee, University of Hong Kong, Hong Kong
Parco Wong, University of Hong Kong, Hong Kong
*Corresponding Author

Abstract

‘Dissertation writing for social sciences’ is a course firstly launched in 2014 for senior undergraduate students of the University of Hong Kong who intend to write a dissertation in their final year. The aim of the course is to enhance students’ advanced academic literacy through engaging them in an authentic research journey. It incorporates an exploratory approach that simulates the research process, featuring the identification of research topics, transformation from topics to researchable questions or hypotheses, data analysis and the final write-up of research findings.

One major challenge faced by course developers who are also teachers of the course is students’ reservations about the relevance of teaching materials to their disciplinary writing needs. In response to this concern, the present study illustrates how we identify the specific problems of students at the initial stage of writing, and tailor learning materials according to their needs throughout the course.

Findings of this study will also focus on students’ perceptions of the relevance and usefulness of the course to their disciplinary writing requirements. How students have tackled their writing problems according to teachers’ input will also be examined through a myriad of sources including analysis of their writing drafts and final written outcomes, post-course questionnaires, and focus group interviews. We hope the study will shed light on the possibility of introducing a flexible approach to teaching senior students who have already acquired a high degree of competence in academic writing.

Keywords: Academic literacy, Authentic research journey, Exploratory approach, Disciplinary writing.
Being a foreign student in Mongolia: a phenomenological study of a Chinese student

*Zoljargal, Dembereldorj, National University of Mongolia, Mongolia
Odontuya, Luvsanbaldan, National University of Mongolia, Mongolia
*Corresponding Author

Abstract

Previous studies have exhaustively researched international students in traditional distances such as the USA, Europe and some Asian countries such as Japan and Korea. However, little is known on international student’s experience in Mongolia in an academic literature. The study attempted to explore an international student’s experience in Mongolia from a sociocultural perspective. The researcher randomly selected one Chinese female student to understand how a foreign student interacted with her new sociocultural environment, that is, Mongolian social and academic context. Sociocultural perspective views that society and culture shapes an individual and plays an important role for the individual development. Based on this assumption, the researcher also attempts to illuminate how Mongolia society, culture and language shape the student’s experience and personal development. To pursue an in-depth understanding of above questions, the study employed a phenomenological methodological approach. The researcher conducted an in-depth interview for 2 hours and met her several times for clarity and more information. Moreover, the student shared some of her personal diary notes throughout her study period in Mongolia. She has been studying in one of the Mongolian prestigious universities for 4 years. The findings are categorized according to the themes: grammar of Mongolian language, first year as a foundation, exotic nature of Mongolia, frustration of miscommunication, psychological changes, university with no campus, differences of food culture, and language as a door to sociocultural communication.

Keywords: Phenomenology, International students, Chinese student, Sociocultural perspective, Mongolia.
The Value and Orientation of Males Entering the Department of Early Childhood Care and Education in College

*Yangting Huang, Kun Shan University, Taiwan  
*Corresponding Author

Abstract

For a long time, early childhood care has been stereotyped as a field exclusively for women. However, with the growing awareness of gender equality and multicultural trends, more and more male college students under Taiwan’s education system have chosen to study early childhood care, giving them a new identity distinguished from their traditionally recognized role. The purpose of this study is to explore the professional growth in early childhood care and the course of learning seen in male students from the Department of Early Childhood Care and Education, gain an insight into their career choice and early childhood care learning and implementation experiences through narratives, explore how male caregivers construct their career and build their professional early childhood care knowledge while engaging in learning and work in a kindergarten typically known to be the workplace for women, and how their interactive experience of self-recognition and kindergarten cultural narrative throughout the course of learning manifest their choice and vision realized. The qualitative narrative research approach was adopted. Through in-depth interviews with five males enrolled in the Department of Early Childhood Care and Education, “overall content” and “category content” were applied in textual analysis, attempting to present their subjective life experiences throughout their early childhood care learning career. With their self-narrated experiences and stories as the text, the connotation and significance of their professional growth and the course of learning were analyzed.

Research results show that compared to women, male college students less deservedly choose to study in the Department of Early Childhood Care and Education. Most males who enter the department are driven by an exceptionally keen interest in this line of work. Factors affecting male college students’ choice to engage in early childhood care learning include: 1. They have a fondness for children and an interest in early childhood education; 2. They are more comfortable interacting with children; 3. Their entry into the field is bound by the framework of the school entrance examination system; 4. Their choice is based on the support and expectations of their family; 5. They have a need to seek inner growth and work value. In addition, it was also found that the male gender has its limitation in the kindergarten workplace, thus resulting in individual differences in conflicting situations. Since male teachers are regarded as “capable ones”, their masculine qualities show diversity. Hence, most men choose to work as administrators and fitness teachers. Although men comprise the minority in the workplace, they are likely to develop a professional identity from their expectations for career pursuit, thus ensuring continuity in early childhood care. The subjective experiences presented by the male college students enrolled in the Department of Early Childhood Care and
Education are expected to provide a whole new view on professional male caregiver labor, leading to the creation of a gender-friendly work culture and environment. Finally, the result-based recommendations proposed shall serve as a reference for future counseling and education related practical work.

Keywords: Males, Department of early childhood care and education, College.
Drones and undergraduate students, a viable relationship?

*Alexandre Nobajas, Keele University, United Kingdom

*Corresponding Author

Abstract

Unmanned Aerial Vehicles (UAVs), also known as drones, have become increasingly popular and feature regularly on the news, both for positive and negative reasons. However controversial, their use has proven to be successful in a myriad of applications which go from disaster management to agricultural surveying. Nonetheless, due to a lack of courses offering UAV training there is a current shortage of professionals capable of performing missions with UAVs satisfactorily. Because of different international regulations regarding the use of drones, UAV pilots have diverse ways of learning how to fly, from sessions delivered by retailers to professional training which can lead to an official certification recognised by aviation authorities. However, traditional education providers, such as universities or secondary schools are being generally slow when it comes to introducing UAV as part of their curricula due to a variety of reasons. The first one is the lack of expertise by instructors, but as time goes by and UAVs become increasingly used for research purposes and interest in their capabilities grows, this should be less of an issue. The second reason is that UAVs can be quite expensive, so not all institutions have the financial capacity to purchase them or replace them often if they crash. Finally, and perhaps most important, is that drones can be a dangerous piece of equipment, and can pose a threat both to property and people. Therefore, if UAV technology is to be taught to students who may not have previous experience, new pedagogic methods need to be sought which minimise the intrinsic challenges of dealing with drones.

In this paper, a method developed to mitigate the inherent risk of using UAVs while allowing students to practice and learn with them is explained. By using a cohort of last year undergraduate Geography students as a pilot, a series of sessions were designed and delivered with encouraging results. The experience consisted of a mix of theory, practice and formative assessments which when combined allowed students to gain the necessary experience to become confident when it comes to dealing with UAVs. Students were initially informed in a lecture about the history, legislation and technical details of UAV practice, which allowed them to gain a theoretical knowledge which could be then applied to the practical sessions. Once the theory had been covered, students attended an outdoor demonstration which showcased several different types of UAVs in action, allowed them to see what had been explained during the practical session and gave them an idea of how a UAV should be piloted. Once the basic training had been completed, each student was given a very small and light drone for a week with the objective of taking an aerial photograph. The reason why such nimble devices were used was to reduce as much as possible the chances of damaging property or injuring people, as by being very light they are safer. However, the provided UAVs are an excellent learning platform, as they are cheap, so if they break or get lost is not a big financial issue, and they are controlled in a very similar way to other more expensive
drones, an excellent training platform. Students also were asked to design a flight path which was then performed by an autonomous UAV, so they had the chance of learning how UAVs can be used to gather and process scientific data.

After all the training, students were asked to provide three outputs which were assessed formatively by providing group feedback. They provided an aerial photograph from their practice drone, a flight path and as part of a group activity they generated a map from aerial imagery. All the activities were highly regarded by students, who commented on how much they enjoyed the experience and how much they had learnt. They felt confident they could fly a UAV safely and that if the opportunity arrived they would be interested in working with UAVs in the future, so the experience can be considered a success. Regarding the UAV loss and damage risk, only one out of 40 students managed to stuck the drone up a tree and no other incidents were reported, which means that the activity is not as risky as one could initially expect. Therefore, it can be concluded that UAV training can be introduced as part of the undergraduate curriculum at a low cost and without major safety concerns if well thought methods are used.

**Keywords:** UAV, Drone, Remote sensing, Undergraduate students, Higher education.
Predictors and effects of grade repetition in Spain

Álvaro Choi, University of Barcelona, Spain
María Gil, Universitaria de Cantoblanco, Spain
*Mauro Mediavilla, University of Valencia, Spain
Javier Valbuena
*Corresponding Author

Abstract

About a third of Spanish students will have repeated at least one school year by the time they reach 16. However, the literature analysing grade repetition stresses the need to substitute retention with alternative measures, as any positive outcomes of the policy appear to be outweighed by its negative effects. It is claimed that alternative policies should seek to provide individualised treatment and ensure early intervention. While there is empirical evidence in support of the benefits of the former, there is little for the latter, given the non-existence of longitudinal data for Spanish students. Here, we fill this gap by combining data from two international assessments in which Spain participated – PIRLS 2006 and PISA 2012. In this way, we are able to follow a cohort of students and to control for their previous performance. We identify the profile of students who a) are at greatest risk of grade retention and b) are most negatively affected by the policy. Our results confirm the importance of early intervention and the need to rethink grade repetition as a one-size-fits-all policy.

Keywords: Grade retention, Academic achievement, Reverse causality, PISA, PIRLS, Pseudo-panel.
Teaching English Creative Writing Skills to Non-English Students

*Jessica Seymour, HU University of Applied Sciences, Netherlands
*Corresponding Author

Abstract

The purpose of this paper is to explore strategies for teaching creative writing in English to non-English speakers in a college/university setting. English is a dynamic language and there is a significant difference between using it in practice for communication and using it to engage a reader in a creative narrative. Because non-English speakers are still learning the nuances and connotations of the language, different approaches are required when teaching them storytelling strategies than with native English speakers. These strategies include placing greater emphasis on the macro storytelling approaches of narrative, such as showing vs telling, pushing the narrative purpose, and characterisation, as well as the micro-strategy of drilling students in grammatical accuracy.

Keywords: ESL, Creative writing, Pedagogy, Teaching strategies, Narrative skills.
Using “Presentations” in EFL and ESL classes to promote speaking skills

*Hale Canoruç, Anadolu University, Turkey

*Corresponding Author

Abstract

Speaking is one of the most significant parts of second language learning and teaching. Students’ communicative skills should be improved to enable them to express themselves in communicative platforms where they can exhibit their oral performance skills. My research study aims at testing the effectiveness of using presentation skills in EFL and ESL classes. The study was applied on students studying at the School of Foreign Languages, Anadolu University. Initially, a presentation topic was given to a class of 12 students. The students were divided into groups of four. 20 minutes limit was set to provide them time to brainstorm and get prepared to their presentations. After that, the members of each group presented their performance respectively. Then, the groups exchanged questions, and the students answered them spontaneously. The instructor provided feedback to each student in the groups. Following the feedback session, a questionnaire was given to the students to assess their feelings about the group work, the problems they faced, their views about the task and their willingness to do such activities in the class. It has been found that the students are comfortable with group work activities, and using presentation activities is highly beneficial for them. The students also mentioned that they think they can communicate better in the future thanks to presentation activities performed in EFL and ESL classes.

Keywords: Presentation, Communicative skills, Oral performance, Presentation activities.
Motivating Students to Learn Using Virtual Reality – A case study of Engineering Students in Hong Kong Vocational Education Institute

*Blanche, Wing-Kei Cheung, Vocational Training Council, Hong Kong
Eddie, Hon-Chung Yu, Vocational Training Council, Hong Kong
Siu-Chung Wan, Vocational Training Council, Hong Kong
*Corresponding Author

Abstract
For decades, technology has been used in education to increase students’ engagement in the classroom and their motivation in learning. Contextual learning, which emphasizes knowledge transfer, is especially important in vocational education as students should be able to transfer what they have learned in class to real workplace. It is also said that the more realistic the learning environment, the more engaged the students will be. The purpose of this project is to investigate how virtual reality can enhance students’ learning motivation. Two teachers in a vocational institute in Hong Kong created a virtual workplace to students and the concept of work safety was introduced there. After the lessons, comments from the teachers and students were collected to reflect the level of learning motivation.

Keywords: Virtual reality, Vocational education, Technology in education.

1. Main Description of the Research
Work safety is undoubtedly the most important topic in vocational education. However, students often lose interest in this as they usually learned this topic by reading texts, looking at pictures or watching videos. It is difficult for them to relate what they learned in the classroom to the real workplace.

In view of this, two teachers of Mechanical Engineering in a vocational institute in Hong Kong designed a virtual workplace to students, hoping to increase students’ learning motivation level by creating this ‘context’ to students to apply what they have learned.

2. Method
The teachers designed the learning tasks for the first year Mechanical Engineering students of Diploma in Vocational Education. Students, aged 17-19, have just opted for the vocational education stream. It is believed that they had never had any learning experience in virtual reality.
At the end of the lessons, students should be able to identify the safety hazard in the workplace and propose remedial measures of manual lifting and slip and trip.

There are around 40 participants in this project and around 20 students in a class. They are divided into groups of 4 to 5 in the beginning. They will enter the virtual workplace group by group for about 5-8 minutes and locate any possible danger. Depending on the time allowed, they may re-enter the virtual workplace. After this activity, teachers will guide the students to provide suggestions on preventive measures. The whole activity will last about an hour.

3. **Analyses of Data**

After the lesson, all students are required to complete a set of questionnaire to collect the initial comments on their engagement level of the lesson conducted in the virtual workplace. One student from each group will be selected to join the focus group interview so that qualitative data can be collected. Comments from teachers are also collected to triangulate the results.

4. **Conclusions and Recommendation**

Comments from students and teachers will provide insight to designing learning activities which can motivate students to learn in the VR environment.
Instructional Planning for Learning with Immersive Virtual Reality

*Joanne, Yin-Fong Tse, Vocational Training Council, Hong Kong
Eddie, Hon-Chung, Yu, Vocational Training Council, Hong Kong
Siu-Chung, Wan, Pro-Act Training and Development Centre (Mechanical), Hong Kong

*Corresponding Author

Abstract

This study attempts to capture the experience teachers learnt in using an immersive virtual reality (VR) system known as the Cave Automatic Virtual Environment (CAVE) to facilitate students’ learning. In this study, the development and facilitation of the learning and teaching activities, in particular the pedagogical strategies that make use of the immersive VR environment, are analysed using the Technological Pedagogical Content Knowledge (TPACK) framework and the specialised knowledge and skills teachers need to create effective VR learning experience are explored. The roles of frontline teachers and supporting professionals in the implementation of technology enhanced learning, and the possible direction of teacher development are also discussed.

Keywords: Virtual reality, Technology enhanced learning, TPACK, Instructional planning, Pedagogy.
Effects of AES-based Self-revision on Lexical Richness in EFL Writing

*Xiaoping Liu, Northeast Normal University, China
*Corresponding Author

Abstract

This study explores whether AES-based (automatic essay scoring) self-revision will contribute to lexical richness of EFL students’ writing by comparing the lexical variety and lexical sophistication of the first drafts and the final drafts. The study was conducted in two non-English major classes of sophomores at Northeast Normal University in China. 75 students with different academic background participated in the online writing experiment. They were allowed to write a composition on “pigai.org”, which is an online automatic essay scoring system widely used in China, and make unlimited revisions according to the feedback given by the system until they got a satisfied score. Then the lexical variety and sophistication of their first and final drafts was analyzed respectively by AntWordProfiler and the differences in them between the two drafts were compared in SPSS. It was found that AES-based self-revision contributes little to lexical richness of EFL students’ composition although the scores were much higher. Most revisions were made in spelling and grammar and little in wording or collocation. The results of the study indicate that “pigai.org” should make modifications on lexical aspect so as to have students acquire the exact meaning and usage of words. In addition, the students should be instructed the strategies on how to make full use of AES system feedback and other online learning resources.

Keywords: AES system, Self-revision, Lexical variety, Lexical sophistication.
The Comparison of Turkish EFL Teacher and Student Beliefs about Language Learning

*Fatma Serdaroglu, Anadolu University, Turkey

*Corresponding Author

Abstract

This study compares the beliefs of EFL teachers and students at Anadolu University School of Foreign Languages, Turkey. The study aims to see how beliefs of teachers and students about language learning differ and how this affects the way teachers teach and students learn a language. Subjects for the study are 50 teachers and 110 students. The data was collected using Elaine K. Horwitz’s BALLI (Beliefs About Language Learning Inventory) and the teacher version of it. The data was analyzed according to BALLI categories of ‘foreign language aptitude’, ‘the difficulty of language learning’, ‘the nature of language learning’, ‘appropriate language learning strategies’, ‘learning and communication strategies’, and ‘motivation and expectations’. The results were evaluated considering both teacher beliefs’ effect on teaching and learner beliefs’ effect on achievement. The findings are expected to show a relation between EFL student and teacher beliefs.

Keywords: EFL teacher belief, EFL learner belief, BALLI, Motivation, Learning strategies.
Alternative Path to Learn Geometry for Indigenous Students

*Ru-Fen Yao, Chia-Yi University, Taiwan
*Corresponding Author

Abstract

In Taiwan, many studies have pointed out that the mathematics achievement of indigenous students were lower than the one of the Hans. In fact, the indigenous people in Taiwan have their specialty different from the one of Han culture. Many advanced countries around the world have embarked on the studies of improvement for indigenous mathematics education based on the culture and local knowledge. The main purpose of this one-year case study was to create an alternative path to learn mathematics for indigenous students through a culture and story-based mathematics remedial instructional module. The researcher entered an indigenous tribe in Ali mountain, Lai-Gee, and took the "culture and story-based mathematics remedial instructional module" as the path to help indigenous students learn geometry. The geometry topics were focus on perimeter and area in elementary school math. Through analysis of observation, interview, and related documents, the findings indicated that the indigenous students’ concepts about perimeter and area were clearer, and their geometry achievements were getting better. And the students in the Lai-Gee tribe understood geometry could be useful and beautiful, and learning geometry could be fun. They enjoyed these geometry learning activities provided by the researcher very much, and were interested in learning geometry.

Keywords: Culture, Geometry, Indigenous students, Remedial instruction.
A Case Study on Game-based Learning: Integrating between Knowledge Construction, Values, and Pleasure

*Dorit Alt, Kinneret College on the Sea of Galilee, Israel
Nirit Raichel, Kinneret College on the Sea of Galilee, Israel
*Corresponding Author

Abstract

This study used an online system that offers a learning environment that links elements of gamification to peer- and problem- based learning. The system allows creating learning communities that share informed ideas to solve contemporary authentic problems related to the discipline being taught. The purpose of the study was to examine the application of game-based learning environment in higher education, and to ascertain the challenges and opportunities this application offers by the reports of focus groups and data gathered in participant observations during a learning session in one of the peripheral colleges in Israel. The analysis of the material collected showed several advantages of the game-based learning, accompanied by difficulties and challenges in its implementation. The uniqueness of the suggested environment is that it allows teachers and students to turn learning materials into interactive role-plays, and perceives teachers and students as experts. Both initiate, plan and create a lesson that encourages self-regulated learning, critical thinking, and discussions. A key challenge in the game-based learning implementation was related to the variety of needs within the heterogeneous class investigated in this study.

Keywords: Gamification, Peer-learning, Problem-based learning.
Case-based Learning in a Halliwick Method Training Course

*Nir Alt, Buot Centre for Hydrotherapy Swimming and Professional Training, Israel
Dorit Alt, Kinneret College on the Sea of Galilee, Israel
Merav Hadar-Frumer, Beit Issie Shapiro Hydrotherapy Center, Israel

*Corresponding Author

Abstract

Case-based Learning (CBL) is a pedagogy that uses case studies or case reports that have been written for teaching purposes. Case studies are written summaries or syntheses of real-life cases that require students to tease out the key issues involved and to identify appropriate strategies for the resolution of the 'case'. In this study, CBL was applied in a Halliwick method professional training course, including 50 hydrotherapy students. Halliwick method is an approach to teaching all people, in particular focusing on those with physical and/or learning difficulties, to participate in water activities, to move independently in water, and to swim. Qualitative data were gathered from the students regarding the CBL implementation and their experience with self- and peer-assessment. Findings showed that the CBL method created motivation for learning among the students, served as powerful antidote to overgeneralization of principles, and the instructional materials formed effective communities of discourse. Limitations and directions for future studies will be discussed.

Keywords: Case-based learning, Peer assessment, Self assessment.
Second Language Group Discussion Participation: A Closer Examination of ‘Barriers’ and ‘Boosts’

*Robert Stroud, Hosei University, Japan

*Corresponding Author

Abstract

Levels of learner oral participation within classroom discussions have been examined within second language research in recent years, with the belief that maximizing oral production of speech can improve use of the L2. Persistent discussion silence among East Asian learners is often attributed to issues such as learners being culturally bound or too shy to share opinions. Such research lacks learner self-reported data on specific reasons for such silence, as well as practical recommendations for instructors struggling with such non-participation within classroom environments. Thus, this study examined the root causes of silence, according to students themselves, and summarizes steps necessary for boosting the participation of discussion group members. Extensive interview data from six instructors of English within a university in Japan and survey data from 131 of their Japanese learners was collected and analyzed. 14 identified 'barriers' and 15 potential 'boosts' to learner oral participation were identified and categorized under 1) task design, 2) group set-up and 3) instructor actions. This paper concludes with recommended actions for instructors to nurture oral participation within classroom group discussions.

Keywords: Participation, Motivation, Engagement, Discussion, Task.
**Question Papers, Assessment Tools and English Language Testing In India**

*Sathyaraj Venkatesan, National Institute of Technology, India

*Corresponding Author

**Abstract**

In recent years, the question papers and assessment tools adopted by the universities are not reliable indicators of broad cognitive skills of students. This is further corroborated by the number of external agencies and corporate bodies that administer language related aptitude tests to assess the language proficiency of students. For instance, in India NASSCOM conducts NAC - NASSCOM Assessment of Competence to assess both spoken/written English at a native-like pace on everyday topics. How are we as English teachers to interpret such changes in testing culture? What are the major lacunas in question papers set by the universities today? Are testing practices in Indian universities redundant? If so, what corrective measures should we adopt? What would constitute "ideal" testing? In order to understand these key issues, the present paper will address some fundamental questions: What is testing? Is there any relationship between testing, syllabus and course objective? Among other issues, the paper will also attempt to unravel some of the key philosophical issues that face the language-testing. The discussion will be embedded in a narrative that relates language assessment and testing with specific reference to NIT Trichy where I teach.

**Keywords:** Question paper, Assessment methods, Testing, English language, India.
Incidental Acquisition of Vocabulary by Reading

*R. Joseph Ponniah, National Institute of Technology, India
*Corresponding Author

Abstract
The study examines the robustness of incidental acquisition of vocabulary by reading with adult ESL students of an Engineering college in India. The students who devoted their time to reading outperformed the subjects who did decontextualized learning of words using dictionary. The results of the study confirms that the subjects were able to use the subconsciously acquired words in sentences indicating they have also acquired grammar of the words in addition to the acquisition of the meaning of words. In fact, incidental acquisition of vocabulary by reading is more pleasurable than learning words in isolation. Moreover, the subjects of the control group experienced difficulty in retaining consciously learned words in isolation using dictionary.

Keywords: Incidental acquisition, Reading, Vocabulary.
How reflective are we in the postmethod era? : EFL teachers’ perceptions of reflective practice

*İpek Dağkıran, Anadolu University, Turkey
*Corresponding Author

Abstract

The postmethod pedagogy argues that traditional methods have limiting and limited effects on both language learners and teachers (Kumaravadivelu, 2006). In this sense, postmethod pedagogy values teachers’ decisions during teaching and highlights the importance of actual practices of teachers. One of the overarching features of postmethod pedagogy is that it highly emphasizes the role of the teachers as decision-makers. In that sense, teacher reflection is seen as a major component as teachers with the help of self-observation, self-analysis and self-evaluation can shape and reshape classroom learning and teaching (Kumaravadivelu, 1994). Akbari (2007) claims that one of the consequences of the postmethod era can be regarded as the rise of reflective practice in language teaching. In this sense, a reflective teacher is defined as a critical examiner of classroom practices who comes up with different ideas to enhance students’ learning and be able to put these ideas into practice (Akbari et al., 2010). This study aims to focus on EFL teachers’ reflective practices. The data were collected in Turkey via a nation-wide online survey consisting of a questionnaire focusing on reflective practice. The data gathered via this survey were analyzed to see how teachers could perceive and prefer applying their reflective practices.

Keywords: Postmethod pedagogy, Teacher reflection, Reflective practice.
Heritage Education and Public Participation in Conserving Cultural Heritage in Hong Kong

*Lau, Leung Kwok Prudence, Education University of Hong Kong, Hong Kong
*Corresponding Author

Abstract

It is not uncommon for historic buildings to be faced with threats of demolition under the premise of urban development in Hong Kong. The lack of heritage education and weak governmental policies result in much controversy in local cultural heritage. Using the case of the recent State Theatre incident as an example, its temporary success and having escaped the pressure by urban developers to demolish the building is fortunately due to public participation as well as public heritage education by NGOs. Built in 1952, such ‘modernist’ architecture are often neglected by the government and heritage authorities, revealing problems of the heritage policy and the procedures executed by administrative bodies. Based on in-depth interviews with non-governmental organizations (NGOs) and conservationists, and comparing cultural heritage policies in Hong Kong with other areas in the world, this paper urges the need to review the public policy in conserving historic buildings and to implement a stronger heritage education and heritage policy. This paper also uses organisations such as ‘Walk in Hong Kong’ as an example to illustrate the educational work by NGOs being undertaken as part of cultural heritage conservation in Hong Kong.

Keywords: Heritage education, Public participation, Cultural heritage conservation, Heritage policy, NGOs.
Inventory of Ikan Larangan: Local Wisdom from West Sumatra Supporting Contextual Science Learning in Indonesia

*Aldeva Ilhami, Indonesia University of Education, Indonesia
Riandi, Indonesia University of Education, Indonesia

*Corresponding Author

Abstract

Local wisdom is a tradition maintained by local society for the next generation. Indonesia has a wide variety of tradition and culture that can be found in each province. *Ikan larangan* is a term of local wisdom from West Sumatera province which is defined as a part of the river where people are forbidden to fishing indiscriminately. *Ikan Larangan* existence is located not only in West Sumatra but also it is spread in other provinces with the different name. The aim of this research was to determine the distribution of *Ikan larangan*’s location in West Sumatra and to analyse the conservation value that can be beneficial to science. The data were obtained through the online survey involving 86 West Sumatra residents, interview with the head of society who knew about their local wisdom, observation and documentation. The result showed that 84% districts in West Sumatera still preserve the local wisdom and the rules in managing of *Ikan Larangan* have conservation values. Based on the result, the science teachers are able to obtain the benefit by utilizing the local wisdom in the learning process to support scientific and environmental literacy among the students.

Keywords: Local wisdom, *Ikan larangan*, Science learning.
Motivation and Attitudes of Turkish Undergraduate EFL Students Towards Learning English

*Omur Belce, Anadolu University, Turkey

*Corresponding Author

Abstract

This study investigates the motivation orientations of Turkish university students at the English preparatory programs of a state university and their attitudes towards learning English. In this study, a group of 100 EFL students were surveyed using Gardner’s Attitude/Motivation Test Battery (AMTB). To analyze the data, SPSS was used and the descriptive analysis of the survey was made. The results were evaluated within the Turkish context of the university and students. The findings are expected to show a link between different aspects of motivation and English language learning attitudes. Potentially, all EFL teachers and learners can benefit from the findings of the study.

Keywords: Learning motivation, Learning attitudes, AMTB, Instrumental, Integrative.
Identifying Multiculturalism Value on Indonesia History Textbooks for Curriculum 2013

*Uun Lionar, Indonesia University of Education, Indonesia

*Corresponding Author

Abstract

Indonesia is a multicultural nation which is contained of several ethnic, tribe, religion, and cultural elements that spread out in many islands. To prevent that variety becoming disintegration threat for nation, conceptualized strategy is needed through several life aspects. In term of educational aspect, multicultural concept can be internalized through teaching material that is offered on textbook. Basically, history textbook is created by government of Republic of Indonesia in order to communicate value message that is relevant with national ideology, Pancasila (five fundamental principles). One of those values is multiculturalism. By this research, the writer analyze Indonesia history textbook for tenth grade during first semester based on curriculum 2013, by identifying multicultural value that contains in it. This book contains of two chapters, the first chapter contains of material that discuss about initial era movement in Indonesia, and the second chapter discuss about trading, ruler, and poet in classic era (Hindu-Buddha).

This research uses qualitative research approach by using syntagmatic discourse analysis method with constructivism paradigm, it is kind of research method that attempts to find out many facts behind a text including ideological and political element. The usage of constructivism paradigm is also to find something that becomes feeling or willingness of the writer.

According to analysis that has been conducted, the writer finds many paragraphs which is implicitly contain of multicultural value. That value is delivered through several examples of historical event. Therefore, the writer can conclude if on the Indonesia History textbook for curriculum 2013 contain of multiculturalism value. Even it is not delivered explicitly, that must be underlined again by teacher during teaching process.

Keywords: Multiculturalism, Historical learning, Textbook, Curriculum 2013.
Assessment and Accreditation of Higher Education Institutions in India

*Kamlesh Bhatt, Hem.North Gujarat University, India
Manish Raval, Hem.North Gujarat University, India
*Corresponding Author

Abstract
After independence the University Education Commission was set up in 1948 under the Chairmanship of Dr. S Radhakrishnan “to report on Indian university education and to suggest improvements and extensions that might be desirable to suit the present and future needs and aspirations of the country”. It recommended that University Grants Committee be reconstituted on the general model of University Grants Commission of the United Kingdom with a full-time chairman and other members to be appointed from amongst educationists of repute. In 1952 the University Grants Commission (UGC) was formally inaugurated by late Shri Abul Kalam Azad, then Minister of Education, Natural Resources and Scientific Research on 28th December, 1953. However, a statutory body of the UGC was formally established in November, 1956 through an Act of Parliament for the Co-ordination, determination and maintenance of standards of university education in India. National Assessment and Accreditation Council (NAAC) was established by the UGC in September, 1994 at Bangalore for evaluating the performance of the universities and colleges in the country. NAAC’s mandate includes task of performance evaluation, assessment and accreditation of universities and colleges in the country. Accreditation facilitates institution to know its strength, weaknesses, and opportunities through an informed review process. The universities-Central, Private, State, Deemed-to-be and Institutions of National Importance and Colleges or institutions affiliated to, or constituent of, or recognized by university, including autonomous colleges are eligible for the process of Assessment and Accreditation of NAAC. The process for assessment and accreditation broadly consists of preparation of Self-Study Report (SSR), submission of Letter of Intent (LOI), submission of institutional eligibility for quality assessment and submission of Hard Copies of SSR. The Peer-Team consisting of three persons, a chairman, member Coordinator and a member visits the institution and submits on-site visit report. NAAC has identified seven criteria to serve as the basis of its assessment procedures. The NAAC has assigned different weightages to these criteria with the total weightage of 1000. Institutions are graded under for categories viz. A, B, C and D denoting Very Good, Good, Satisfactory and Unsatisfactory levels respectively. The accreditation status is valid for five years from the date of approval by the Executive Committee of NAAC. The institutions undergo the re-accreditation process after five years.

Keywords: University Grant Commission, National assessment and accreditation council, Self-study report, Peer-team visit, Grading.
Optimizing Extracurricular Activities as Learning Process for Children with Special Needs

*Chandra Perwira Negara, Indonesia University of Education, Indonesia

*Corresponding Author

Abstract

SMP (Junior High School) Sahara Padang is a private school that was founded in 1969 with accredited status. Teachers’ approaches to teaching the students in the learning process previously were normal. It was observed that, in the interactions, there were not any significant obstacles encountered. In 2013, with the appointment of SMP Sahara as the special services school, or in this case, named after the program of anti-drop out (DO) school, then SMP Sahara were obliged to accommodate children with special needs, such as dropped out children, street children, and marginal children who tend to have difficulties in learning, weak comprehension, and poor attitude.

This study aimed to determine and describe the extracurricular optimization as a learning process for children with special needs. The theory used in this research was meaningful learning theory proposed by David P. Ausubel. This theory explains that a learning process is easier to be understood and learned by the students because teachers are able to provide convenience so that students easily associate the experience or the knowledge that already exists in his mind. In another sense that the new information submitted is able to be associated with the relevant concepts contained in a person’s cognitive structure.

The approach used in this research was a qualitative approach with the type of research method was the case study that took 35 people as the informants. Based on the findings of this research, it can be concluded that (1) the optimization of extracurricular at SMP Sahara was implemented through art, scouts, religion and sports. (2) Drum Band was extracurricular which was the most favored one, caused by the fun activities and in accordance with the needs of students who had the backgrounds as street musicians. (3) Religious education was not only optimized through extracurricular but also on teaching and learning activities related to the rules and penalties.

Keywords: Optimizing extracurricular activities, Children with special needs, Anti-drop out school.
Developing Students’ Essay Writing about Tourism Topics through Word Clustering Technique

*I Nengah Laba, International Bali Institute of Tourism, Indonesia

*Corresponding Author

Abstract

This study aims to analyze the effectiveness of developing students’ essay writing about tourism topics through word clustering technique. The subjects under study are students sitting on semester 6 at Sekolah Tinggi Pariwisata Bali International (International Bali Institute of Tourism). This classroom action research (CAR) is basically triggered by the fact that the subjects under study have still low capability in English essay writing. This study made use of pre-test or initial reflection (IR) and post-test research design using descriptive analysis. There are two cycles in this CAR and each cycle consists of four successive sessions. The IR is intended to establish the real pre-existing English essay writing capability of the subject under study. This research finding of IR shows 3.26. This figure indicates that the capability of students’ essay writing is still low. The grand mean of Cycle I and Cycle II shows the figures of 5.89 and 7.29. The difference figure of these two Cycles is 2.60 ($X_{II} – X_{I} = 7.29 – 5.89 = 2.60$). The result of data analysis of the questionnaires shows comparative percentage of 47.3 %, 40.9 %, 10.4 %, and 1.28 %. These comparative percentages show the changing behavior and motivation of the subjects under study in learning English essay writing. These research findings revealed that developing students’ essay writing about the tourism topics through word clustering technique is very effective.

Keywords: Essay writing, Effectiveness, Cycle.
Abstract
The study set out to identify governance concerns within the shared governance framework for public universities in Uganda. Content analysis was used to analyse the data. The findings reveal that the size, composition, authority and effectiveness of corporate and academic governance bodies are the key governance concerns in public universities. Another concern is the manner in which leaders at both the steering core and academic heartland assume their respective offices. These governance concerns have ramifications for the responsiveness, image and financial viability of universities, and the quality of education. Using the findings, and borrowing from the experience of advanced economies, a context-sensitive shared governance framework for public universities in Uganda that is fit for the 21st century is proposed. The framework epitomises the following attributes: retention of elements of self-governance in the governing body; stipulation of merit as a criterion for membership of the governing body; transformation of the university senate from a community of stakeholders to a community of scholars; and institutionalisation of the practice of appointing academic leaders as opposed to electing them. The proposed governance framework is hypothesised to position public universities to be able to appropriately respond to the marketised, hostile and rapidly changing external environment.

Keywords: Shared governance, Concerns, Public universities, Challenges, Transitional economies.
A survey on effective variables on career attitudes of high secondary schools students in Tehran City

*Abbas Madandar Arani, Lorestan University, Iran
Lida Kakia, Ministry of Education, Iran
*Corresponding Author

Abstract

Variety of scientific disciplines in higher education system and professions in today's society requires a wide range of future educational and career planning for the young generation. Undoubtedly, this planning requires accurate knowledge about student job attitudes on the one hand and need of society to different jobs on the other hand. Accordingly, the present study investigates the effective factors on career interest of high secondary school students in Tehran city. The population consisted of all high school students in different scientific fields. The Cluster Sampling Method was used to select 420 students from two educational districts of 6 & 14. For collection of data, the “Career Attitudes Questionnaire” was prepared by present researcher. The questionnaire has two sections i.e. personal information and information about career knowledge. The first findings of research suggest that “gender” is still a factor which has effect on career interest and attitude of students, so that the main tendency of girls is on social jobs versus of boys on exploratory careers. Other finding of study also reveals a significant difference between two groups in terms of their academic performance and its effect on career interest. The last two findings of research show that the students’ career attitudes do not necessarily follow their fathers’ present job and the of parents’ higher level of education increases students’ attitudes on exploratory and social careers.

Keywords: Career attitudes, Gender, Educational performance, Father’s educational qualification, Father career.
Contribution Extracurricular Activities Scientific Group of Youth (KIR) to learn science Results

*Ammase S. S.Pd, Indonesia University Of Education, Indonesia

*Corresponding Author

Abstract

In coaching the students in the school, especially in Indonesia. Many containers or programs that are run in order to support the educational process and then on their own initiative can enhance the capabilities, skills toward more advanced knowledge. One container is coaching students in school extracurricular activities scientific group teenagers (KIR). The activities were held in KIR extracurricular programs based on the purpose of the school curriculum. Whereas the school is located in Southeast Sulawesi province, Indonesia, It actively organizes KIR extracurricular in the school curriculum, in these extracurricular activities students can develop their talents, interests and abilities possessed, especially in science subjects. The purpose of this study is to determine the contribution of extracurricular activities Scientific Group of Youth (KIR) on learning outcomes IPA. The data obtained in this study through the documentation of the value of practical science and questionnaires in class VII and VIII are involved in this study, the results of documentation and questionnaires obtained stating that extracurricular scientific group for teenagers (KIR) to contribute to the study of students in science materials.

Keywords: Contributions extracurricular, Scientific group of youth (KIR), IPA learning outcomes.
The development, implementation, and evaluation of an online short course for post graduate dietitians on anthropometric measurements and growth monitoring in infants and children

*Elaine Mealey, London Metropolitan University, United Kingdom
Digby Warren, London Metropolitan University, United Kingdom
*Corresponding Author

Abstract

Due to limited pre-registration, paediatric dietetic teaching, post-graduation training courses, time (study leave) and funds for continual professional development many dietitians are inadequately trained to take infants and children anthropometric measurements and monitor their growth. This can result in adverse outcomes for patients with malnutrition and obesity not being identified early. A short free pilot online course for post graduate dietitians on anthropometric measurements and growth monitoring in infants and children was designed based on Conole’s (2013) 7Cs model for designing learning intervention and Biggs (1999) principles of constructive alignment. Assessment consisted of twenty-one multiple choice questions, participating in the discussion forum and a reflection activity. The course enrolled fifteen participants and ran for three weeks. Six participants (40%) had attempted assessments by the course deadline. Of these 6 participants, three (50%) had completed and passed all assessment components. Evaluation findings revealed the course yielded it desired learning outcomes with participants’ having increased knowledge and confidence on anthropometric measurements and growth monitoring in infants and children. Furthermore, reflection activities demonstrated self-reported change in dietetic practices based on course learning. The high number of non-completers of this course feedback emphasised the key issue of lack of time for professional development. Recommendations to increase update of the course include gaining professional body endorsement or including in mandatory and statutory training. Addressing technical issues raised by participants, incorporating formative assessment and assessments to be only computer marked are suggested to enhance the quality of the course and raise the uptake of this much needed learning resource.

Keywords: Online learning, Dietetics, Healthcare, Assessment.
Artefacts of Kulayskaya culture as a source of inspiration for graphic and fashion designers

*Maria Dolgikh, Tomsk State University, Russia
Igor Shchemerov, Tomsk State University, Russia
*Corresponding Author

Abstract

Proposed paper is concerned with rethinking of regional cultural heritage of Western Siberia by graphic and fashion designers. This material requires systematization, structural organization, generalization and it should be presented as a united complex of knowledge about projects created by young designers in Tomsk State University. Paper is aimed to create a review of student's designers projects. Artefacts of Kulayskaja culture are source of aspiration for these projects. Kulayskaja culture was widespread on the territory of Western Siberia in ancient, iron epoch. Origin of the term of “Kulayskaja culture” is connected with place of location of ancient artefacts on Kulayskaja mountain in Chainskiy area of Tomsk region. Novelty of this issue manifests in unique selection of works of designers which were created according to Kulayskaja cultural heritage, where kulayskaja metal plastics has various interpretations. This paper is based on empirical material of four projects of designers. First project represents collection of clothes “Sources”, where ancient symbols of Kulayskaja culture, created by our ancestors, finds its place in high fashion, decorated models on podiums. Second project presents souvenir production created according to Kulayskaja culture, oriented on rising interest to cultural heritage not only among Tomsk citizens, but among visitors of the city. The third project is named “Wonder”. There objects of Kulayskaja culture acquire new visual and plastic expression and exist not only in forms of advertising objects (visiting cards, mugs, calendars), but in unique forms of author's works. Forth project presents book “Fairy tales of grandmother Tumuniya” created for children of young school ages. Practical orientation of this issue is connected with attracting attention to exotic regional cultural heritage not only among Russian citizens, but abroad. New perspectives of this issue are concerned with: i) interpretation of cultural heritage with use of different materials and technologies; ii) with commercialization of conceptual projects.

Keywords: Artifacts, Kulayskaya culture, Inspiration, Graphic design, Fashion design.
Monitoring and evaluation of Teaching Efficiency of Science Pre-Service Teachers from Faculty of Education, Ramkhamhaeng University

*Namphet Nasaree, Ramkhamhaeng University, Thailand
Tip Hasartsi, Ramkhamhaeng University, Thailand
*Corresponding Author

Abstract

This research is intended to monitor and evaluate teaching efficiency in science pre-service teachers in eight aspects: relationship between teachers and students, ability of measurement and evaluation process, self-development, knowledge of the content subject, ability in managing instructional process, managing instructional climate, understanding of curriculum, and appropriate characteristics of good science teachers. Such monitoring and evaluation were conducted during the practicum by using questionnaires that were filled out by pre-service teachers two months and four months after the start of the semester. The subjects of the research included 21 science pre-service teachers (SciPT) who were registered in the Field Experience in the Teaching Profession I (TL 5001) at Ramkhamhaeng University during the second semester of 2016. The research consisted of a 5-point rating scale questionnaire with 80 items. The statistical analysis included mean, standard deviation, and t-test dependent. The analytical results showed that the mean scores of the three aspects: knowledge of the subject, ability in managing instructional process, and understanding of curriculum, were higher from student teachers who had four-month teaching experience compared to those who only had two-month teaching experience.

Keywords: Science teaching efficiency, Pre-service teach.
How Important is it for Students to be Happy? A Study of Psychological Well Being and Resilience of MARANTAU Students

*Fadhila Rahman, Indonesia University of Education, Indonesia
*Corresponding Author

Abstract

In this research, marantau is referred to students from Minang (West Sumatera) living in Bandung during college period. There are many marantau students find themselves away from home for the first time in their lives, being responsible for their own health, wealth and happiness. This study examines and depicts the relationship between resilience and psychological well-being. Resilience has the capacity to recover more quickly from problems and stressful events, and it may lead to mental health and psychological well-being. In addition, this research also identifies age and duration of marantau that might act as predictors to interpret psychological well-being among marantau students. Participants are required to fill up questionnaire to figure out resilience scale and Psychological Well-Being scale. The findings of this research showed positive relationships between PWB and resilience. Interaction effects of individual and contextual variables are presented and discussed.

Keywords: Marantau students, Happiness, Psychological well-being, Resilience.
Analysis Primary School Reading Program in Various Countries for Optimizing School Literacy Movement

*Yessika Nurmasari, Indonesia University of Education, Indonesia
*Corresponding Author

Abstract

Reading skill is one of the prerequisites for obtaining knowledge. Therefore, these skills must be mastered by the learners ever since their early years. School Literacy Movement is a comprehensive effort involving all school members (teachers, students, parents, others) and the society, as the part of the educational environment. This study analyzed twenty previous studies which concern on a reading program for elementary school in various countries. The result of this study shows that reading program can be applied for small-group students or individual. A teacher plays a major role in providing a clear instruction program thus a child might conduct exercises at home. This result can be applied for both middle-upper class families and lower-class families. Based on this study, the Literary Movement School needs to consider the role of parents and schools (teacher and school counselor) to prepare a training program for parents to accompany their children to read at home.

Keywords: Reading program, School literacy movement, Elementary student, Analysis.
Teaching Big Data and Online Research in Communication and Media Studies Programmes: Strategies for Introducing Digital Methods to Students in the Social Sciences and Humanities

*Dennis Nguyen, University of Applied Sciences Utrecht, Netherlands
Radmila Radojevic, University of Applied Sciences Utrecht, Netherlands
Mari Carmen Puerta Melguizo, University of Applied Sciences Utrecht, Netherlands

*Corresponding Author

Abstract

Big Data and online research are “hot topics” in academia and the business sector, as researchers and professionals can tap into an abundance of data provided through manifold technological devices. Especially social media networks collect and store enormous amounts of data about users that can be scanned for trends in culture, society, and business. The relevant digital literacy skills and a (basic) understanding of data analytics are no longer limited to e.g. IT-related subjects but have become increasingly important across educational programmes – including those traditionally associated with the social sciences and humanities. To enter successful careers in business (esp. the creative industries), government/administration, or research, students need to bring knowledge and skills for handling and understanding data that is constantly produced around them. However, they also need to understand how they contribute to the enormous data volume as citizens and consumers and what ethical implication this has for them as future professionals.

This paper showcases how the topic can be critically introduced to non-IT students and paired with practical training in applying online research techniques that analyse broader databases in an international media and communications study programme. Students first learn about the facts and myths surrounding Big Data, before they work with digital methods that are native to the Web for applied research and trend analyses. It thus outlines a teaching programme that educates students about their roles as citizens and professionals in a data-driven society and equips them with practical skills for the professional field.

Keywords: Big data, Digital literacy, Research skills, Online research, Digital humanities.
**Abstract**

Compared with speaking activities, reading activities are often regarded as boring and difficult from many Chinese ESL learners’ perspective. This study aims to explore the impact of incorporating Task-based learning to reading activities in an integrated skills course in a key Chinese university. The study addresses the following research questions: a) how does Task-based learning facilitate reading activities in an ESL class? b) How does Task-based learning affect Chines ESL learners’ perception of English learning? With findings from the data, pedagogical implications are also discussed in this paper.

**Keywords:** Task-based learning (TBL), Reading activity, EFL.
The influence of personal and cultural characteristics on 'victim blaming' among educational instructors in youth correctional institutions

*Reuven Yaacov, Kinneret College on the sea of Galilee, Israel
Yehuda Limor, The Western Galilee College, Israel
*Corresponding Author

Abstract

The current study is based on the personal and cultural (ethnic and religious) differences reflected in the perceptions and positions of educational instructors relating to education, treatment and shaping of the behavior of deviant youth.

The study examines the connection between several variables: level of belief in a just world (BJW)”, ethnic origin and religiosity level, and their influence on the perception of blame with regard to juvenile inmates. The research population consisted of educational instructors who are professional auxiliary staff in rehabilitation facilities for delinquent and socially deviant youth. The study was conducted on 320 educational instructors from 57 youth correctional institutions in Israel, and the tools used were especially developed and adapted for the purpose of this study.

Research results showed that the study variables "belief in a just world" (BJW), ethnic origin and religiosity level contributed to predicting the degree to which educational instructors tend to blame the youth they work with for their life circumstances. As hypothesized, educational instructors with a high BJW level, who are Arabs, or Jews who define themselves as Mizrahi1 Jews, and/or are religious, belong to the collectivist culture and tend more to blame juvenile inmates for their circumstances. On the other hand, educational instructors with a lower BJW level who define themselves as 2Ashkenazi Jews and/or secular belong to the individualistic culture and have a lower tendency to blame juvenile inmates for their situation. The current study is unique in that it attempts make a connection between personality/ environmental characteristics and attitudes and it raises the need to examine additional personality and environmental variables to gain a more in-depth understanding of the rehabilitation process in correctional institutions for youth.

Keywords: Victim blaming, Belief in a just world, Multiculturalism, Educational instructor, Correctional institutions for youth, Educational-therapeutic climate.

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1 Jews of Middle Eastern and North African extraction.
2 Jews of American or European extraction.
Classroom Videos as a Teacher Learning Tool: What Do Music Teachers Notice in Exemplary Video Clips?

*Alfredo Bautista, Nanyang Technological University, Singapore
Joanne Wong, Nanyang Technological University, Singapore
Clarence Tan, Nanyang Technological University, Singapore
Siew-Ling Chua, Ministry of Education, Singapore
Hui-Ping Ho, Ministry of Education, Singapore

*Corresponding Author

Abstract

Using classroom videos to foster teacher learning has been common practice for more than two decades in mathematics, science, and literacy education, areas in which a wealth of video-related research studies have been conducted. In contrast, the use of video has been dramatically lower in music education, where research efforts have been sporadic and relatively unsystematic. Mainstream research on video-mediated teacher learning indicates that analyzing classroom videos contributes to enhance teachers’ noticing of salient aspects of instructional practice (e.g., curriculum and pedagogy, quality of teacher-student interactions, student thinking) and supports teachers’ learning and application of new instructional strategies. Research has also shown that while video clips provide a common context for observing and reflecting upon instruction, teachers tend to focus on different aspects of classroom situations depending on several individual factors (e.g., specialization level, amount of teaching experience, education level/s taught by the teacher). The goal of this study was to compare the aspects that music teachers with different levels of specialization in music education (specialists vs. non-specialists) notice when analyzing video clips. The study was conducted within the scope of a development project aimed to design video-based learning resources for Singapore music teachers. During the evaluation phase of the development, we conducted six focus group discussions with 22 teachers (14 music specialists and 8 non-specialists). Participants were shown a 10-minute classroom video clip, which music education experts characterized as exemplary from the points of view of curriculum content, pedagogy, and management. After watching the clip, the teachers were asked to a) list five aspects that they found interesting and b) select the most interesting aspect and explain the reasons for their interest. Findings suggest that music specialists and non-specialists focused on aspects with different complexity levels. While the former listed aspects that interrelated various elements and/or processes (typically pertaining to curriculum objectives, pedagogical moves, quality of teacher-student interactions, lesson materials and activities), the latter listed aspects where elements were described in isolation (primarily musical concepts, lesson sections, or classroom management actions). Additionally, findings show that music specialists described what they noticed using high level of specificity, referring to specific events captured in the video clips, whereas non-specialists tended to provide broad descriptions, without reference to
concrete evidence. Similar trends were observed in teachers’ justifications for the most relevant aspect they noticed. We conclude that music teachers’ noticing skills seem to be associated to their level of specialization in music education. Different lenses may be adopted when watching and analyzing classroom video clips, which might coincide (or not) with the intent with which the video was developed. Providers of video-based professional development should be mindful of these differences to better scaffold teachers’ learning through videos.

**Keywords:** Classroom videos, Teacher learning, Music education, Noticing, Specialization.
Training Enhances Learning? The Roles of Perceived Usefulness and Shared Leadership

*Chiung-Hui Huang, National Kaohsiung University of Applied Sciences, Taiwan

*Corresponding Author

Abstract

Learning is critical for employees to enhance their performance and job satisfaction therefore many organizations pursue the effectiveness of employees' learning. Previous researches indicated that training could enhance employees' learning. This article employs two perspectives to investigate the mediator and moderator between training and learning. The Technology Acceptance Model (TAM) is used to explore the mediate role of employees' cognitive mechanism, while the perspective of motivation is adopted to explain the moderate role of employees' contextual perception. Using a sample of three hundred and eighty-one employees in Taiwan, the results confirm the partial mediating effect of perceived usefulness and the moderating effect of shared leadership in the relationship between training and employees' learning.

Keywords: Training, Learning, Technology acceptance model (TAM), Shared leadership.
The Effects of Enriching English Vocabulary Learning through the App: A Case Study of College Students in Taiwan

Tian Wei Sheu, National Taichung University of Education, Taiwan
*Hung Chi Hsu, National Taichung University of Education, Taiwan
Bor Tyng Wang, Feng Chia University, Taiwan
*Corresponding Author

Abstract

In an era when educational reforms were in full swing, the traditional didactic instruction teaching mode can no longer satisfy the students’ need for learning. It is essential for professional teachers to know how to capture the era’s trend, to blend computer multimedia into traditional teaching programs in order to improve the quality of their teaching. Combining information technology into teaching is the new trend of education all over the world. Therefore, the paper presents the results of Year 2 in a two-year study, which aims to use the self-developed vocabulary mobile app with games for college students to enrich their English vocabulary learning. During the first year’s research, it had already developed the interface of the vocabulary app, which includes the words and example sentences. However, for the second-year study mentioned here, the “game” function with practices are added to the app. Also, apps’ design emphasizes on the content instead of the overuse of visual effects. The content has to be exactly correct in order to help users learn, and it is the most important consideration during designing. In the second-year study, a total of 45 freshman students in a private university in central Taiwan were chosen as the research subjects. They were asked to download the vocabulary app, which was developed by the instructor. Moreover, the vocabulary is based on the New General Service List (NGSL), which has the most important words for English learners. After one semester, the questionnaires were distributed to the participants in order to understand their attitudes toward the vocabulary app with the game function. Finally, the conclusions can be summarized as follows:

1. With the bilingual app, students feel it is easier for them to understand the words and example sentences.

2. Because of the game function, students who learn the new words and sentences in the app can know whether they can apply the words or not through doing the tests. Moreover, they can master the usage of words.

3. Most of the participants agree that the app with the game make vocabulary learning more interesting.

Keywords: English vocabulary learning, App, NGSL.
Education in the Context of Soft Globalization

*Larisa Korobeynikova, Tomsk State University, Russia

*Corresponding Author

Abstract

The proposed paper presents a new idea of global education as a whole within the boundaries of the author's concept of soft globalization. Education should be seen as core issue in globalization discourse for several reasons: i. as social institution and experience of human development; ii. as national institution through which societies reproduce national culture and national identity; iii. as manifestation of national values, on the one hand, and as force of global change, on the other hand. However education remains rather a neglected topic in globalization issues.

I argue that conditions of development of contemporary global community require reinterpretation of education problem. Shortcoming of traditional form of education as transmission of knowledge is concerned with missing the concepts of competences and performance. Shortcoming of contemporary post-Fordist concept of education as performance is connected with the process of dehumanised of knowledge. The author's idea of representation of global education as a whole is connected with elaboration of a concept of a quintessence of human spirituality formation which combines unification and diversity in global education.

Ground for development of the global education as a whole provides soft globalization concept. Globalization presently occurs in strict, material, mainly economic form which has both advantages and disadvantages. Advantages: for example, wide spread of modern forms of Western social life in the world. Disadvantages, for example, cases of attempted globalization meet negative responses by several nations, ethnic and cultural minorities, religious confessions - all this bring to the political scene phenomena of extremism and terrorism. As alternative to this is a soft globalization (namely, globalization conceived in spiritual form) that could instead put at its centre the idea of a global citizenship under new paradigm of non-repressive global citizenship - this could balance or harmonize global and local interests and values through global education as a whole which generate equal opportunities for members of various national cultures, ethnic groups or minorities acting on the global civil arena.

Keywords: Global education, Soft globalization, Global community, Global citizenship, Global civil arena.
The representation of Gender and Gender Roles in Polish Elementary School Textbooks

*Sonia Czaplewska, University of Gdansk, Poland

*Corresponding Author

Abstract

School textbooks are one of the means through which children learn about the world that they are living in. As a source of information and a guidepost to society norms, school textbooks play a significant role in child education. This research investigates the representation of gender and gender roles in Polish textbooks for grades 1-3 of elementary school which were part of the program of Polish government to provide free textbooks for student enrolled in compulsory education. However, during the time of preparation these textbooks were subject of criticism for being too progressive in terms of gender roles. The results show that even though progress towards presentation of gender equality can be observed, the portrayal of gender roles is still slightly imbalanced.

Keywords: Textbooks, Elementary education, Gender roles, Stereotypes, Polish textbooks.
Vocabulary fostered and Thai identity forged through English lessons: Elementary students

*Budsaba Kanoksilapatham, Silpakorn University, Thailand
Tipawan Chansri-Ngam, Uttaradit Rajabhat University, Thailand
*Corresponding Author

Abstract

Recently, English language education has received a lot of attention due to the trend of globalization. In addition, the availability of social media and technology permeating all aspects of life has contributed to the enhanced status of English as a default vehicular means of communication. Despite serious and continuous attempts to ameliorate Thai citizens’ English proficiency, limited success has been obtained across the entire educational paradigm. Moreover, vocabulary has been recognized as one of the most crucial elements contributing to effective communication. It has also been observed that in this globalized era, national identity is being threatened due to the influx of dominant cultures. Therefore, it is essential that national identity be instilled, particularly in young learners. This study demonstrates how English lessons constructed for elementary education - the grassroots of the educational paradigm - can help sharpen learners’ national identity and English vocabulary. A set of eight English instructional innovations was developed based on eight topics nominated by the northern community to represent the northern region. Initially, a pre-test of 40 vocabulary items drawn from the lessons was constructed and administered to Grade 4 students in four public schools in Northern Thailand. After eight weeks of instruction, a similar post-test was administered. Significant gain scores in vocabulary in the post-test highlighted the positive impacts of the lessons focusing on local Thainess as a valuable instrument, to not only forge the students’ vocabulary, but also foster the young learners’ identity. Due to the specific characteristics of the lessons, the students were able to feel at ease connecting with the lessons constructed, whilst enlarging their vocabulary repertoire and facilitating an appreciation of their local culture.

Keywords: Vocabulary, Elementary education, English, Thailand, Culture and identity.
Perception of Health Science students regarding active Teaching and Learning methodologies for Creating Excitement in the Classroom in Basic Science courses - a multicenter study

*Anshoo Agarwal, Northern Border University, Kingdom of Saudi Arabia
Fariha Kauser, University of Dundee, Scotland
Ahsan Sethi, Khyber Medical University, Pakistan
Nor Ashikin Mohamed Noor Khan, Universiti Teknologi MARA, Malaysia

*Corresponding Author

Abstract

The purpose of this study was to evaluate the traditional methods of teaching as well as to suggest other useful teaching methods that can be attempted in imparting knowledge to the students. Basically teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. So, any communication methods that serve this purpose without destroying the objective could be considered as innovative methods of teaching. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country.

Teaching methodologies in higher education are increasingly under the spotlight and it is uncertain in certain circles, if traditional methods are in fact as effective as they are believed to be. Since the quality of education is critical to a profession success, it is important to interrogate a number of strategies and methods. The application of innovative teaching and learning methods is critical if we are to motivate and engender a spirit of learning as well as enthusiasm on the part of students, for learning while at universities and indeed for lifelong learning.

Keywords: Teaching methodology, Problem based learning, Case-based learning, Group seminar, Role play, Teaching using flash cards & interactive CD’s.
Determining the quality of educational environment across multiple Health Profession Universities

*Fariha Kauser, University of Dundee, Scotland
Anshoo Agarwal, Northern Border University, Kingdom of Saudi Arabia
Ahsan Sethi, Khyber Medical University, Pakistan
Madiha Younas, Riphah International University, Pakistan
Olga Verstakova, Volgograd State Medical University, Russia
*Corresponding Author

Abstract

This study analyze more closely the educational learning environment and the qualitative and quantitative research measures that have been used in recent times to determine their effectiveness. It explores some of the pedagogy and environment performance measures that have evolved and views these in the context of emerging research and evidence which attempts to relate pedagogy (including student and teacher attitudes) to space. Finally, some conclusions are drawn and suggestions made for possible future research directions.

Keywords: Perception, Educational environment, Physiotherapy students, Nursing students.
Digital Educational Games for Foreign Language Learning

*Carmen Elena Cirnu, National Institute for Research and Development in Informatics ICI Bucharest, Romania
Ioana Andreea Stefan, Advanced Technology Systems, Romania
Antoniu Stefan, Advanced Technology Systems, Romania
*Corresponding Author

Abstract

The paper builds upon the concepts of serious games, learning objects, and learning objects library, and presents the prototype of the Serious Games Development Environment (SGDE) that has been used to develop a game for learning foreign languages. The main components of the SGDE are described, with special attention being given to the Serious Games Reusability Point of Reference (SGREF) that has been develop to support reuse of game assets and reduction of the development cost. The development of the SGDE prototype focused on strengthening and expanding the capabilities of non-technical users to customize serious game to specific pedagogical objectives. The reuse of game objects and of educational content is based on the learning atomic content model. Examples of the TINGO game workflow are presented.

Keywords: SGDE, SGREF, Customization, Prototype, TINGO.
A multicenter study on empathy as a predictor of professionalism in education among Health Professional students

*Fariha Kauser, University of Dundee, Scotland
Anshoo Agarwal, Northern Border University, Kingdom of Saudi Arabia
Ahsan Sethi, Khyber Medical University, Pakistan
Madiha Younas, Riphah international University, Pakistan
Olga Verstakova, Volgograd State Medical University, Russia

*Corresponding Author

Abstract

1. Background:

Professionalism in education must include the development of empathy which is the capacity to understand deeply other’s experience and feelings. However, although learner empathy has been linked not only to patient satisfaction in medical education, but to clinical competence as well. Evidence suggests that empathy actually declines over the course of undergraduate medical education. To date, most pedagogical efforts have approached empathy as a set of cognitive and behavioral skills. Concerns have been expressed about whether this instructional method is sufficient to produce truly empathic physicians. Although students may not immediately see the value of this type of education, it is to our benefit that present generation of physicians is specifically instructed in empathy and professionalism.

2. Aims & Objectives:

1. To measure empathy levels among male and female Health Sciences students in different Universities in India, Pakistan and Russia

2. To assess whether male and female students differ in empathy?

3. To analyze whether nationality, culture and religion makes students differ in empathy

3. Material & Methods:

A cross-sectional study was done among health sciences students in different universities in India, Pakistan and Russia. From First year students to final year
undergraduate students from different colleges: Medical (MBBS), Dental (BDS), Nursing (BSN) and Physiotherapy students participated in the study.

The Jefferson Scale of Physician Empathy–Student Version (JSPE-S), which is a 20-item psychometrically validated instrument measuring components of empathy among health professionals was administered. Respondents indicated their level of agreement to each item on a 7-point Likert scale. The JSPE-S total score ranges from 20 to 140, with higher values indicating a higher degree of empathy.

4. Results:

84% of the respondents believed that empathy is an important role in medical education and a therapeutic factor in medical treatment and also that emotion has an important place in the treatment of medical illness. 78% agreed that the Physicians’ understanding of the emotional status of their patients, as well as that of their Families are one important component of the physician-patient relationship. 68% disagreed that asking patients about what is happening in their personal lives is not helpful in understanding their physical complaints. Only 10% stated that patients’ illnesses can be cured only by medical or surgical treatment; therefore, physicians’ emotional ties with their patients do not have a significant influence in medical or surgical treatment. 5% agrees that attention to patients’ emotions is not important in history taking. Majority strongly agrees that patients feel better when their physicians understand their feelings. 83% do not enjoy reading non-medical literature or the arts. Majority stated that the physicians should try to understand what is going on in their patients’ minds by paying attention to their non-verbal cues and body language and that patients value a physician’s understanding of their feelings which is therapeutic in its own right. Very few stated that physicians’ understanding of their patients’ feelings and the feelings of their patients’ families do not influence medical or surgical treatment. Results showed that according to 90% empathy is a therapeutic skill without which the physician’s success is limited. 15% responded that attentiveness to patients’ personal experiences does not influence treatment outcomes. And majority viewpoint is that the physicians should try to think like their patients in order to render better care and that the physicians should try to stand in their patients’ shoes when providing care to them. 77% stated that a physician’s sense of humor contributes to a better clinical outcome. 59% mentioned that understanding body language is as important as verbal communication in physician patient relationships. 20% answered that since people are different, it is difficult to see things from patients’ perspectives. 50% stated that physicians should not allow themselves to be influenced by strong personal bonds between their patients and their family members.

Our study concluded that empathy is a very important predictor of professionalism in education among Health Professional students.

Keywords: Empathy, Professionalism, Health professional student, Medical education.
Psycological Well-Being Perspective from the Northern Academic Center of Guadalajara University, Mexico

*Adriana E Moralés-Sánchez*, Centro Universitario del Norte, México

Noé González-Gallegos, Centro Universitario del Norte, México

Norma Ruvalcaba-Romero, Centro Universitario de Ciencias de la Salud, México

Francisco Robles-Aguirre, Centro Universitario del Norte, México

*Corresponding Author

Abstract

1. Introduction

The psychological well-being is a construct which expresses positive feeling and constructive thinking as a human being about themselves, defining oneself by their natural subjective experience and relating closely to particular aspects of physical, psychic and social behavior/performance. Well-being has reactive elements, transient, linked to emotional sphere/realm and stable elements which are of evaluative cognitive expression; both closely linked and heavily influenced by the personality as a system of complicated interactions and by the environmental circumstances, particularly the most stable. The primary interest is to investigate/inquire the perceptions and opinions that university students have towards the concept of psychological well-being and to prompt new studies which expand the knowledge/awareness to improve the intervention in topics involving well-being.

2. Objective

Identify the perspective that has the Northern Academic Center students of Guadalajara University have regarding the psychological well-being concept.

3. Methodology

This is a qualitative study, descriptive design, exploratory transverse with interpretative analysis. Utilizing the Romney, Weller & Batchelder (1986) proposal for cultural consensus that establishes small samples, this study sample size was conformed using sixteen participants. The participant selection was done by non probabilistic theoretical sampling (Strauss & Corbin, 2002) for convenience. In this first instance, we worked with the free listings technique to understand what the students consider defines the psychological well-being. In a second moment we will work biographical self-report which will be interpreted through phenomenology.
4. Findings

We encountered 37 words, of which 5 were repeated the most. Health came in the most-mentioned 10 times, followed by family-mentioned 7 times, tranquility-5 times, stability-4 times and balance with 3. Furthermore, eight concepts composed of two words were encountered and will be used for a deeper analysis of the psychological well-being concept.

5. Conclusions

As each student’s experience has proven in consensus, the psychological well-being is mainly based on health, family and tranquility. With the aforementioned, we can recognize a close relationship with the concept of psychological well-being used in this research. We recognize the balance between physical (health), psychic (tranquility, stability and/or balance) and socially (family).

**Keywords:** Psychological well-being, Students, University.
Intercultural Interactions in Higher Education: the experience of a psychology student wixarika

*Noé González-Gallegos, Centro Universitario del Norte, México
Adriana E Moralés-Sánchez, Centro Universitario del Norte, México
Norma Ruvalcaba-Romero, Centro Universitario de Ciencias de la Salud, México
Francisco Robles-Aguirre, Centro Universitario del Norte, México

*Corresponding Author

Abstract

1. Introduction

Studies in social psychology use scientific methods, seeking to understand and explain the influence that the real presence, imagined or implied others have in ideas, feelings, beliefs, knowledge and behaviors of individuals (Allport, 1985), focus on the individual and not the group is the interest to understand the effect of social phenomena in individuals; it is to say that the object of study is the individual and his goal is to understand how most people act in a given situation (Worchel, 2002). As for the phenomenological conception Ponty makes an explicit theme of reflection a vivid body. For him, the body is the reference point by which the world is referential, it's subjective and inter-relationships of the individual in society manifest. Since his approach, the body is the territory in which and all experiences are conditioned, situations are lived through the body, which becomes something increasingly personal (Godina, 2001). For the community of the University Center North at the University of Guadalajara, it is important to know the dynamics of coexistence that occur in their community, this thought from the perspective of multiculturalism which implies the harmony of different cultures sharing the same purpose. In this university there is a significant number of wixaritari students, unfortunately the academic model does not have an intercultural education scheme, the efforts are then directed toward the search for strategies that balance the environment or school climate between different individuals, with this line of study it is intended to investigate the experiences of interaction between students of different cultures in order to achieve their potential welfare. Our objective was to escribe the experiences of intercultural interactions of a wixarika psychology student at the North University Center at the University of Guadalajara.

2. Material and Methods

Type of non-experimental study is descriptive and transversal, based on qualitative methodology, a case study, the wealth of information a shared subject of study was chosen, a wixarika women, the description and interpretation of the data was made through the phenomenological method, based on the four existentials: lived body, lived space, lived time and lived human relations, the technique used for data collection was
the biographical-narrative.

3. Results

The description and interpretation of the data with the four existentials proposed by the phenomenological method mentioned above was conducted categories based on universal values such as respect, peace, solidarity and tolerance were identified. Here are some bulleted experiences, Rosa (not her real name) were extracted: "the relationship of my colleagues was difficult because they did not accept me all but a few, I always stood aside, a few accepted me nor me for being indigenous; I felt sad and abandoned, while angry because I didn’t any intentions and simply wanted to live with them, I asked myself several questions about it but did not find the answer; the truth is hard for me to understand why they label us in saying that we have the ability to achieve a career", "They tell us that being Indians we always provide support when requested support in various institutions, that I always clarify to my colleagues to understand that the support they give us was just like any other human being, besides scholarships provided we earned it by our own skills we develop according to our studies we have reached ...", "I always tell wixaritari students that we must be strong, respectful, tolerant, friendly, among others, offhandedly say what the people around us; because we do not discriminate against anyone and simply want to offer our friendship", "but what I never liked is that they call me Huichol and I always told my colleagues (I) to better recognize me as wixarika, the real name. Discussion: The experiences shared the wixarika psychology student on intercultural interactions realizes the feelings that arise when facing discrimination, difficulty adapting seen, discord is seen especially in terms of the support they receive from the authorities indigenous students. Values such as respect between students and Wwخارکا mestizos might be to be breached, peace and tolerance are also affected; however, the issue of solidarity is strengthened among wixaritari students. Finally, it is recommended to emphasize studies to develop effective intervention strategies to improve intercultural interactions and welfare of students studying in the University Center North at the University of Guadalajara.

**Keywords:** Intercultural, Higher education, Experience.
Parental Involvement and Intervention in school: Effects on School Climate and Fifth Grade Pupils' Achievement in Mathematics

*Fadia Nasser-Abu Alhija, Tel Aviv University, Israel
Aner Rogel, National Authority for Measurement and Evaluation in Education, Israel
*Corresponding Author

Abstract

Parental involvement in school is a comprehensive term for the various activities that parents perform with their children or with the school staff to improve their children's academic achievement (Bauch, 2001). Involvement manifests itself, for example, in parents' participation in school activities, providing assistance to the school and cooperation in setting the school policy (Fischer, 2010). Parental involvement in the school life positively affects children's behavior and academic performance (Hill & Taylor, 2004). However, the relationship between the school and parents may also be an undesirable situation of parental interference in the educational practice, which may be expressed through disrespect and aggression towards the system, causing conflicts and disconnections between the two parties (Greenbaum & Fried, 2011) and negatively affects school climate and pupils' achievement. Parental involvement and parental interference are two phenomena that are not necessarily independent of each other and may exist (or not exist) in the school simultaneously.

The aim of this study was to investigate the effects of parental involvement and interference on fifth grade pupils' achievement in mathematics. It also intended to examine whether proper and fruitful relationships between the school and parents are an important prerequisite for creating a positive school climate, both academically and socially, and on the other hand, whether parental interference in schools has a negative impact on school climate (pupils' violence and teachers' satisfaction).

The study was based on a secondary analysis of data from two large national databases: (a) The 2007 National Assessment Test in Mathematics for fifth graders carried out by the National Authority for Measurement and Evaluation in Education and (b) surveys of school climate and pedagogical setting conducted in 2007 by the National Authority for Measurement and Evaluation in Education. The sample included 5,300 teachers who responded to the school climate and pedagogical setting questionnaires and 21,394 Jewish and Arab fifth grade pupils who participated in the 2007 National Assessment Test in Mathematics. The participants comprise a representative sample that includes a quarter of the schools in the country and these schools constitute a representative sample of all elementary schools in regular education in Israel.

Structural equation modeling (SEM) analysis was used to test a hypothesized structural model of the effects of parental involvement and interference on school climate (pupils' violence and teacher satisfaction) and mathematics achievement of fifth grade pupils.
while taking into account the effect of the school characteristics (pupils' ethnicity, pupils' SES, school gender composition and school size) on the other variables in the model.

The results indicate that two different models (after modification) fit the data for the Jewish and the Arab groups with similarities in terms of the directions of the effects and differences in terms of their magnitude and significance. Differences between the two groups were also found in terms of the amount of variance in the school climate and mathematics achievement that the school characteristics and parental

The findings have important implication regarding the relationship parent-school and its effect on the school climate and pupils' academic achievement. The findings from this study might be true for students from other age groups and for pupils' achievement in other subjects than mathematics.

**Keywords:** Parental involvement, Parental interference, School climate, Mathematics achievement, Fifth grade.
Create Early Childhood Education Learning Program Based on Local Culture to Cultivate Nationalism for the Children in Pangkalpinang

*Ardi Budi Prakoso, Airlangga University, Indonesia
Sofiyati, Government Office of Pangkalpinang, Indonesia
Mahmudah, Government Office of Pangkalpinang, Indonesia
*Corresponding Author

Abstract

Early childhood education is one of the golden age for the development of the children, supported by positive stimulus from the parent and the teacher in accordance with level development of the children. It is very essential and basic to implement strong foundation and continue the next stage of child’s development for better future. Appropriate stimulus from the teacher for the children could be trigger children growth, for the example is cultivate nationalism since beginning. Nationalism is the basic soft skill which is very crucial to growth in children development to prepare the professional future generation which come first from adore local culture and tourism. It is need humanists method and attract attention from children to follow all the activities in their school based on government regulation. Pangkalpinang has been commonly well known has local culture which is held to celebrate special occasion and rich of positive value, for example Nganggung festival. Many of moral messages are contained by Nganggung, such as raise empathy and sympathy to the other, cultivate social life and introduce local culture and tourism to the children. It is could be the best method to grow good characters that need to be developed with cultivate nationalism through local culture. It is should be included into learning program and daily activities for the school and also requires support from local government.

Keywords: Early childhood education, Learning program, Nationalism, Nganggung.
Practice of Improving the Students’ Ability of Intercultural Communication in English Classes

*Mikako Nobuhara, Tokyo Metropolitan College of Industrial Technology, Japan

*Corresponding Author

Abstract

It can be said that Japan is an island nation and people tend to be quiet and live in a country with a reclusive tendency. In English classes, they study English grammar and the way of reading effectively mainly, however, they do not have enough opportunities to learn about intercultural communication. That is why students sometimes face the trouble in a communication with people from foreign countries, such as, when they meet and interact with the students from sister college in international exchange programs. Japanese students should be more educated in order to improve the attitude towards cross-cultural understanding. The author insists that it would be possible especially in English communication classes along with teaching English itself.

The author gave a series of classes, using the materials for improving their communication skill with intercultural understandings through worksheets and a film. Moreover, the author gave them an individual interview test in English and check their attitude and delivery in a conversation.

In conclusion, the questionnaire clearly shows that the teacher succeeded in giving essential suggestions to the students and in their interview test, they improve their communicative skills in English conversation especially in their attitude.

Keywords: Cross-cultural communication, English education, Intercultural communication, Intercultural understanding, Interview.
Implementation of Physics Education in Nature: The Role of Residential Camps in Instructional Design

*Yasemin Doğan, Marmara University, Turkey
Zeynep Gürel, Marmara University, Turkey
*Corresponding Author

Abstract

There is a need for the inclusion of real life situations as problems into science curriculum. We focused on this need and adopted design-based research approach for the instructional design of the course within which this study was conducted. The main purpose of the broader study including this one was to present varieties not neglecting the refinement. The aim of this particular study was to be able to explain the role of residential camps in the instructional design of the course titled Physics in Nature: Camping and Visiting Practices. The instructional design of the course was not predetermined completely but it emerged as a result of the implementation process after its completion. It was concluded that the instructional design of a course that included residential camps pointed out a process which was based on collaboration, did not disregard the security precautions, provided conceptual development and placed great importance on experience.

Keywords: Physics in nature, Design-based research, Instructional design.

There is a need for the inclusion of real life situations as problems into science curriculum Outdoor education is not so regular but effective method of doing it. We focused on this need and adopted design-based research approach for the instructional design of the course within which this study was conducted. The program of the course was not predetermined completely as a characteristic of design-based research. It emerged as a result of the implementation process after its completion. The plan of the course was flexible depending on the circumstances, so what was done instead of a strict plan was to adapt the plan to the existing conditions. Residential camps were included in the design cycle. The purpose of using residential camps was twofold, the first one of which was to be able to construct real life problems as a result of experience. Then the dissertation including this study aimed to reveal the problem solving processes and to explain the educational practice in detail. The second purpose was to be able to place this practice into a theoretical framework. Accordingly, the aim of this study is to be able to explain the role of residential camps in the instructional design of the course which adopted design-based research approach with a research question verbalized as follows: What is the role of residential camps in instructional design? This study was conducted in Physics in Nature: Camping and Visiting Practices course which was included in the program of Department of Teaching Physics at a state university. Then the participants of the study were prospective physics teachers taking this course. It was
executed as three phases from Spring 2007 to Spring 2009. There was a design cycle for the solution process of each problem. First the researchers planned the course before its conduction. However, what really determined instructional design was the actual implementation. The data used in this study were basically collected through field notes. Camp and activity diaries were also used to support the notes. After the implementation period was completed, the content of each implementation was written in detail. Then the relationships and boundaries between the implementations were determined and the stages were revealed as the result of the research study and the role of each residential camp was specified. Two of the basic problems solved in the broader research including this study was the campfire and night sky observation problems. In general, the residential camp experience meant the direct experience of problems. However, in phase 1 it was not a direct experience of the campfire as a problem in the beginning but the statement of the problem was developed from the direct experiences of prospective physics teachers of the previous year due to some restrictions. The residential camp was organized at the end of the term for delayed observation and experience of the problem. In phase 2, the first residential camp was particularly organized for observation and direct experience of the problem. The second camp was organized to raise the participants’ level of awareness. In phase 3 residential camps had the same purposes as the ones in phase 2. There were also some refinements from one phase to another. In the first phase there was not a preparation process and a need for such a process emerged as a result of the implementation. Therefore, it was added in the design in the next two phases. After the second phase was completed, it was decided that time allocated for preparation was not enough and this brought about a longer time for preparation.

In phase 1, the residential camp experience was indirectly included in the first stage titled giving problems and it was directly included in the fourth stage titled decision making upon evaluation. The fourth stage also included the actualization of the decision, so there was a sense of reality as well. In phase 2 the residential camp experience was used as a transition between the evaluation stage of preparation process and the first stage of the solution process of real life problems, titled engagement with nature and camp life. In this phase one of the problems included was night sky observation. For this problem the first residential camp meant their engagement with nature and camp life as it was for the campfire problem. However, the second camp acted as the enlargement of the context with more experience that required deeper knowledge. In phase 3, the first two camps had the same role as the first camp of phase 2, but the last residential camp was an activity during which prospective physics teachers realized the complexity of the problem of night sky observation. It was seen that the residential camp experience always determined the statement of the problem and sometimes the subject of it as well. It was also concluded that the instructional design of a course that included residential camps pointed out a process which was based on collaboration not just with civil defence volunteers but also between participants of the study, did not disregard the security precautions, provided conceptual development and placed great importance on experience.
Research-Based Learning in Moderate Class, More Knowledge Campaign: A Case Study of Ban Klong Sa School, Surat Thani, Thailand

*Wattana Rattanaprom, Suratthani Rajabhat University, Thailand
Kritsanee Songsawat, Suratthani Rajabhat University, Thailand
Mattaniya Phongsuwan, Suratthani Rajabhat University, Thailand

*Corresponding Author

Abstract

This research focuses on teacher professional development to teach 47 Mathayomsuksa 1 (Grade 7) students of Klong Sa Schools, Surat Thani Province by research-based learning (RBL). RBL consists of three domains: Contemplative Education (CE), System Thinking (ST) and Professional Learning Community (PLC). CE is fundamental to ST and PLC. ST is thinking skills to identify not only reasons but also cause and effect of research project by the students. PLC is a process of coaching and mentoring teachers to coach and teach their students. Lecturers from Faculty of Education, Suratthani Rajabhat University as mentors coach the master teachers (MTs) to conduct learning activities with their students. The MTs promotes a local theme, Lemongrass (Cymbopogon citratus) consisting of ten research-based projects conducted by their students to improve their literacy, thinking skills, self-reflection and learning process, interpersonal skills and communication skills. Furthermore, the MTs substantially improve their facilitating and coaching skills.

Keywords: Research-based learning, System thinking, Contemplative education.
The Design of Learning Activities for Chinese Speech Discourse

*Chia-Ling Hsieh, National Taiwan Normal University, Taiwan
Xin-Ru Wu, National Taiwan Normal University, Taiwan
*Corresponding Author

Abstract

A speech is an oral monologue delivered by an individual to a group of people, with the goal of influencing their thoughts or behaviors. The speech genre differs from other more general forms of spoken communication in linguistic styles, and thus a specialized teaching design is required. While literature regarding English-language speeches is sufficiently available (e.g. Dunn, 2010; Hansen, 1994; Liu, 2012; O’Boyle, 2014; Thompson, 1994; Zhan, 2012), research on the Chinese-language equivalent is lacking. The current study analyzes Mandarin Chinese prepared speeches. Move analysis is adopted to induce strategy components and discourse mechanisms, and a set of design principles and models is provided for teaching speech skills.

The current research analyzes 32 winning speeches taken from the Chinese speech competition programs “I am Speaker” and “Super Speaker”. Results indicate that Chinese speeches typically involve three moves. The first move is drawing attention, using one’s own or someone else’s story to establish interaction with the audience. The second move is relating the theme, explaining the motivation or main idea of the speech, as well as offering supportive exposition. The final move is summarizing the speech, stating one’s personal reflection and establishing a consensus with the audience, encouraging them to take further action or declare one’s future action. The forms of the strategies described above correspond to their functions in a fixed manner, with an average of at least three discourse markers used for each strategy. The strategies help the speaker to create cohesion and express attitudes. It is clear that in order to truly make an impact, the language used in speeches must exhibit convincing logical relationships, allowing audiences to identify with or respond to the speaker’s viewpoints, and thereby shaping their future thoughts and actions.

Based on the aforementioned findings, this paper summarizes formulaic speech helping in constructing speech discourse for intermediate and advanced learners of Chinese language. Referring to the principles of the genre-based approach, this paper designs three stages of pedagogical steps and tasks, with learning activities highlighting the communicative targets of the genre and imparting language forms useful in achieving said targets. The first stage is demonstration, allowing students to understand the positions, definitions, communicative goals, and importance of different moves and strategies. Next is the production stage, coaching students on applying language formulas, and fostering the linguistic ability required to use each strategy. Last is the drilling stage, guiding students to organize strategies and produce complete moves. By means of the above teaching method, students will acquire the ability to utilize standard
genre and language to give formal speeches. This research completes the first step in applying discourse analysis to language teaching. Further research may wish to conduct experiments aimed at testing the efficacy of the above learning activities.

**Keywords:** Speech, Move, Strategy, Learning activity, Discourse analysis.
Action Research, Professional Development and Citizenship Education in the Teaching of Social Sciences

*Emilio José Delgado-Algarra, University of Huelva, Spain

*Corresponding Author

Abstract

In this paper, the epistemological bases of participatory action research are reviewed, highlighting its connection with democratic citizenship and social change in the teaching of social sciences. Thus, it is carry out a review of some participatory action research experiences in the international environment: United States, United Kingdom, Japan and China; in addition, will be exposed its paradigmatic bases, its stages and its characteristics, without forgetting the necessary teaching profile. Likewise, a series of teaching models and citizen participation models are reviewed. Regarding the four models, it is considered the research teaching model as desirable because it involve both problem-based work and a balance between planning and flexibility. In addition, action research process, regardless of the geographical context, requires self-criticism and professional commitment due it is based on teacher reflection for action and socio-educational change. This situation connects mainly with the model of citizen participation oriented to justice. Regarding these aspects, it is concluded that there are common epistemological links between participatory action research, education for a citizenship oriented to justice and participatory democracy, so that within the framework of a socio-critical paradigm of research, the idea of a school understood as an engine of social change is reinforced.

Keywords: Teaching of social sciences, Action research, Professional development, Citizenship education, Social change.
Effectiveness of a proposed systematic approach-based teaching model in developing integrated science process skills in a physics laboratory

*Eman Alrwaythi, Imam Muhammad ibn Saud Islamic University, Saudi Arabia

*Corresponding Author

Abstract

This study aims to investigate the effectiveness of a proposed Systematic approach-based teaching model in teaching physics and developing the integrated science process skills of science students at Imam Mohammad bin Saud Islamic University (IMSIU). The study sample consisted of 40 first-year female students in the College of Science. The sample was divided into two groups, namely, an experimental group (20 students) and a control group (20 students). All students were pre- and post-tested with two instruments, the integrated science process skills test (ISPST) and the integrated science process skills scoring rubric (ISPSR). The results revealed that the experimental group students (taught through the proposed model) outperformed the control group students on the post-tests. The experimental group students made tangible progress in their integrated science process skills, both theoretically and practically. Therefore, this study was successful in achieving its aim.

Keywords: Systematic approach, Teaching models, Integrated science process skills, Teaching physics.
21st Century Education and Learning: Transformational Leadership Roles of Principal towards Teachers’ Performance

*Simin Ghavifekr, University of Malaya, Malaysia

*Corresponding Author

Abstract

Educational institutions are established for the purpose of creating enlightenment, eradicating illiteracy and producing required human capital needed for attaining sustainable development in human society. For these institutions to achieve their goals, leadership is a vital factor. The leadership role of the principal is vital in enhancing meaningful change and development in schools. The main purpose of this study is to identify the relationship between transformational leadership roles of school principal and teachers’ performance. A quantitative descriptive research design was adopted in this study. Therefore, a total of 100 teachers who were randomly selected from 10 public secondary schools in Kedah state, Malaysia were sampled in this study. Data gathered from these respondents were analyzed using descriptive and inferential statistics like t-Test and Pearson Correlation. Findings revealed that majority of the principals adopted the 4 I’s of transformational leadership practices including idealized individual, inspirational motivation, intellectual stimulation and individual consideration in managing and leading their schools. Moreover, the result shows that demographic factors like gender, age and experience do not have any effect on transformational practices of school principals. It is hoped that the outcome of this research can be considered as recommendations for the future educational leaders to strive towards excellences of this 21st century education and learning.

Keywords: Transformational leadership, School principals, Teachers performance, Education, Malaysia.
Applying Social Networking Approach to Learning Japanese Language and Culture

*Sachie Banks, Bunkyo University, Japan
*Corresponding Author

Abstract

Social Networking Approach (SNA) (Tohsaku 2013) is an educational method, which aims to develop students’ skills to connect with people, information and society while working with peers towards socially oriented goals. It encourages students to learn language and culture through socializing and improve problem-solving skills that contribute to society. SNA was applied to a Japanese culture class at a university in Tokyo with international students from the U.S, Thailand, Brunei and Vietnam. Students in teams created short videos that introduced cool aspects of Japanese culture by interviewing people, doing research, making scenarios and filming the scenes. This study examined the impact of applying SNA, using ethnographic data collected over five weeks and student questionnaire responses about the project. The project was effective in improving communication skills, knowledge about Japanese culture and people, teamwork skills and Japanese vocabulary. The students were able to meet people with whom they would never talk to outside the project, and it expanded their views on Japanese culture.

Keywords: Social networking approach (SNA), Japanese language and culture, Communication, Collaboration, Problem-solving skills.
Designing an Academic Writing Website for Graduate Students in Engineering

*Eleanor K. P. Kwan, The University of Hong Kong, Hong Kong
*Corresponding Author

Abstract

It has been argued that no one is a native speaker of academic English. The challenge however is more so for ESL students. It has therefore been suggested that explicit teaching of linguistic conventions in academic writing is important, as it could bring not only change in students’ writing on the textual level but also help students to better understand the epistemological style of their disciplines.

This paper presents an effort by three universities in Hong Kong to develop an academic writing website for research students in five subdisciplines in engineering, focusing on the textual production of a thesis (also called a dissertation), which is often the most extended piece of writing a graduate student needs to complete during their studies. It provides a highlight of the results from the needs analysis with faculty members, students and English language teachers which informed the design of the website. Emphasis is given to the different aspects about the design of the materials for thesis writing. It discusses the features of the website, the use of the sample texts, and the choice of the framework in helping the students to deconstruct the sample texts. It also examines the challenges of the project, including the different literacy practices among different participating universities and among the five chosen subdisciplines in Engineering, as well as ways to present the materials in an interactive and reader-friendly manner. It is hoped that the discussion will benefit future developers of online academic writing resources.

Keywords: Academic writing, English for academic purposes, Online language learning materials, Scientific writing.
An Investigation into the Concept of Teacher Leadership and Its Relevance in Indonesia

*Zaldi Harfal, University of Manchester, United Kingdom
*Corresponding Author

Abstract

Nowadays, ‘teacher leadership’ is widely recognized in schools in England as an irreplaceable factor of school and student development. It is a necessary component for upgrading the quality of teaching-learning process in the classroom. The roles of teachers in such concept of leadership vary, yet I find that they are generally in three major areas namely Classroom Leaders, School Leaders and Leaders for Advocacy. In this paper, I will elaborate the efficacy of these roles based on some relevant literature. In addition, different obstacles upon its implementation will be revealed and analyzed. Finally, the potency of teacher leadership in Indonesia will be reviewed and some suggestions will also be available regarding its implementation although disappointingly there is insufficient evidence from the empirical literature about teacher leadership in Indonesia as it is not a widely-discussed concept there.

Keywords: Education, School, Teacher, Leadership, Indonesia.
Student experiences with experiential learning: A quest for quality in a BEd Foundation Phase teacher training programme

*Andries S du Plessis, University of Mpumalanga, South Africa

*Corresponding Author

Abstract

Following the first democratic elections in 1994 the South African government has been striving to address societal inequalities through education, amongst other ways. One key need is better trained teachers who are better equipped to deal with the challenges of school-based education. Experiential learning during initial teacher education plays a pivotal role in this endeavour and aims to expose students to best practice. Influenced by approaches elsewhere in the world teaching schools (TS) are being envisaged for an intense practicum. Ordinary schools, however, will continue to serve as professional development schools for the so-called Work-Integrated Learning (WIL) component. Problems continue to plague these schools: lack of resources, poor maintenance, limited infrastructure, as well as demotivated and poorly trained in-service teachers. These problems inhibit student learning and devalue their experiential learning. This paper explores the experiences of a group of fourth year students who are enrolled for a BEd Foundation Phase programme at a rural-based campus. Their experiences are juxtaposed with the programme’s outcomes. This allows for a critique of school-university partnerships and the problems experienced by Higher Education Institutions to produce outstanding teachers.

Keywords: Initial teacher education, Foundation phase, Experiential learning, Work integrated learning, Quality assurance.
Satisfaction of Flipped Learning in Basic Medical Subjects

*Mun-Young Lee, Honam University, Republic of Korea

*Corresponding Author

Abstract

The basic medical subjects are essential for the understanding of the major in the department of health science and are very important. On the other hand, the application of new teaching methods is being attempted in various fields. Flipped learning is also one of the most popular teaching methods. Flipped learning is a teaching method in which a student learns in advance with pre-class materials provided before class and performs various activities through interaction with peers during in-class. After applying flipped learning to the 'Neuroanatomy and Practice' course taken by students of the Department of Occupational Therapy at H University, this study conducted a satisfaction survey for students taking the course. The overall organization of class, learning data and activities were well prepared and students' participation in learning was also high. High learning satisfaction was shown in intention to retake flipped learning (3.12±0.50/4 points) and the degree of helpfulness of learning in flipped learning compared to existing class (3.33±0.48/4 points). In addition, 'Increased understanding of classes' and 'easy review' showed many opinions in the help elements of flipped learning. Based on these results, we suggest that flipped learning should be applied to more basic medical subjects because it also showed high satisfaction in that.

Keywords: Basic medical subject, Department of health science, Flipped learning, Interaction, Learning satisfaction.
The Relationship Between Maternal Teaching and Preschoolers’ Understanding and Behavior of Sharing

*Yu-Ju, Chou, National Tsing Hua University, Taiwan

*Corresponding Author

Abstract

The present study explored how Taiwanese mothers teach their children to share, and the linkages to young children’s moral reasoning and sharing behavior. 73 mother-child dyads participated in the study. The average age of the children was 59.86 months, with an age range of 49 to 75 months, 39 boys and 34 girls. Mothers’ teaching frequency of sharing in daily life and in shared reading were investigated using questionnaire. The content type of maternal teaching of sharing were analysed according to the mothers’ explanations to the “not sharing event” task. The mothers’ answers were scored according to the level of moral principles developed by Malti et al. (2010). The children’s answers to the same task were also scored. The children’s sharing behavior was rated by their preschool teachers.

The results of this study showed that most Taiwanese mothers often ask their children to share toys or food with peers. The main rationale the mothers gave was that they hope their children follow the moral rules of the society, followed by they thought sharing is the best way to make friends, and they wanted to cultivate their children’s empathy. Correlation analysis showed that the frequency of the mothers teaching the value of sharing in shared reading was positively related to young children’s active sharing behaviours. Maternal moral reasoning level in explaining the “not sharing event” was positively related to young children’s moral understanding of sharing, their active sharing behaviour and their passive sharing behaviour.

The findings of the present study suggest that it would be beneficial for parents to take the opportunity to discuss the value of sharing in shared reading. Parents should also mind the moral level of the rationales they provide to the children, the higher the moral level of the explanation the parents give, the more the children realize the value of sharing and the more sharing behavior the children would present.

Keywords: Maternal teaching, Moral socialization, Sharing behavior, Young children.
T&L Effectiveness of Micro-modules in Economics and Finance courses at undergraduate and postgraduate business programs

*Andrew Yuen, Chinese University of Hong Kong, Hong Kong
*Corresponding Author

Abstract

The study aims at evaluating the teaching and learning effectiveness of micro-modules in macroeconomics and finance at undergraduate and postgraduate levels in CUHK Business School. Using micro-modules in the flipped classroom strategy has attracted lots of attention from educators and pedagogical specialists. It is believed that this ‘flipped’ approach can enhance students’ learning experience and also improve their motivation and engagement in class.

Built upon the micro-modules developed since 2015, the study aims to investigate the impacts of flipped classroom in Business School, and at the same time identify the differences in impacts of flipped classroom for students with different background.

Keywords: eLearning, Flipped classroom.
Differences The Psychological Characteristics of Indonesian SEA Games Athletes in Terms of Individual Sports Based on Sex

*Yahya Eko Nopiyanto, Yogyakarta State University, Indonesia
Dimyati, Yogyakarta State University, Indonesia
*Corresponding Author

Abstract

This research was aimed to investigate the psychological characteristics differences of Indonesian SEA Games Athletes in term of individual sports based on sex. The psychological characteristics consists of motivation, self-confidence, anxiety control, mental preparation, team emphasis and concentration. This research employed the quantitative approach using survey method with a restrospective causal-comparative design also called ex post facto. The subjects of this research were selected by means of purposive sampling technique. Subjects consisted of 132 male athletes and 82 female athletes from individual sports. The data were collected using Psychological Skills Inventory for Sports (PSIS) questionnaire. Those data were then analyzed using the independent sample t test with significance level of 0.05. Mean values of male athletes = 150.1894 and female athletes =145.5488. The research findings revealed that there were significant differences in the psychological characteristics of Indonesian SEA Games Athletes in term of individual sports based on sex with sig. values = 0.006 < 0.05.

Keywords: Characteristics, Psychological, SEA games athletes, Individual sports, Sex.
Students’ Reading Speed and Their Reading Comprehension  
(A Correlational Study on the Second Year Students of SMA Negeri 5 Kendari)  

*Wa Ode Muslihah, Yogyakarta State University, Indonesia  
*Corresponding Author

Abstract

This study was carried out to investigate the correlation between students’ reading speed and their reading comprehension at the second year of SMA Negeri 5 Kendari. The research question of this study was “is there any correlation between students’ reading speed and their reading comprehension”. The objective of this study is to find out whether there is a correlation between students’ reading speed and their reading comprehension on the second year students of SMA Negeri 5 Kendari. The design of this study was a correlation design. The subject of this study was the students in XI IPA 1 of SMA Negeri 5 Kendari which consist of 39 students. The findings indicated that there is a correlation between students’ reading speed and their reading comprehension at the second year of SMA Negeri 5 Kendari. The correlation was -0.628** with its significant 0.000. The correlation, however, was a negative one. Furthermore, it was categorized as high correlation, since the R square was 0.407 or it can be interpreted that 40.7% the students’ reading speed is correlated with their comprehension where the R square means how much X variable or students’ reading speed correlated with Y variable or reading comprehension.  

Keywords: Reading speed, Speed reading, Reading comprehension.
Communication in Graphs

*Masami Yoshida, Chiba University, Japan
*Corresponding Author

Abstract

A comparative study was conducted to investigate changes in students’ communication patterns in University courses. All students were assigned to write personal comments on reports composed by other students. A holistic view analysis of these comments were introduced into a social graph analysis. Two different methods were compared: writing in the classroom and writing at home. The social graphs showed that small-world networks in both methods existed, but differences in the spectra of in-degree, out-degree, and cluster coefficients were found. The effects of potential hindrance factors that cause topological changes in the distributions were examined. Furthermore, it was shown that students’ tasks at home had resulted in larger effects from hindrance factors. Finally, a future study to examine more influences from the environment that could enhance preferential attachment was discussed.

Keywords: Communication, Cluster coefficient, Social graph, Topological change, University lesson.
Making the difference: Teaching gender and relationship education to students in the lens of peer education and case-based course

*Hsing-Chen Yang, Kaohsiung Medical University, Taiwan

*Corresponding Author

Abstract

Gender educators in today’s changing educational and learning environment encounter numerous challenges. Gender learning of young people nowadays features immediacy, interaction and amusement which also represent the change and influence of digital technology. It refers to the effect of peer culture and youth subculture which reveals the fact that students experience intimate relationship through daily interaction. They also learn the gender concept and gender relation from it.

Therefore, this research emphasizes the necessity of employing lively activities and experiences to bring in the concepts of peer education and case method in the gender and relationship education. This research adopts action research as methodology and relationship issues from young students’ real experience as the center of course design and learning. The research investigates how to integrate peer education and case method into the course and teaching of gender and relationship education for young students. It also explores how to empower young students, through case study and immediately interactive peer learning activities, to act as the active educators of participating in meaning production who equip with gender ability to discuss intimate relationship with their peers. Students are able to provide gender knowledge or bring in gender consciousness when discuss about or share relationship issues and experience with peers.

Keywords: Peer education, Gender and relationship education, Case method, Intimate relationship.
Factors influencing the adoption of eLearning in Sri Lankan higher education

*Amitha Padukkage, University of Sri Jayewardenepura, Sri Lanka
*Corresponding Author

Abstract
A recent trend in higher education in Sri Lanka has been to provide students with online access and learning content through learning management systems. Many universities, however, face enormous difficulty in adaption and use of eLearning. With the growing trends in information technology and rapid adaption of learning management systems, identifying the critical factors related to student acceptance of eLearning continues to be a critical issue. Yet little research has been done to verify the process of how university students adopt and use e-learning. Therefore, the objective of this research was to explains the adoption process of eLearning in Sri Lankan university sector. The conceptual model was developed based on the technology acceptance model (TAM) which included perceived usefulness, perceived ease of use, attitude, and behavioral intention to use e-learning and external factors. The model was empirically validated through survey data collected form 140 university students enrolled in a full-time degree program. The structural equation modeling (SEM) technique was employed with the Smart PLS program to explain the adoption process. The result confirmed TAM as good thermostical model to explain the adoption process of eLearning. Further, the result can help promote the successful integration of technology in teaching and learning process in higher education.

Keywords: eLearning, Learning management system (LMS), Higher education, Theory of reasoned action (TRA), Technology acceptance model (TAM).
The Effect of Exercise Method And Ankle Coordination On Skill Passing of Futsal Game (Experimental Study in BKMF Futsal Students of Faculty of Sports Science of Makassar State University)

*Irvan Kurniawan, Jakarta State University, Indonesia

*Corresponding Author

Abstract
This study aimed to know the effect of drill and tactical and ankle coordination on passing skill in futsal game. This study was conducted in BKMF Futsal students of Faculty of Sport Science of Makassar State University. This study used treatment by level 2 x 2. The sample consisted of 64 students divided into four groups, each group consisted of 16 students. The data analysis technique was a two-lane variance analysis (ANOVA) and Tukey test at significance level $\alpha = .05$. The results of this study showed that (1) drill practice method had a better effect than the tactical exercise method of passing skill in futsal game. (2) there was an interaction between the drill practice method and the tactical exercise method and ankle coordination of passing skills in futsal game. (3) drill practice method had a better effect than tactical exercise method that had high ankle coordination. (4) drill practice method had a better effect than tactical exercise method that had low ankle coordination.

**Keywords:** Drill and tactical methods, Ankle coordination, Passing futsal.
An Exploratory Study of Positive Emotion Upregulation Strategies among Chinese Learners of English as a foreign language (EFL) in Hong Kong

*George Gotoh, Niigata University, Japan
*Corresponding Author

Abstract

This study is one of the first studies that examine second language acquisition (SLA) learners’ repertoire of positive emotion strategies. The results will not only inform future interventions but also enrich literature on the differences between effective and less effective learners along the emotional dimension. While an increasing amount of psychological research supports a positive correlation between students’ positive attitude towards life and learning effectiveness, research into the possible impacts of positive psychology on SLA learning is still in its infancy. The studies so far, while exploratory by nature, are mostly prescriptive in that they are focused on how positive psychology intervention may enhance learning effectiveness. While such studies have provided promising empirical evidence, much is yet to be known about the descriptive side of the literature, specifically whether and what strategies SLA learners bring into the language classroom to enhance their own positive emotions towards second language learning. Such knowledge would both justify the existing interventions and enhance their effectiveness.

As part of a bigger research project, the present study is preliminary in nature and is intended to identify positive emotion strategies that Chinese undergraduate learners of English as a foreign language (EFL) use in compulsory English proficiency courses. The participants (n=50) were first and second-year undergraduates majoring in arts and business. An open-ended questionnaire survey was conducted in March, 2017, to collect participants’ (n=50) self-reported emotions in learning English, their corresponding positive emotion upregulation strategies and motivation to learn English. The data were then analysed using Gross’s (2015) process model of emotional regulation.

Preliminary results indicate that while students differ quite widely in the positive upregulation strategies they employ to enhance their EFL learning experience or effectiveness, at least two patterns could be identified. First, there was a clear observed relationship between learners’ academic discipline and the upregulation strategies employed. Second, there appeared at least a weak correlation, not without interesting anomalies, between participants’ motivation to learn English and the types of upregulation strategies used. Based on the above findings, there will be discussions on whether and how positive emotion upregulation strategies could contribute to enhancing the effectiveness of EFL learning and teaching.

Keywords: Emotion regulation, English as a foreign language (EFL), Positive emotion, Second language acquisition (SLA).
An analysis of the permeability of Moroccan higher education to e-learning and Simulation based E-learning

*Laaziz El Hassan, Université Hassan 1er de Settat, Morocco
Elkhouzai Elmustapha, Université Hassan 1er de Settat, Morocco
*Corresponding Author

Abstract

The integration of E-Learning into the educational and training landscape of developed and emerging countries is becoming more and more important and has become an important issue since the beginning of the millennium. The sophistication of associated information technologies tends to replicate all the virtues formerly associated with the face-to-face. Recent advances in interfacing and integration between Learning Management Systems (LMS) and simulators are an example. In Morocco, E-Learning is still in a basic level of both practice by practitioners and the place granted to it by governments. Accordingly, the degree of penetration of E-Learning is fairly basic both in sophisticated devices and in the sophisticated content that can be able to change the situation. The aim of this article is to study the permeability of Moroccan higher education to e-Learning devices and interactive and simulation-based content in particular. The degree of penetration of E-Learning and interactive and simulation-based content will be analyzed, benchmarked and discussed.

Keywords: Higher education, Simulation, E-Learning, Standards, Morocco.
Economic Disadvantage, Family Interaction & Family Coherence Effect on the Psychological Well-being of Youth in Taiwan

Yip, Ming Fun, Taiwan Shoufu University, Taiwan
*Chou, Li-Tuan, National Taiwan Normal University, Taiwan
Huang, Shu-Man, Taiwan Shoufu University, Taiwan
Chang, Kuei-Chiu, Taiwan Shoufu University, Taiwan
*Corresponding Author

Abstract

A Life Course on psychological well-being transitions provides the main framework in this study to test the model of the associations among family context and psychological well-being from junior high school to high school. (psychological distress, self-efficacy and life satisfaction). The purpose of this study is (a) to examine the impact of economic disadvantage, family interaction and family coherence on students’ psychological well-being; (b) A secondary purpose was to examine the explanation of psychological well-being from junior high school transition to high school. Our analysis was based on a 3-year panel study (2011-2013) of 2waves dates of Taiwan Database of Children and Youth in Poverty (TDCYP), containing 1034 students. The data is analyzed by structural equation models (Amos 20.0 program) with latent variables. The results support the hypothesis showing that the overall fit of the model was good. Consistent with the conceptual model, all of the hypothesized linkages were statistically significant and in the expected direction: (a) Economic disadvantage was negatively associated with students’ psychological well-being directly. (b) Family interaction was positively associated with family coherence, family coherence was positively associated with students’ psychological well-being. (c) Economic disadvantage, family interaction, family coherence and student s’ psychological well-being in junior high school have consequences for youth psychological well-being (high school), can be used to explain with effectiveness 70%. Although economic disadvantage was negatively impact on psychological well-being. This suggests family education that family interaction and family coherence play important role can positively increase psychological well-being.

Keywords: Economic disadvantage, Family coherence, Psychological well-being, Parenting education, Family education.

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2 This paper is based on the “Taiwan Database of Children and Youth in Poverty “, which is implemented and released by the Taiwan Fund for Children and Families (TFCF). The authors would like to thank the resources for the assistance provided by the TFCF, which will be the responsibility of the author and does not represent the standpoint of TFCF.
Perceptions of Special Education Teacher about The Needs of Transition Program for Children with Intellectual Disability (A Special Public and Private School Comparison)

*Mita Apriyanti, Universitas Pendidikan Indonesia, Indonesia
Zaenal Alimin, Universitas Pendidikan Indonesia, Indonesia
Juang Sunanto, Universitas Pendidikan Indonesia, Indonesia
*Corresponding Author

Abstract

The transition period of children with intellectual disability is a transition from school to work and society. This period is a crucial phase that will determine people with disabilities’ lives after schooling. This study compared teachers of public schools’ and private schools’ perceptions on the need of transitional programs in preparing students with intellectual disability to live independently in the community. The data obtained were analysed by using descriptive analytic approach. Qualitatively, this study revealed that teachers in public and private schools have the same concept of a transition program for student with intellectual disability. They believed that this program is beneficial to prepare students to live independently in the community. They also claimed that building harmonious and effective cooperation with parents and various stakeholders in implementing transition program is extremely suggested and needed. In public schools, there are more types of skills taught compared to private schools. Yet, various views of teachers were proposed dealing with the nick time of this program to implement and the purposes of the program being implemented. The insight engaging with teachers’ perceptions in this study impact the transition program that is run as it demands great attention on several variable factors specifically on material content equation and procedure development.

Keywords: Teacher’s perception of the needs of transition program, Special private and public school, Children with intellectual disability.
Communication of Students with Hearing Impairment in An Inclusive School: Challenges and Difficulties

*Siti Musayaroh, Universitas Pendidikan Indonesia, Indonesia
Imas Diana Aprilia, Universitas Pendidikan Indonesia, Indonesia
*Corresponding Author

Abstract

This study aimed to explore the communication done by students with hearing impairment in an inclusive school. The study employed qualitative descriptive method and the data for this study was obtained from interview and observation. The main subject of the study consisted of two students with hearing impairment; those are subject X and Y at Junior High School level. The results showed that the subject X can understand speech of the other person, can speak without making a sound, use the appropriate vocabulary and sentence structure, and sometimes use writing to clarify the understanding on the other person and vice versa. Subject Y can understand speech of the other person, can hear a loud voice, can understand the phrase spoken slowly, can speak clearly but with a monotonous rhythm and intonation of flat, and can use vocabulary and structure of sentence correctly. It can be concluded that both subjects have good receptive ability and verbal expressiveness. It is suggested that in order to have effective communication between students with hearing impairment with teachers and their regular peers, teachers in an inclusive school should prioritize the way they communicate with the students in terms of face to face interaction, accuracy in articulation and intonation, and the use of simple language.

Keywords: Communication of students with hearing impairment, Inclusive school, Challenges and difficulties of communication.
Family-based early intervention: Walking Exercises for Children with Down Syndrome

*Syari Yuliana, Universitas Pendidikan Indonesia, Indonesia
Zaenal Alimin, Universitas Pendidikan Indonesia, Indonesia
Juang Sunanto, Universitas Pendidikan Indonesia, Indonesia
Rozi Setiawan, Universitas Pendidikan Indonesia, Indonesia

*Corresponding Author

Abstract

Family is the central environment that must be empowered so the children with special need that they have optimal development. Family empowerment is conducted as early as possible since the problems have been recognized during the children development stage. The problem is that there still a small number of families that empower their role to help their children development barriers. Therefore, the purpose of this research was to apply family-based early intervention program which makes use of the family empowerment in order to help children with down syndrome to do walking activities. The kind of research employed was a descriptive qualitative research. The data were taken through direct observations, interviews, and documentation. The results showed that the application of family-based early intervention program was very helpful in walking exercise of down syndrome children. Moreover, the rapid advances were also identified from the children ability to walk. Thus, this paper shows that the family-based early intervention empowerment with continuous care and intensive family involvement determines the success of walking exercises the children with down syndrome.

Keywords: Family-based early intervention, Children with down syndrome, Walking exercises.

Huang, Shu-Man, Taiwan Shoufu University, Taiwan
*Chou, Li-Tuan, National Taiwan Normal University, Taiwan
Yip, Ming Fun, Taiwan Shoufu University, Taiwan
Chang, Kuei-Chou, Taiwan Shoufu University, Taiwan

*Corresponding Author

Abstract

The purpose of this study was to induce the process and influencing factors of interaction between mother and their children. In this study, we interviewed 10 mothers and their paired 13 adolescent children. The thematic analysis of qualitative method involving an inductive orientation was employed. Through diverse life experiences recalled by mothers and their children, we gradually summarized perspectives elucidating maternal devotion and experiences as well as developed a trajectory regarding mother–child interaction. In results, this study categorized three types of maternal love and analyzed the associated texts that documented the factors affecting turning points in the lives of the mothers and their children. We elaborated stories associated with the mother–child interactions involving the three types of maternal love: (1) Rich maternal devotion enabled children to experience rich maternal love, (2) Difficult circumstances and medium undulating maternal love result in more precocious, better ability of reflection and better feelings, (3) Maternal love decreases gradually as children grow up, resulting in mixed feelings concerning maternal love. Therefore, positive maternal love actions, and reflective family education courses in school age and adolescence were encouraged by this study.

Keywords: Reflective family education, Maternal love, Perception of mothers' love, Affectional interaction.
Strategies for Teaching Unlearning Previous Experiences in Education Towards More Engaging and Motivating Academic Enrichment

*Bob Barrett, American Public University, USA

*Corresponding Author

Abstract

Many adult learners do not want to continue educational endeavors due to previous bad educational experiences. However, not all education or training can be bad, but rather they are stigmatized by the actions of previous educators and/or learning environments. However, in light of today’s ever-changing role of technology and economics times, many adults are not faced with the decision of either returning back for more education and/or training or face a tough economic picture for themselves and loved ones. In fact, the role and function of online learning has helped to “dispel” some of the previous educational experiences to help encourage and motivate more adults to try this newer and non-traditional approach to education, but with the same academic rigor as the brick-and-mortar traditional classroom. As a result, adult learners are starting to consider this key life decision to give education or training a second chance, but how do we, as educators, help to erase bad educational experiences and replace them with better and motivating ones? Hedberg (1981) coined the term “unlearning” in which he stated that sometimes you need to help learners to “unlearn” past ways of doing things or bad experiences in order to learn newer and better approaches and strategies. Consequently, this paper will look at how online instruction is helping to revolutionize learning in the virtual environment to help give new meaning to the use of technology, acquisition of new content knowledge, and application of both of these items to help engage more adult learners in not only immediate education, but lifelong learning.

Keywords: Teaching, Motivation, Adult learning, Academic engagement, Unlearning.
The Blended Learning Approach and Its Impacts on Students with Different Backgrounds and Learning Needs

*Bob Barrett, American Public University, USA
*Corresponding Author

Abstract

The rapid development and popularity of information technology have allowed for more possibilities for teaching and learning (T&L). Blended learning, can restructure the traditional way of T&L by using the class time for learning activities with more interactive and engaging elements. There have been many studies conducted in the past 20 years to evaluate the effectiveness of this student-centered strategy, and most researchers have confirmed its advantages in various aspects, including promoting higher order thinking, peer interaction and collaboration, higher engagement, and independent learning etc. However, relatively few studies have been done to explore how the effectiveness of such strategy is related to students' background and learning characteristics. This study aims to provide insight to fill this gap by conducting an experiment of flipped classroom in The Chinese University of Hong Kong Business School. The findings show that students who are motivated to learn the course in depth are more likely to find the blended learning experience rewarding, have greater satisfaction as well as think of themselves as independent learners. Students who seem to demonstrate more mature attitude in processing knowledge also enjoy more the class activities, and are more satisfied with their learning experience. These findings shed light to the further development and implementation of blended learning strategy in a setting of differentiated students.

Keywords: Blended learning, Flipped classroom, Inverted classroom, Education technology, Business education.
An attempt of university mathematics education design promoting transformation of attitude towards mathematics through realistic problem solving.

*George Gotoh, Niigata University, Japan
*Corresponding Author

Abstract

This paper proposes framework of mathematical education for non-mathematics university students, which focuses on solving problems by utilizing mathematical resources in a realistic context and intends to promote transformation of their attitudes towards mathematics. In this framework, problem solving means activities that solve problems by applying mathematical knowledge and ideas appropriately in relatively familiar scenes such as daily life and social life and interpret results obtained. Mathematical resources, communication, and attitude towards mathematics are important factors in problem solving.

Keywords: Problem solving, Resources, Communication, Attitude, Literacy.
Embracing The Challenge: Reflections On Teaching Innovation Management Through Live Business Projects

*Milena Bobeva, Bournemouth University, United Kingdom
Isaac Ngugi, Bournemouth University, United Kingdom
*Corresponding Author

Abstract

Teaching of innovation management normally employs a ‘toolkit’, the purpose of which is to present and reinforce key pedagogical concepts, tools, techniques and theories. These are implemented in the setting of conventional lectures, seminars and workshops but can be supplemented by the use of instruction models for active and cooperative learning, such as case studies and simulations.

Case studies are often seen as the “ideal medium within the teaching kit” (Goffin and Mitchell, 2017) by stimulating awareness of the business and its context, as well as learner interactions in the form of class discussions and debates. Business simulations/games are also deemed “as a viable alternative to the lecture-based pedagogy” (Li et al 2007). However, these pedagogic platforms lack the dynamics and learning that come from engagement with a live project and/or real business client. Accordingly, the aim of this paper is to explore an innovative pedagogy for teaching innovation management based on experiential, project-based learning. The knowledge and skills gains are derived from a combination of consultancy work, with a critical review of the project, participant reflections upon management of the innovation project together with integrated feedback from the business clients.

This research evaluates the experience of delivering a “Managing innovation, creativity and design” to Masters level students, undertaking a programme of study entitled “Innovation Management and Entrepreneurship”. Students have consistently found experiential learning and live business projects to be stimulating and have appreciated the “creative exercises [that] provided a different way to learn” (Anon, 2017). Historically, feedback from the business clients has been very positive and encouraging about this form of collaborative working. Specifically, client organisations have found that working with the students have provided deeper insights into their business practices, well beyond the original scope of the innovation project. This approach to learning has also been commended by both university and professional bodies, as it stimulates a fusion of education, research and professional practice. This has resulted in the development of strong relationships with local and regional businesses and business mentors.

The attainment of project goals was determined by judging course learning outcomes and from feedback from clients and course moderators. The quality of the project processes was assessed by evaluating the extent to which a risk management framework, effective interpersonal communication and feedback from the project stakeholders was
used to effectively manage the work. This information was supplemented by further information derived from student and staff reflections embedded in institutional course assessment and monitoring practices.

This paper critically examines how students have been introduced to innovation management has been taught and assessed through live project-based learning and presents how the pedagogic toolkit has evolved over three cycles of action research, each corresponding to one academic year.

**Keywords:** Innovation management, Pedagogy, Experiential learning, Project-based Learning, Reflections.
Multiple Assessment of Learning in College-Level Environmental Ethics Course Using an Action Research Approach

*Horng, C.-H., Chang Jung Christian University, Taiwan
Dai, C.-L., Chang Jung Christian University, Taiwan
Chen, S-C, Chang Jung Christian University, Taiwan
Lee, Y-C, Chang Jung Christian University, Taiwan
*Corresponding Author

Abstract

Environmental education is an important strategy in solving modern society’s environmental problems by altering learners’ environmental behavior. Environmental ethics, an environmental philosophy that aims to study the ethical relationship between human being and the environment, is vital to environmental behavior due to it forces people to consider how their actions affect others and the environment. Learning outcomes of an environmental ethics course, however, is difficult to evaluate due to the facts that the course designed to meet the objectives of enlighten students about the important relationship between themselves and the environment, increasing their willingness to act, and enhancing their ability to apply what they have learned in promoting change, are difficult to be tested by traditional testing method.

This study examined the level of understanding exhibited by students who attended course related to environmental ethics and assessed the impact of teaching strategies using multiple assessment methods. Pre- and post- curricula learning questionnaires were administered in two separate classes comprising 55 and 77 students respectively to gauge their environmental literacy and environmental worldview both before and after the course. Student’s concepts of environmental ethics developed after the course were also evaluated by drawing concept maps; the complexities of concepts were subsequently analyzed to assess students’ learning outcomes.

The results of pre- and post- curricula learning questionnaires revealed that the courses were effective in enhancing students’ awareness of environmental issues. Students’ environmental worldview was skewed slightly towards anthropocentrism, indicating that their identification of important environmental issues was affected by personal interests, such as health concerns and environmental justice. Students’ environmental ethics depended largely on their backgrounds, and differed mostly with regard to concepts derived from the environment rather than moral theory, society, economics, and institutions. Comprehensive assessment based on students’ various learning activities revealed that the participants generally performed well and engaged themselves in voluntary environmental protection activities throughout the course.

Students’ concepts of environmental ethics developed primarily focused on
environmental impacts rather than more complex socioeconomic effects. This might be due to the fact that the course focused more on the consequences of anthropogenic activities on the environments. Since it is difficult to assess the effect of education on ethic course using conventional evaluation methods, the multiple assessment methods used in this study demonstrated its applicability to reflect students’ levels of participation and learning outcomes.

**Keywords:** Environmental education, Environmental ethics, Concept map.
Action-Learning Curriculums Designed in an International Program for Sustainable Development

Lin, I.-T., Chang Jung Christian University, Taiwan
*Horng, C.-H., Chang Jung Christian University, Taiwan
*Corresponding Author

Abstract

Sustainable development is one of the most pressing issues of this century. Solutions require not only knowledge but also real-world practice. Chang Jung Christian University (CJCU) in cooperation with Jane Goodall Institute, starts International Program for Sustainable Development (IPSD), a four-year bachelor degree program for young generations around the world who are eager to make world a better place. This program emphasizes on solving the real-world problem, learning by hands-on action. The program equip students with interdisciplinary knowledges of environmental sustainability, civil action, international affair, and culture diversity by practicing the spirit of Roots & Shoots to make the world a better place at the same time.

IPSD is designed to be hands-on, interactive, and students-centered. In IPSD, students have to immerse themselves in real-world problems and work on solving sustainability problems with local community and NGOs. Students are expected to study on CJCU campus during the first three years, where they will take core courses related to sustainable development during the first year, select two modules of their choices from the five modules provided in the program, and finish the program by an International Roots and Shoots action at the fourth year. The five modules include River Restoration, Community Development, Cooperative Construction, Organizational Sustainability, and Climate Change Adaptation, all of which are in sync with the sustainable development trend in recent years.

IPSD prepares students for career related to sustainability issues. The graduated students may be employed as an educator/advocator in not-for-profit organizations, a sustainability or corporate social responsibility (CSR) consultant, or a community planner in local government. The action learning curriculum is expected to prepare students to become a responsible global citizen equipped with the ability to solve sustainable problems.

Keywords: Sustainable development, Action learning, Curriculum design.
Students’ Understanding of a Mathematical Concept Based on Arbitrary and Necessary Things: a Case Study of Missing Angles in Parallel Lines

*Soma Salim S, University of Bristol, United Kingdom
*Corresponding Author

Abstract

This study aims to discover students’ understanding of a mathematical concept by considering what is arbitrary and what is necessary. Data were collected from observing a lesson about the role of angles in parallel lines and interviewing students to look at their understandings. The results reveal that there are three levels of students’ understanding: (1) the students can remember arbitrary things, but not be aware of the missing angles; (2) the students can remember arbitrary things and sometimes can be aware of necessary things, but get confused when solving a different problem; (3) the students can remember arbitrary things, can be aware of the missing angles although the problem is different from what they usually do, but they do not remember the terms introduced by the teacher during the lesson. It is suggested that teachers have such skill to identify whether or not their students can memorise arbitrary things and be aware of necessary things, assisting their memories and helping to educate their awarenesses.

Keywords: Students’ understanding, Mathematical concept, Arbitrary, Necessary, Parallel lines.
Investigating case-based learning as practices in teachers’ community for professional development

*To-Ken Lee, Hua Fan University, Taiwan

*Corresponding Author

Abstract

Teacher isolation has been noted and underlined in the literature of teacher education. This professional isolation is defined by the lack of opportunities that teachers have for interacting with their colleagues. College teachers, in particular, experience professional isolation since their fragmented teaching schedules prevent them from interacting with colleagues. Several studies have concluded that in schools in which teachers collaborate on issues related to their teaching, students’ academic performances tend to be better. Hence, numerous studies attempt to find out the ways to involve teachers in collaboration. These strategies include peer coaching, peer observation, and teachers’ study group. The studies on the teachers’ professional development address the need to establish a network which provides teachers with circumstances to reflect upon their experience and fashion new knowledge and beliefs about their practices through exchanging support, feedback, and assistance with their colleagues. For the reason, this proposal purports to build a learning community for the college teachers who teach English as a Foreign Language (EFL). The teacher participants will be guided to learn the five-step case analysis method, proposed by McNergney (2007), and employ the approach to resolve the cases which represent instructional or curricular issues in EFL. Four EFL teachers will be recruited and encouraged to work as a team to read the case analyses of each other. With Grounded Theory, a qualitative inquiry, this proposal expects to explore whether and how case-based learning can activate and sustain teachers’ collaborative learning.

Keywords: Teacher community, Collaborative learning, Case-based learning, English as a foreign language (EFL) learning.
Assessment and Accreditation of Higher Education Institutions in India

*Kamlesh Bhatt, Hemchandrachary North Gujarat University, India
Manish Raval, Hemchandrachary North Gujarat University, India
*Corresponding Author

Abstract

After independence the University Education Commission was set up in 1948 under the Chairmanship of Dr. S Radhakrishnan “to report on Indian university education and to suggest improvements and extensions that might be desirable to suit the present and future needs and aspirations of the country”. It recommended that University Grants Committee be reconstituted on the general model of University Grants Commission of the United Kingdom with a full-time chairman and other members to be appointed from amongst educationists of repute. In 1952 the University Grants Commission (UGC) was formally inaugurated by late Shri Abul Kalam Azad, then Minister of Education, Natural Resources and Scientific Research on 28th December, 1953. However, a statutory body of the UGC was formally established in November, 1956 through an Act of Parliament for the Co-ordination, determination and maintenance of standards of university education in India. National Assessment and Accreditation Council (NAAC) was established by the UGC in September, 1994 at Bangalore for evaluating the performance of the universities and colleges in the country. NAAC’s mandate includes task of performance evaluation, assessment and accreditation of universities and colleges in the country. Accreditation facilitates institution to know its strength, weaknesses, and opportunities through an informed review process. The universities-Central, Private, State, Deemed-to-be and Institutions of National Importance and Colleges or institutions affiliated to, or constituent of, or recognized by university, including autonomous colleges are eligible for the process of Assessment and Accreditation of NAAC. The process for assessment and accreditation broadly consists of preparation of Self-Study Report (SSR), submission of Letter of Intent (LOI), submission of institutional eligibility for quality assessment and submission of Hard Copies of SSR. The Peer-Team consisting of three persons, a chairman, member Coordinator and a member visits the institution and submits on-site visit report. NAAC has identified seven criteria to serve as the basis of its assessment procedures. The NAAC has assigned different weightages to these criteria with the total weightage of 1000. Institutions are graded under for categories viz. A, B, C and D denoting Very Good, Good, Satisfactory and Unsatisfactory levels respectively. The accreditation status is valid for five years from the date of approval by the Executive Committee of NAAC. The institutions undergo the re-accreditation process after five years.

Keywords: University grant commission, National assessment and accreditation council, Self-study report, Peer-team visit, Grading.
In-Service Teacher Training Programme for College Teachers in Gujarat

Vasant Joshi, Gujarat University, India

*Harish Rao, Hemchandrachary North Gujarat University, India

*Corresponding Author

Abstract

According to Rabindranath Tagore, a Noble Prize Winner of India, “a teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame.” The Thirteenth year book of the Department of the Superintendence on social Change and education mentioned social change and a too brief pre-service education as reasons for in-service training of teachers. It serves those teachers who wish to ‘upgrade’ themselves. It helps those who wish to prepare for another type of position. Besides, it increases teachers’ knowledge or skill. Teacher education course is being recognized as a continuous process, coextensive with teaching courses for existing teachers on a mass scale in addition to pre service education. In service training program is organized to orient new comers or to orient/refresh the old ones. There are many functions of in-service training programme viz. (a) to promote the continuous improvement of the teachers (b) to eliminate deficiencies in the background (c) to release creative activities etc. The existing teachers of higher education are offered training by different government and non-government agencies. The University Grant Commission has set up Academic staff colleges in each university. If organizes orientation programme for the new comers and refresher programme for experienced teachers. The objective is to equip the teachers with the new methods and trends of higher education. It also emphasizes the use of modern technology in imparting effective teaching. The Ministry of Human Resource Development organizes short-term courses for the existing teachers. It helps the teachers a lot and prepares them for research. The Knowledge Consortium of Gujarat envisions to generate and to provide ideas and paradigms for achieving excellence in education. It imparts innovative teaching, learning, research and extension activities through educational technology. Education is a life-long process. The teacher should continue to learn throughout his life. No man or woman should decide to teach unless he or she is determined to learn because a true teacher is a student all through his life. The idea of life-long education is the key-stone of the learning society. The Ministry of Education in England States, “the hall mark of a good teacher is that he is himself always learning and always developing his knowledge and understanding of children and young people. In short, a teacher should be a person who, because of his attitude to knowledge, to ideas, to his fellows and life generally is better educated today then he was yesterday and will, tomorrow better educated than he is today.”

Keywords: University grant commission, Ministry of human resource development, Knowledge consortium of gujarat, Short-term course, Faculty development programme.
An Investigation into the Concept of Teacher Leadership and Its Relevance in Indonesia

Zaldi Harfal, University of Manchester, United Kingdom

Abstract

This article considers teacher leadership is key element to educational change in Indonesia. I report findings from international literature and research to analyse the notion of distributive leadership in schools in England. The purpose of this article is to investigate the roles of teachers in distributive leadership. The findings suggest that teacher leadership is widely recognised in schools in England as an irreplaceable factor for school improvement and student development. In addition to this, it is arguably appealing for teachers themselves. With limited research done and little attention given in this area in Indonesia, this article gives recommendations that the roles of teacher leaders should cover three major areas: classroom leaders, school leaders and leaders for advocacy. In fact,

Keywords: Education, School, Teacher, Leadership.

Introduction

Teacher Leadership is a key role for teachers to engage in the development and innovation in education. Recently, it has been receiving a great deal of attention in many schools in England. Teachers are often recognised as separated part from the school leading posts and only have capacity as facilitators of knowledge in the classroom. However, teachers are currently believed to help make the education more effective and leading is not sole domain of school administrators like principals and other administrative staff.

The concept of teacher leadership brings merits for school and students. It is a fundamental factor that supports the development of learners, enhancement of teaching skill and improvement of school culture (TLEC, 2008, p.3; Clemson-Ingram and Fessler, 1997, p.96; Bishop, Tinley and Berman, 1997, p.77; Jawas, 2014, p.56). Lately, an advanced research has proven that teachers who work in a collaborative culture for a long time have the highest achievement on their student performance results (Berry, Daughtrey, and Wieder, 2010, p.2). It is true that “increasing the number of teacher leaders is an integral step in creating and sustaining highly functioning education systems that support whole students—students armed with the necessary knowledge, skills, and abilities to succeed in both work and society” (ASCD, 2015, p.6).

Recent discoveries have proven that teacher leadership also provides appealing experiences for the teachers themselves. A study by Birky, Shelton and Headley (2006) found that when teacher leaders work inside a collective responsibility, they are
delighted to act their roles as leaders and to see improvements in the school (p.92 -93). One reason is that their expressed feelings and opinions about what should be implemented and developed receive attention (Clemson-Ingram and Fessler, 1997, p.96). Another reason is that educators feel they have more control over the school strategies in their schools and more prominent degrees of self-governance in their occupations will probably stay teaching and have personal interest into their professions and schools (Berry, Daughtrey and Wieder, 2010, p.1). In addition, inclusion in such distributed leadership authority work was imperative to instructors' feeling of expert viability, and it made them more compelling classroom educators (Berry, Daughtrey and Wieder, 2010, p. 2). In essence, teachers find it pleasing to take a leading role in the school.

In this essay, the discussion centres on the previous literature in area of teachers as leaders and then have a look at teacher leadership in Indonesia. Firstly, the discussion will start with the roles of teachers as leaders which works out against the rules of hierarchy, followed by the challenges when carrying it out in Indonesia as well as the relating measures to tackle them. The final part of the essay will draw upon the prospects of teacher leadership in Indonesia.
Speed Control of 3-Phase Induction Motor by Using Graphical User Interface (GUI)

*Muhammad Farrukh Iqbal, UCEST Lahore Leads University, Pakistan
Muhammad Afzal, UCEST Lahore Leads University, Pakistan
*Corresponding Author

Abstract

In the various industrial applications the induction motor is mostly used. The loads on induction motor always vary as per its application but speed of induction motor is constant & cannot match with the load demand. Therefore adequate speed control should be implemented for economical operation. This project is based on the speed control of induction motor by using variable frequency derive (VFD). VFD usage has increased dramatically in industrial applications. This device uses power electronics to vary the frequency of input power to the motor, thereby controlling motor speed. Five different speed steps (100 rpm - 3000 rpm) are designed using C language and can be utilized through GUI.

Keywords: 3-Phase IM, H-Bridge, Isolation kit, Low power.
Deploying WhatsApp messenger to disseminate podcasts-based learning of labor laws among workers

*Shweta Saxena, University of Oxford, United Kingdom

*Corresponding Author

Abstract

Digital media is transforming every sphere of life. It has also revolutionized the process of learning and has far reaching effects to wire the whole world. With the emergence of the internet, there has been an exponential boost in the availability of the information across the globe. There are different learning tools that inspire technology and change the different facets of the world. Now, there are no borders to learning and knowledge acquisition. Learning is no more limited to an area. It can take place anywhere with the advent of mobile devices. Mobile learning is being viewed as the future of learning. It has been predicted that mobile computing will appear as a strong future trend that will revolutionize learning and education (Johnson et al, 2010; Yeboah and Ewur, 2014). Learning has an important role to play in the world of work. ‘Learners may be individuals, groups, whole organizations, inter-organizational networks or even geographical regions' (Tynjala, 2007). There are continuous developments and discoveries taking place all over the world and it has become necessary for every organization to transform into learning organization to keep pace with other organizations. At the workplace, emphasis is given on employee empowerment and growth of both the organization and the employee which can be achieved by amalgamating technology at the workplace. India has 40 million mobile internet-connected users in the rural population of 905 million (IAMAI and KPMG, 2016). The internet penetration is growing at a 33% year-on-year as compared to 28% for the urban India. To accelerate this further, Prime Minister Narendra Modi pushed forward an $18 billion ‘The Digital India Initiative’ to link 250,000 village clusters with broadband network (Bloomberg Business, 2015). With no-cost communication model, WhatsApp has 70 million subscribers and is the most used app in urban and rural India (Times of India, 2015). Using India as a fertile ground for research, this study focuses on the potential of creating and deploying podcasts as one of the learning tools to educate Indian factory workers through WhatsApp-based broadcast of bite-sized case studies with solutions about the various provisions of labor laws.

Keywords: Mobile learning, Rural India, Factory workers, Labour laws.
Teaching Taxation: A Comprehensive Method

*Tao Zeng, Wilfrid Laurier University, Canada
*Corresponding Author

Abstract

**Purpose:** The purpose of this paper is to share the method that I have been used in my tax classes.

**Design/methodology/approach:** The method is a comprehensive method, to the extent that in classes, I use tax cases including court cases and real world cases, and share empirical results from my tax researches in my teaching.

**Finding:** Tax cases and results from tax researches can be used to facilitate learning for all students, motivate students’ interest, and prevent students from narrowly focusing on one perspective, i.e., the textbook.

**Originality/value:** This paper benefits instructors teaching tax course at universities.

**Keywords:** Teaching taxation, Comprehensive method, Cases.