2016

Education Abstracts

Eighteenth Annual International Conference on Education
16-19 May 2016,
Athens, Greece

Edited by Gregory T. Papanikos
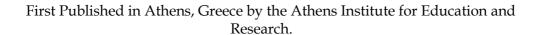
18th Annual International Conference Education
16-19 May 2016, Athens, Greece

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Preface

This abstract book includes all the abstracts of the papers presented at the 18th Annual International Conference on Education, 16-17 May 2016, organized by the Athens Institute for Education and Research. In total there were 118 papers and 127 presenters, coming from different 38 countries (Algeria, Australia, Brazil, Canada, Croatia, Czech Republic, Finland, France, Germany, Greece. Hong Kong, China, Indonesia, Ireland, Israel, Italy, Jordan, Kenya, Luxembourg, Mexico, Netherlands, Nigeria, Northern Ireland, Norway, Oman, Pakistan, Portugal, Romania, Russia, Slovenia, South Africa, Spain, Sweden, Taiwan, Turkey, UAE, UK, USA, and Zimbabwe). The conference was organized into 30 sessions that included areas such as Educational Foundations, Higher Education, Teacher Education, and Educational Technology. As it is the publication policy of the Institute, the papers presented in this conference will be considered for publication in one of the books of ATINER.

The Institute was established in 1995 as an independent academic organization with the mission to become a forum where academics and researchers from all over the world could meet in Athens and exchange ideas on their research and consider the future developments of their fields of study. Our mission is to make ATHENS a place where academics and researchers from all over the world meet to discuss the developments of their discipline and present their work. To serve this purpose, conferences are organized along the lines of well established and well defined scientific disciplines. In addition, interdisciplinary conferences are also organized because they serve the mission statement of the Institute. Since 1995, ATINER has organized more than 150 international conferences and has published over 100 books. Academically, the Institute is organized into four research divisions and nineteen research units. Each research unit organizes at least one annual conference and undertakes various small and large research projects.

I would like to thank all the participants, the members of the organizing and academic committee and most importantly the administration staff of ATINER for putting this conference together.

Gregory T. Papanikos
President

FINAL CONFERENCE PROGRAM
18th Annual International Conference on Education, 16-19 May 2016, Athens, Greece

PROGRAM
Conference Venue: Titania Hotel, 52 Panepistimiou Avenue, Athens, Greece

C O N F E R E N C E P R O G R A M

Monday 16 May 2016
(all sessions include 10 minutes break)

08:00-09:00 Registration and Refreshments

09:00-09:30 (ROOM E-- Mezzanine Floor) Welcome & Opening Remarks

- Dr. Gregory T. Papanikos, President, ATINER.
- Dr. George Poulos, Vice-President of Research, ATINER & Emeritus Professor, University of South Africa, South Africa.

09:30-11:30 Session I (ROOM A – 10th Floor): Educational Foundations I	09:30-11:30 Session II (ROOM B – 10th Floor): Higher Education I	09:30-11:30 Session III (ROOM E - Mezzanine Floor): Colloquium on Online and Distance Education*
Chair: Leslie Stuart Woodcock, Academic Member, ATINER and University of Leeds, U.K.	**Chair:** Despoina-Eirini Katzoli, Researcher, ATINER.	**Chair:** Olga Gkounta, Researcher, ATINER.
1. <u>Donald Livingston</u>, Professor, LaGrange College, USA & <u>Sharon Livingston</u>, Assistant Professor, LaGrange College, USA. Uncovering New Insights into Comparative Educational Inquiry Using Theoretical and Analytical Frameworks.	1. *<u>Christine Conley-Sowels</u>, Professor, Ferris State University, USA & *<u>Liza Ing</u>, Professor, Ferris State University, USA. Faculty Attitudes of Working with Students with Special Needs.	1. Timothy Newby, Professor, Purdue University, USA. Instructional Digital Badges in an Online Masters Degree Program. *(Colloquium on Online & Distance Education)*
2. *Gabriela Goudenhooft, Associate Professor, University of Oradea, Romania. EU Social Values in Debate and the Academic Education in Romanian Universities.	2. <u>April McGrath</u>, Assistant Professor, Mount Royal University, Canada & Anne Giroux, Graduate Student, Mount Royal University, Canada. Examining Student-Faculty Interactions: The Role of Individual Differences in Student Attendance of Office Hours.	2. <u>Sarah Smetzer-Fox</u>, Manager of Educational Technology and Ph.D. Student, California Institute of Integral Studies and Florida Atlantic University, USA & Dilys Schoorman, Professor, Florida Atlantic University, USA. Virtual Education: Emancipatory or Oppressive? *(Colloquium on Online & Distance Education)*
3. Lars Samuelsson, Associate Professor, Umeå University, Sweden & Niclas Lindström, Associate Professor, Umeå University, Sweden. On the Educational Task of Mediating Basic Values in an Individualist Society.	3. <u>Chrysoula Karathanasi</u>, Scientific Collaborator, University of Luxembourg, Luxembourg, Senad Karavdic, Ph.D. Student, University of Luxembourg, Luxembourg, Angela Odero, Research Associate, University of Luxembourg, Luxembourg & Michèle Baumann, Scientific Director, University of Luxembourg, Luxembourg. What Enhances the Life Satisfaction of Postgraduates Who Studied in Luxembourg, in EU or out-EU Countries?	3. Vassiliki Michou, Educational Engineer, University Pierre and Marie Curie, France. The Instructional Video in the Teaching Practice.
4. Rina Bousalis, Assistant Professor, Florida Atlantic University, USA. From Peasant to Terrorist: A Problematic Paradigm Shift in Children's Non-Textbook Literature.	4. Myriam Mercedes Espinosa de los Monteros Godinez, Ph.D. Student, Universidad De Guadalajara, Mexico & Martha Judith Arias Merino, Research Professor, Universidad De Guadalajara, Mexico. The Improvement of the Educative Level that the National Quality Graduate Program Promotes in Mexico: Perceptions of Professors in the Specialty of Endodontics.	4. *Augustine Maruva Tirivangana, Director, Zimbabwe Council for Higher Education (ZIMCHE), Zimbabwe. Towards a Quality Assurance Framework for the Assessment of on-Line Programmes: Developing Indicators of Excellence for Developing Countries. *(Colloquium on Online & Distance Education)*
5. Michael Ievers, Senior Lecturer, Stranmillis University College, Northern Ireland & Stephanie Burns, Research Fellow, Queen's University, Northern Ireland. The Have's and the Have-Not's: A Comparative Case Study between Two Neighbouring Areas of High Deprivation where Funding for Full Service Extended Schools was Provided for One and Withheld from the Other.		
6. Desiree Pearl Larey, Lecturer,		

University of the Free State, South Africa. Theoretical Markers in Studying Rural Learners in a Semi-Urban Schooling Context.		

*This session is jointly offered with the Natural & Formal Sciences Research Division Research Division of ATINER

11:30-13:00 Session IV (ROOM A – 10th Floor): Educational Foundations II	11:30-13:00 Session V (ROOM B – 10th Floor): Teacher Education I	11:30-13:00 Session VI (ROOM E - Mezzanine Floor): Educational Technology I*	11:30-13:00 Session VII (ROOM F- Mezzanine Floor): Research, Education and Teaching by Russian Academics I
Chair: *Gabriela Goudenhooft, Associate Professor, University of Oradea, Romania.	**Chair:** Chrysoula Karathanasi, Scientific Collaborator, University of Luxembourg, Luxembourg	**Chair:** *Christine Conley-Sowels, Professor, Ferris State University, USA.	**Chair:** Marina Aristova, Academic Member, ATINER & Attorney at Law, Russia.
1. Jenny Cunningham, Lecturer, Waterford Institute of Technology, Ireland. Challenges for the Mental Health Workforce in Ireland and the UK during Times of Crisis. 2. Lingma Acheson, Lecturer, Indiana University-Purdue University Indianapolis, USA, Huoo-Chin Liu, Head, Department of Education, Miaoli County, Taiwan & Oliver CS Tzeng, Director, Osgood Laboratory for Cross-Cultural Research, USA. Multiple Competencies in School Education as Necessary Preparations for Occupational Destinies: Static vs. Dynamic Functionalities. 3. *Robert Clarke Jr., Graduate Student, American Graduate School in Paris, France. The Implications of the Lack of Quality Education on the Liberian Economy.	1. *Susan Catapano, Professor, University of North Carolina Wilmington, USA. Teacher Education: Bringing it Full Circle with International Field Experiences. 2. Lena Bostrom, Associate Professor, Mid Sweden University, Sweden. Teachers' Perceptions of the Educational Platform - Is there a Connection Between School Improvement and Regional Educational Development? 3. Maria Isabel de Almeida, Associate Professor, Universidade de São Paulo – USP, Brazil, Selma Garrido Pimenta, Professor, Universidade de São Paulo – USP, Brazil & José CrchiFusari, Professor, Universidade de São Paulo – USP, Brazil. Centrality of Internship in Teacher Training: Insights of Interns on Their Learnings. 4. Amira Al Shabibi, Curriculum Officer for English Language, Specialized Centre for Professional Training of Teachers, Oman & Heikki Silvennoinen, Professor, University of Turku, Finland. Challenges of Teacher Professional Development in Oman. 5. *Elaine Ling Ling Pang, Ph.D. Student, University of Warwick, U.K. & David Wray,	1. Chang-Hwa Wang, Professor, National Taiwan Normal University, Taiwan. Factors Influencing Learner Presence in Augmented-Reality-Mediated Instruction. 2. *Wolfram Laaser, FormerAkademischer Direktor, Fern Universität in Hagen, Germany. Video Formats. Yesterday and Tomorrow. 3. Abeer Watted, Ph.D. Student, Technion-Israel Institute of Technology, Israel & Miri Barak, Assistant Professor, Technion-Israel Institute of Technology, Israel. Knowledge Construction and Career Advancement in a Massive Open Online Course in Nanotechnology and Nanosensors. 4. Maria de Fatima Goulao, Assistant Professor, Universidade Aberta, Portugal. Concept Maps as Facilitative Tools in E-Learning Context. 5. Bahareh Shojaie, Ph.D. Candidate, The University of Hamburg, Germany, Hannes Federrath, Professor, The University of Hamburg, Germany & Iman Saberi, Ph.D. Student, Technical University of Hamburg, Germany. The Effects of National Culture on the Implementation of ISM Standards Based	1. Nicola Sasanelli, Researcher, Institute for Sustainable Plant Protection, Italy, Svetlana Burtseva, Professor-Researcher, Chief Researcher, Institute of Microbiology and Biotechnology, Italy, Maxim Byrsa, Ph.D. Student, Institute of Microbiology and Biotechnology, Italy, Iulia Bereziuk, Ph.D. Student, Institute of Microbiology and Biotechnology, Italy, Nadejda Poiras, Ph.D. Student, Institute of Zoology, Italy & Larisa Poiras, Researcher, Institute of Zoology, Italy. Biological Activity of Streptomycetes Isolates from Soils of R. Moldova. 2. Viacheslav V. Romanov, INVITRO-Siberia" Ltd. Novosibirsk, RF, Russia, Andrei P. Momot, Professor, FSBSI "Scientific Research Institute of Physiology and Basic Medicine" of Siberian Branch of the Russian Academy of Sciences, Novosibirsk, Russia, I. A. Taranenko, Altai State Medical University" of Ministry of Healthcare, Russia & D. A. Trukhina, Regional Clinical Hospital, Barnaul, RF, Russia. "The Peculiarities of Vascular-Platelet Hemostasis at Different Stages of Physiological Pregnancy". 3. Dimitri U. Samsonov, Ophthalmologist, Diagnostics Department Irkutsk Branch of Sv.

Professor, University of Warwick, U.K. A Framework on Exploring Primary School English Language Teachers' Perceptions of their Continuing Professional Development in Malaysia.	on the ISO 27001. 6. Roseli Zen Cerny, Professor, Federal University of Santa Catarina, Brazil, Carla Cristina Dutra Búrigo, Professor, Federal University of Santa Catarina, Brazil, Marina Bazzo de Espíndola, Professor, Federal University of Santa Catarina, Brazil & Nayara Cristine Müller Tosatti, Student, Federal University of Santa Catarina, Brazil. The Curriculum in the Digital Culture and the Process of Formation: A Mediated Relation.	Fyodorov, State Eye Microsurgery Centre, Russia, S.I. Zhukova, Chief of the Diagnostics Department Irkutsk Branch of Sv. Fyodorov, State Eye Microsurgery Centre, Russia, T.N. Yurieva, Deputy-Director on Scientific Work of Irkutsk Branch, of Sv. Fyodorov, State Eye Microsurgery Centre & Associate Professor of Ophthalmology Department, Irkutsk State Medical University, Russia, A.V. Grigorieva, ophthalmologist, Diagnostic Department, Irkutsk Branch of Sv. Fyodorov, State Eye Microsurgery Centre, Russia, A.G. Shchuko, Professor, Director of Irkutsk Branch of Sv. Fyodorov, State Eye Microsurgery Centre, Chairman of Ophthalmology Department of Irkutsk State Medical University & Chairman of Ophthalmology Department of Irkutsk State Medical Academy of Post Graduate Education, Russia. Diagnostic of Optic Disk Drusen in Children.	

*This session is jointly offered with the Natural & Formal Sciences Research Division Research Division of ATINER

13:00-14:30 Session VIII (ROOM A – 10th Floor): Language Education I	13:00-14:30 Session IX (ROOM B – 10th Floor): Teaching Methodology I	13:00 -14:30 Session X (ROOM C – 10th Floor): Health Education	13:00-14:30 Session XI (ROOM D – 10th Floor): A Workshop on Inclusive Education and Special Needs	13:00-14:30 Session XII (ROOM F - Mezzanine Floor): Research, Education and Teaching by Russian Academics II
Chair: Dr. Vasillis Skianis, Research Fellow, ATINER.	**Chair:** *Susan Catapano, Professor, University of North Carolina Wilmington, USA.	**Chair:** *Liza Ing, Professor, Ferris State University, USA.	**Chair:** Leda Kamenopoulou, Academic Member, ATINER & Senior Lecturer, University of Roehampton, UK.	**Chair:** Nicola Sasanelli, Researcher, Institute for Sustainable Plant Protection, Italy.
1. Marie-Christine Garneau de l'Isle-Adam, Professor, University of Hawaii at Manoa, USA. Studying Modern Greek to Better Understand French Literature	1. Diana Brannon, Professor, Elmhurst College, USA. Measuring the Effectiveness of Using Print Resources to Teach Dialogic Reading Strategies.	1. *Martina Dickson, Assistant Professor, Emirates College for Advanced Education, UAE, Hanadi Kadbey, Lecturer, Emirates College for	1. Helen Caldwell, Senior Lecturer, University of Northampton, U.K. & Steve Cullingford-Agnew, Senior Lecturer, University of	1. Valeriy I. Turnaev, Professor, National Research Tomsk Polytechnic University, Tomsk, Russia. The Topic of the

or Literature in General. 2. Vladimir Legac, Assistant Professor, University of Zagreb, Croatia, Drazenko Tomic, Research Fellow, University of Zagreb, Croatia & Blazenka Filipan-Zignic, Associate Professor, University of Zagreb, Croatia. Axiological Aspects of Foreign Language Teaching. 3. Christine Burns, Instructor, The Hong Kong Polytechnic University, Hong Kong, China & *Ksenia Troshina, Instructor, The Hong Kong Polytechnic University, Hong Kong, China. Closing the Loop: Teachers' Responses to Continuous Student Feedback.	2. *Rabah Azouani, Professor, Ecole de Biologie Industrielle, France. Theatre to Enhance Interactivity and Understand Scientific Concepts in our Engineering School. 3. Kristian Firing, Associate Professor, The Royal Norwegian University Air Force Academy, Norway, Vidar Lov Owesen, Captain, The Royal Norwegian University Air Force Academy, Norway & Frode Moen, Associate Professor, The Royal Norwegian University Air Force Academy, Norway. Debrief to Learn: A Case Study of Norwegian Fighter Pilots. 4. Asnat Dor, Senior Lecturer, The Max Stern Academic College of Emek Yezreel, Israel. Teacher-Parent Communication: The Case of Contemporary Family Structures.	Advanced Education, UAE & Melissa McMinn, Lecturer, Higher Colleges of Technology, UAE. Science Anxiety Levels in Emirati Pre-Service Teachers. 2. Frances Finn, Lecturer, Waterford Institute of Technology, Ireland. Work-based Learning in Postgraduate Nurse Education and Practice: Influences, Significance and Sustainability. 3. Martha Elena Vazquez Arias, Ph.D. Student, Universidad De Guadalajara, Mexico, Elva Dolores Arias Merino, Professor, Universidad De Guadalajara, Mexico, Martha Judith Arias Merino, Professor, Universidad De Guadalajara, Mexico & Neyda Ma Mendoza Ruvalcaba, Professor, Universidad De Guadalajara, Mexico. Academic Motivations of Undergraduate Students of Gerontology.	Northampton, U.K. Immersive Multisensory Environments Supporting Innovative Pedagogies for SENDs in Primary Education. *(A Workshop on Inclusive Education and Special Needs)* 2. *Charmaine Agius Ferrante, Senior Lecturer, Northumbria University, U.K. An Insight into a Whole School Experience: The Implementation of Teaching Teams to Support Learning and Teaching. *(A Workshop on Inclusive Education and Special Needs)* 3. Nighat Tahir, Senior Lecturer, Dow University of Health Sciences, Pakistan, Sunaina Liaquat, Lecturer Occupational Therapy, Dow University of Health Sciences, Pakistan & Maha Sohail, Occupational Therapist, Dow University of Health Sciences, Pakistan. Using Action Research to develop Inclusive Education in Pakistan: A Collaboration between Occupational Therapists and Teachers. *(A Workshop on Inclusive Education and Special Needs)* 4. *Meanu Bajwa-Patel, Senior Researcher, University of Northampton, U.K. Parental Choice and School Placement	Article: Practical Hermeneutics as a Resource of Modern Education. 2. Anna N. Polukhina, Professor, Volga State University of Technology, Russia. Ethno-Tourism in Russian Regions: Challenges and Prospects for Development. 3. Elena Pililyan, Assistant Professor, Far Eastern Federal University, Vladivostok, Russia. Innovative Teaching Entrepreneurs as a Way to Stimulate Social Business of the Russian Far East"S Entities of the Contemporary Historical Stage. (A-HIS) 4. Melanya Astvatsatryan, Head of Chair of Foreign Language Teaching Methodology, Armenian State Pedagogical University, Armenia. Foreign Language Teaching Specificity in the Institutional Multilingual Setting.

| | | | – Issues for Parents of Children with Statements of Special Educational Needs and Disability. (A Workshop on Inclusive Education and Special Needs).
5. Sara Carnovali, Ph.D. Student, University of Milan, Italy. The Right to Inclusive Education of Persons with Disabilities in Italy. Reflections and Perspectives. *(A Workshop on Inclusive Education and Special Needs)*
6. Tunde Rozsahegyi, Senior Lecturer, University of Wolverhampton, U.K. A Bio-Ecological Case-Study Investigation into Outlooks on the Development and Learning of Young Children with Cerebral Palsy in the UK. | |

14:30-15:30 Lunch

15:30 -17:00 Session XIII (ROOM A – 10th Floor): Educational Foundations III	15:30 -17:00 Session XIV (ROOM B – 10th Floor): Teacher Education II	15:30 -17:00 Session XV (ROOM C – 10th Floor): Educational Leadership
Chair: Franklin Thambi Jose S., Senior Lecturer, Sultan Idris Education University, Malaysia.	**Chair:** *Wolfram Laaser, FormerAkademischer Direktor, Fern Universität in Hagen, Germany.	**Chair:** *Chrysoula Karathanasi, Scientific Collaborator, University of Luxembourg, Luxembourg.
1. *Selma Garrido Pimenta, Professor, University of São Paulo, University Catholic of Santos, Brazil. Critical-Collaborative Action Research: Constructing its Meaning through Experiences in Teacher Education and Practice. 2. Sandra Soler, Head, Doctorado Interinstitucional En Educación, Universidad Distrital Francisco José De Caldas, Colombia. Teachers and Media Representations. 3. *Helen Boon, Senior Lecturer, James Cook University, Australia & Brian E. Lewthwaite, Professor, James Cook University, Australia. Teacher Ethics: The Link Between Quality Teaching and Multi-Ethnic	1. Bill McDiarmid, Alumni Distinguished Professor, University of North Carolina, USA. Using Student Achievement Data to Drive Improvement in U.S. Teacher Education Programs. 2. *Constanta Olteanu, Professor, Linnaeus University, Sweden. Reflection and the Object of Learning. 3. Toni Sondergeld, Associate Professor, Drexel University, USA & Gregory Stone, Professor, The University of Toledo, USA. Measuring Achievement: Shifting the Paradigm. 4. *Sahail Asassfeh, Associate Professor, Hashemite University, Jordan. Student Faculty Evaluation	1. Ellen Goldring, Professor and Chair, Vanderbilt University, USA. Principal Turnover and School Enabling Conditions for Change. 2. Rima'a Da'as, Lecturer, Al-Qasemi Academic College of Education, Israel & Qadach Mowafaq, Teacher, Ministry of Education, Israel. Exploring the Relationship between Principals' Vision Content and Schools' Absorptive Capacity. 3. *Steven Nijhuis, Researcher / Project Manager / Lecturer, Utrecht University of Applied Science, The Netherlands. The Gap between What is Needed and Offered in Education. 4. *Caroline Locher-Lo, Ph.D.

and Multiracial Education. 4. *Asadul Islam, Lecturer, Yasar University, Turkey. Application of Life Experiences in the Creation of a Narrative Structure for a Short Animation Film.	(SFE) at Jordanian Universities: A Student Perspective.	Student and Graduate Research Assistant, University of British Columbia, Canada. "Are We There Yet?": Canadian Standards on the Corporal Punishment of Children in Schools, in Comparison to That of the Majority of Developed Countries.

17:00-18:30 Session XVI (ROOM A – 10th Floor): Language Education II	17:00-18:30 Session XVII (ROOM B – 10th Floor): Mathematics and Science Education	17:00-18:30 Session XVIII (ROOM C – 10th Floor): Special Education I
Chair: Christine Burns, Instructor, The Hong Kong Polytechnic University, Hong Kong, China	**Chair:** *Constanta Olteanu, Professor, Linnaeus University, Sweden.	**Chair:** *Steven Nijhuis, Researcher / Project Manager / Lecturer, Utrecht University of Applied Science, The Netherlands.
1. Yousef Al-Shaboul, Associate Professor, Hashemite University, Jordan. EFL Teachers Beliefs and Practices about Phonemic Awareness: The Jordanian Case. 2. Krunoslav Mikulan, Assistant Professor, University of Zagreb, Croatia, Vladimir Legac, Assistant Professor, University of Zagreb, Croatia & Predrag Oreski, Assistant Professor, University of Zagreb, Croatia. Comparison of Croatian Foreign Language Teachers' General Propensity towards the Use of ICT and Its Impact on the Foreign Language Teaching Process. 3. Tungyue Hon, Lecturer, Yale-China Chinese Language Centre, The Chinese University of Hong Kong, Hong Kong, China. The Overview of Chinese Language Teaching in CUHK.	1. Celso Dal Re Carneiro, Associate Professor, University of Campinas, Brazil, Ronaldo Barbosa, Professor, Ibmec – Campinas SP, Brazil, Joseli Maria Piranha, Professor, The State University "Paulista Júlio de Mesquita Filho" – UNESP, Brazil & Jose Roberto Malaquias Junior, Basic Education Teacher, São Paulo State Secretary of Education, Brazil. The Geo-School Project: Local Geosciences Knowledge for Brazilian Teachers of Basic Education. 2. Lucian Olteanu, Lecturer, Linnaeus University, Sweden. Tasks and Classroom Communication in Mathematics. 3. Bashir Watted, Lecturer, The Arab Academic Institute of Education, Israel, Mahmoud Huleihi, The Arab Academic Institute of Education, Israel, Asad Mahajne, The Arab Academic Institute of Education, Israel & Moanes Tibi, The Arab Academic Institute of Education, Israel. Improving Achievements of Israeli Arab Students in Math by Reflection. 4. Said Boumghar, Lecturer, Ecole Normale Supérieure de Kouba – Alger, Algeria. Homomorphism and Rationality Framework: Didactic Transposition and Continuing Difficulties.	1. Nesime Kubra Keskin, Research Assistant, Abant İzzet Baysal University, Turkey, Ahmet Yikmiş, Assistant Professor, Abant İzzet Baysal University, Turkey, Gülnihal S. Ballioğlu, Graduate Student, Abant İzzet Baysal University, Turkey & Süleyman Gürbüz, Graduate Student, Abant İzzet Baysal University, Turkey. Opinions of Special Education Teachers on Competency-Based Teacher Training System. 2. Filomena Agrillo, Ph.D. Student, University of Salerno, Italy, Paola Aiello, Associate Professor, University of Salerno, Italy, Iolanda Zollo, Ph.D. Student, University of Salerno, Italy, Erika Marie Pace, Ph.D. Student, University of Salerno, Italy & Maurizio Sibilio, Professor, University of Salerno, Italy. Building Vicarious Bridges through Colour Laboratories for Pupils with Visual Impairment. 3. Haim Yedidya Armon, Ph.D. Candidate, Bar-Ilan University, Israel, Shlomo Romi, Associate Professor, Bar-Ilan University, Israel & Yaacov J Katz, Professor Emeritus, Bar-Ilan University, Israel. Teachers and Students' Attitudes toward Attention-Deficit Hyperactivity Disorder (ADHD): Educational, Social, Emotional and Behavioural Aspects.

18:30-19:30 Session XIX (ROOM F-Mezzanine Floor): A Public Speech on Uzbekistan's Education System and Education Policy: The Challenge of Educating a Growing Youth Population
Chair: Dr. Gregory T. Papanikos, President, Athens Institute for Education and Research (ATINER) & Honorary Professor of Economics, University of Stirling, U.K.
Invited Speaker: **Mr Olim Kasimov** **Consul General of Uzbekistan in Greece**

21:00-23:00 Greek Night and Dinner (Details during registration)

Tuesday 17 May 2016
(all sessions include 10 minutes break)

08:00-10:00 Session XX (ROOM A – 10th Floor): Educational Foundations IV

Chair: *Elaine Ling Ling Pang, Ph.D. Student, University of Warwick, U.K.

1. Eugene Garcia, Professor, Arizona State University (ASU), USA & *Mehmet Dali Ozturk, Director of Research, Planning and Institutional Effectiveness, College of the Sequoias (COS), USA. Educating to High Standards: The Linguistic and Cultural Diversity of Today's and Tomorrow's School Age Population in the US.
2. Janete Carvalho, Professor, Federal University of Espirito Santo (UFES), Brazil, Tania Mara Delboni, Professor, Federal University of Espirito Santo (UFES), Brazil & Sandra Kretli da Silva, Professor, Federal University of Espirito Santo (UFES), Brazil. The Power of Affects on School Everyday Life: Possibility in the Invention of a Curriculum-Relationship.
3. Vanessa Siddle Walker, Samuel Candler Dobbs Professor of Educational Studies, Emory University, USA. From West Africa to Finland: Forgotten Segregated African American Educators and the Successful Systems of Schooling They Created in the United States.
4. *Maximus Gorky Sembiring, Director, Regional Office for Overseas Students, Universitas Terbuka (The Indonesia Open University), Indonesia. On the Meaningful Learning Determinants in Advancing Responsible Citizens in Indonesia Settings.
5. *Christopher Momanyi, Lecturer, Strathmore University, Kenya. Policy Gaps in Skill Development in the Informal Sector in Kenya, Challenges from a Historical Perspective.

08:00-10:00 Session XXI (ROOM B – 10th Floor): Teaching Methodology II

Chair: Mari Borr, Associate Professor, North Dakota State University, USA.

1. *Alain Gholam, Assistant Professor, American University in Dubai, UAE. Student Engagement through Visual Thinking Routines.
2. *Olyesya Razdorskaya, Associate Professor, Kursk State Medical University, Russia. The Possibility of Hybridization in Methodology of the Synergetic Pedagogical Approaches.
3. Satish Nargundkar, Clinical Associate Professor, Georgia State University, USA & *Milind Shrikhande, Clinical Professor, Georgia State University, USA. Effective Design of Study Abroad Programs for Experiential Learning: The Case of Undergraduate Business Majors.
4. Teresa Sarmento, Teacher and Researcher, University of Minho, Portugal & Maria Emilia Vilarinho, Teacher and Researcher, University of Minho, Portugal. The Right to Early Childhood Education in São Tomé and Príncipe: Dilemmas and Challenges in the Legal Framework Building.
5. Juha Mattila, Ph.D. Student, Aalto University, Finland. From Behavioural Drilling towards Social Cognitive Learning.
6. Nazario Zambaldi, Ph.D. Student, Free University of Bolzano Bozen, Italy. Creative Learning: Embodied Education through a Multimodal Interface.

10:00-11:30 Session XXII (ROOM A – 10th Floor): Preschool and Elementary Education

Chair: *Yonit Nissim, Head of School for Advanced Studies and Professional Development, Ohalo Academic College of Education, Israel.

1. Hung-Chang Lee, Associate Professor, Taiwan Shoufu University, Taiwan, Tsung-Chiann Chuang, Assistant Professor, Taiwan Shoufu University, Taiwan & Chia-Hui Lin, Teacher, Hsintai Elementary School, Taiwan. The Impact of Parent's Complaint on Kindergarten.
2. Berrin Baydik, Associate Professor, Ankara University, Turkey. Teachers'

10:00-11:30 Session XXIII (ROOM B – 10th Floor): Teacher Education III

Chair: *Alain Gholam, Assistant Professor, American University in Dubai, UAE.

1. Erasmus Chirume, Assistant Professor, Central State University, USA. The Case for 21st Teacher Preparation: The Call to Serving the Most Vulnerable Students in K-12 Education is Challenging the Status Quo and Realization of the Promise of Instructional Leadership.
2. Susan D. Johnson, Assistant Professor,

10:00-11:30 Session XXIV (ROOM C – 10th Floor): Higher Education II

Chair: *Jon Cash, Assistant Professor, Bridgewater State University, USA.

1. SuHua Huang, Associate Professor, Midwestern State University, USA. Measuring U.S. College Students' Attitudes toward Reading.
2. Clara Azpeleta, Lecturer, Universidad Europea de Madrid, Spain, Cristina Sánchez-Camacho, Lecturer, Universidad Europea de Madrid, Spain, Beatriz Gal, Lecturer, Universidad Europea de Madrid,

10:00-11:30 Session XXV (ROOM F - Mezzanine Floor): Research, Education and Teaching by Russian Academics III

Chair: Tatiana Samsonona, Professor, Leningrad State University, Russia.

1. Dmitry Vitalievich Filippov, Professor, Russian Foreign Trade Academy, Russia & Leonid Irbekovich Urutskoev, Professor, Leading Researcher, The Russian Presidential Academy of National Economy and Public Administration, Russia. Beta-Stability Condition for the Nuclei of Neutral Atoms.
2. Galina Koleva, Professor, Tyumen State Oil and Gas University, Russia. The Oil Factor in Soviet Energy Policy.
3. Myron Polatayko, Kiev State University, Ukraine.

Evidence Based Practices to Promote Reading Achievement of Students with Reading Difficulties. 3. Aysegul Bayraktar, Assistant Professor, Ankara University, Turkey. The Value of Children's Literacy and Students' Choices about Their Favourite Books. 4. Ozlem Erkal Cil, Postgraduate Student, Mehmet Akif Ersoy University, Turkey. The Effect of Preschool Teachers' Self-Efficacy Beliefs, Perceptions of Organizational Justice and Organizational Support on Learned Resourcefulness and Burnout.	Mercyhurst University, USA. Developing Pre-Service Teachers' Capacity for Collaborative Leadership: Peer-to-Peer Coaching in Clinical Experiences. 3. Icarbord Tshabangu, Lecturer, Leeds Trinity University, U.K. Child Poverty, Inequality and Education: Perspectives from Africa.	Spain, Jose Miguel Biscaia, Lecturer, Universidad Europea de Madrid, Spain & María Gracia Morales, Lecturer, Universidad Europea de Madrid, Spain. A Botanic Trail as a Complementary Tool to Master Class in Physiology. A Comparison of Students' Impression in Different Grades. 3. Basil Akuegwu, Senior Lecturer, University of Calabar, Nigeria. Equipping Students with Entrepreneurial Skills for Self Employment in Globalized World: A Survey of Nigerian Universities' Effectiveness. 4. Tian Belawati, Rector, Universitas Terbuka (The Indonesia Open University), Indonesia & Mohamad Yunus, Vice Rector, Universitas Terbuka (The Indonesia Open University), Indonesia. The Differentiation of Student Learning Support Mode to Respond the Student Diversification: A Case of the Indonesian Open University.	Determination of Detonation Wave Velocity in an Explosive Gas Mixture. (E-CHE) 4. Andrey A. Abramovich, Lecturer, St. Petersburg State Technological University of Plant Polymers, Russia. Acoustical and Thermo Physical Properties of Sintering Composites with Meso- And Nanosize Particles.

11:30-14:30 Urban Walk (Details during registration)
14:30-15:30 Lunch

15:30-17:00 Session XXVI (ROOM A – 10th Floor): Educational Foundations V	15:30-17:00 Session XXVII (ROOM E - Mezzanine Floor): Educational Technology II*	15:30-17:00 Session XXVIII (ROOM F - Mezzanine Floor): Research, Education and Teaching by Russian Academics IV
Chair: *Katerina Dounavi, Lecturer, Queen's University Belfast, U.K.	**Chair:** Panagiotis Petratos, Vice-President of Information Communications Technology, ATINER & Fellow, Institution of Engineering and Technology & Professor, Department of Computer Information Systems, California State University, Stanislaus, USA.	**Chair:** Anna N. Polukhina, Professor, Volga State University of Technology, Russia.
1. Cristina-Maria Matiuta, Associate Professor, University of Oradea, Romania. Formal and non-Formal Education on European Issues. Examples from Romanian Educational System. 2. Nada Turnsek, Assistant Professor, University of Ljubljana, Slovenia. The Role of Positive Measures in Ensuring Equal Education Opportunities.	1. Patricia Scherer Bassani, Professor, Feevale University, Brazil & Rafael Vescovi Bassani, Professor, Unisinos University, Brazil. Production and Sharing of Learning Activities with Technologies: Designing for Learning in Teacher Formation Courses. 2. Alvino Moser, Vice Rector and Professor, UNINTER, Brazil,	1. Tatiana Samsonona, Professor, Leningrad State University, Russia. Father Paul Florensky Philosopher, Scientist and Musician: From the Watershed of the Soul. 2. Nikolay Sergeevich Aleksandrov, Assistant of the A.I. Strukova, Chair Pathological Anatomy of the First Moscow State Medical University, Russia,

	Yuri Berri Afonso, MSc Student, UNINTER, Brazil & Germano Bruno Afonso, Professor, UNINTER, Brazil. Immersive 3D Technology in the Indigenous Scholar Education. 3. Mary Connor, Associate Professor, Bridgewater State University, USA, *Jon Cash, Assistant Professor, Bridgewater State University, USA & Lisa Battaglino, Dean, College of Education and Allied Studies, Bridgewater State University, USA. Mastering the Use of Tablet Technology in a Teacher Preparation Curriculum. 4. Luiz Corcini, MSc Student, UNINTER, Brazil, Luciano Medeiros, Professor, UNINTER, Brazil & Alvino Moser, Vice Rector and Professor, UNINTER, Brazil. Changing Ways for a Better Education: A 3D Gamified Virtual Learning Environment (VLE).	Uriy Kirillov Aleksandrovich, Doctor of Sc., Professor of the A.I. Strukova Chair Pathological Anatomy of the First Moscow State Medical University, Russia & Sofya Avraamova Tarielovna, Assistant of the A.I. Strukova, Chair Pathological Anatomy of the First Moscow State Medical University, Russia. The study of the Application of Laser spectroscopy in the Diagnosis of clear cell carcinoma of Kidney Cancer. 3. Alexandra Konstantinovna Alexandrova, PhD, Department of Pathological Anatomy, Russian Ministry of Health I.M. Sechenov First Moscow State Medical University, Russia & Vera Smolyannikova, Anatolevna, MD, Professor, Department of Pathological Anatomy, Russian Ministry of Health I.M. Sechenov First Moscow State Medical University, Russia. Expression Of Protein P16 In Seborrheic Keratosis. 4. Alexei Yurevich Latyshev,Chelyabinsk State University, Russia & Lutov Pavel Nikolaevich,Chelyabinsk StateUniversity, Russia. Russian Terms of Import!
	*This session is jointly offered with the Natural & Formal Sciences Research Division Research Division of ATINER	

17:00-18:30 Session XXIX (ROOM A – 10th Floor): Exploring New Genres and New Potentials in Award-Winning Picture Books across the Curriculum	**17:00-18:30 Session XXX (ROOM B – 10th Floor): Special Education II**
Chair: *James Nageldinger, Assistant Professor, Elmira College, USA.	**Chair:** Sara Carnovali, Ph.D. Student, University of Milan, Italy.
1. *James Nageldinger, Assistant Professor, Elmira College, USA. Using Hybrid Texts to Teach Reading Fluency Across the Curriculum. (Panel) 2. William Bintz, Professor, Kent State University, USA. Wordless Picture Books - Unspoken to Unleashed. (Panel) 3. Lisa Ciecierski, Instructor, Edinboro University, USA. Using Challenged and Banned Picture Books to Teach Social Justice Issues. (Panel)	1. *Katerina Dounavi, Lecturer, Queen's University Belfast, U.K. & Marina-Stefania Giannakaki, Lecturer, Queen's University Belfast, U.K. Effective Behaviour-Analytic Strategies for Promoting ASD Inclusive Classes: The Role of the Teacher and Peers. 2. Fusun Ceylan, Teacher, Saricalar Special Education Center, Turkey & Ahmet Yikmis, Assistant Professor, Bolu Abant Izzet Baysal University, Turkey. The Prevention and Intervention Strategies Carried Out by Primary School Teachers for Problem Behaviors on Inclusive Students.

18:30-20:00 Session XXXI (ROOM A – 10th Floor): Educational Foundations VI
Chair: Alexander Makedon, Head, Education Research Unit, ATINER & Professor of Philosophy of Education, Arellano University, Philippines.
1. *Yonit Nissim, Head of School for Advanced Studies and Professional Development, Ohalo Academic College of Education, Israel. Teacher Smile Your Stress Away! Teacher's Emotional Labour, Stress and Stress Coping Strategies in Northern Israel. 2. Yaacov J Katz, Professor Emeritus, Bar-Ilan University, President, Michlala-Jerusalem Academic College, Israel. Rabbi Nachman of Breslev and Cognitive Psychology: Conceptual Similarities. 3. William Jeynes, Senior Fellow, Witherspoon Institute in Princeton, USA & Professor, California State University at Long Beach, USA. A Meta-Analysis: The Relationship between Character Education and Academic and Behavioral Outcomes. (Tuesday May 17, 2016, late afternoon session) 4. Ilaria Viscione, Ph.D. Student, University of Salerno, Italy, Francesca D'Elia, Associate Professor, University of Salerno, Italy, Rodolfo Vastola, Assistant Professor, University of Salerno, Italy & Maurizio Sibilio, Professor,

University of Salerno, Italy. Psychomotor Assessment in Teaching and Educational Research.

21:00- 22:30 Dinner (Details during registration)

Wednesday 18 May 2016
Cruise: (Details during registration)

Thursday 19 May 2016
Delphi Visit: (Details during registration)

Andrey A. Abramovich
Lecturer, St. Petersburg State Technological University of Plant Polymers, Russia

Acoustical and Thermo Physical Properties of Sintering Composites with Meso- And Nanosize Particles

Metal-ceramics composites (cermets) are modern construction material used in different industry branches. Their strength and heat resistance depend on elastic and thermo physical properties of cermets based on corundum and stainless steel powders which sintered in high vacuum at temperatures $1500 – 1600\,^0C$. The volume steel concentration in the samples varies up 1 to 20 vol.%. The elastic modules were measured by ultrasonic method at room temperature, measuring of thermo conductivity coefficient were carried out at temperatures $100, 200^0C$ by method of continued heating in adiabatic calorimeter. We founded appearance of two extremes on dependences of elastic modules (E, G) on stainless steel concentrations, nature of which is unknown, modules values change in range: E = 110 - 310, G = 60 - 130 GPa (for different temperatures of sintering). Similar dependence is observed for thermo conductivity coefficient which values varies up 10 to 40 W/(m.K). There is presented also discussion of results based on structure cermet model as multiphase micro heterogeneous media with isotropic physical properties.

Lingma Acheson
Lecturer, Indiana UniversityPurdue University Indianapolis, USA
Huoo-Chin Liu
Head, Department of Education, Miaoli County, Taiwan
&
Oliver CS Tzeng
Director, Osgood Laboratory for Cross-Cultural Research, USA

Multiple Competencies in School Education as Necessary Preparations for Occupational Destinies: Static vs. Dynamic Functionalities

Computer technologies have revolutionized the objective information process capabilities in form and contents, and concurrently broadened human abilities in the micro-management of subjective cultural psychosemantics. In this article, we address the logical linkages between hard-core computer technologies and human implicit psychosemantics in their concomitant applications to school educational ecologies in Taiwan. A theoretical model and technical issues are first discussed as the scientific foundations for subsequent macro-analyses of empirical data from 3,822 students on educational qualifications measured by our internet website. For demonstration, three hierarchical levels of the school system are formulated to present the tables and profiles, depicting cross-group demographic homogeneities as well as within-group distinctive psychosemantic heterogeneities. Significant implications are then discussed in reference to the applicabilities of digital computer technologies in the contemporary school ecological environments. Ultimately, the success or accountability of future institutional education shall rely on the multidisciplinary approach to address all related issues -- from the institutional policy and practice to the implicit psycho-dynamics and behavioral performance of all individual students.

Charmaine Agius Ferrante
Senior Lecturer, Northumbria University, UK

An Insight into a Whole School Experience:
The Implementation of Teaching Teams to Support
Learning and Teaching

Filomena Agrillo
Ph.D. Student, University of Salerno, Italy
Paola Aiello
Associate Professor, University of Salerno, Italy
Iolanda Zollo
Ph.D. Student, University of Salerno, Italy
Erika Marie Pace
Ph.D. Student, University of Salerno, Italy
&
Maurizio Sibilio
Professor, University of Salerno, Italy

Building Vicarious Bridges through Colour Laboratories for Pupils with Visual Impairment

The inclusion of pupils with visual impairment, within Italian mainstream schools, is an area of interest for the field special education that is involved in identifying the most effective teaching strategies to promote the teaching-learning process. The perceptive difficulties that the pupils with visual impairment encounter in the first step of development can be a significant obstacle to learning and to the development of representative thinking (Piaget, 1972).

For this reason, it is fundamental that the teaching style adopted be oriented to promote learning through strategies that exploit the natural vicarious activity of the brain. To this aim, the present paper describes the potential of a hands-on activity with high inclusive value, that is based on a theoretical framework, brings together contributions from different scientific domains and which, from an interdisciplinary perspective, explores the concept of *"vicariance"* as proposed by the physiologist of perception Alain Berthoz.

Basil Akuegwu
Senior Lecturer, University of Calabar, Nigeria

Equipping Students with Entrepreneurial Skills for Self Employment in Globalized World: A Survey of Nigerian Universities' Effectiveness

For some time now, Nigerian universities have been producing students who are incapable of enhancing themselves through self-employment. Thus, they become largely job seekers instead of job creators. The resultant unemployment problem among graduates became a national concern. This awakened the consciousness of universities in Nigeria to emphasize on entrepreneurship education. The aim is to equip students with entrepreneurial skills to enable them create employment for themselves and others elsewhere at graduation. However, the effectiveness of universities in equipping students with entrepreneurial skills such as: self-motivation, enterprising, problem-solving, risk taking, creative thinking, communication, intra-personal, Information and communication, financial know-how, leadership, marketing, administrative and time management, for self-employment especially those at the exit point has not been ascertained.

The setting for this study will be 6 federal universities located in south-south geopolitical zone of Nigeria, out of which 4 will be used. One research question and two hypotheses will be formulated to give direction to this study. The population will be constituted by graduating students in these 4 universities. The focus on this category of students is predicated on the fact that being at the exit point of their university education programme, they will graduate to experience the realities of unemployment, and so expected to showcase the entrepreneurial skills they have acquired by creating jobs for themselves and others elsewhere. 400 of them will be selected to form the sample size using stratified random sampling technique. The design to be adopted is survey because the study will involve the collection of data to accurately and objectively describe existing phenomena as at the time of investigation. Data collection will be carried out with a validated instrument called "Students" Acquisition of Entrepreneurial Skills Questionnaire (SAESQ)". Data collected will be analysed with Descriptive Statistics, Population t-test and Independent t-test statistical techniques. The results obtained will form the basis for discussion, conclusion and recommendations.

Amira Al Shabibi
Curriculum Officer for English Language, Specialized Centre for
Professional Training of Teachers, Oman
&
Heikki Silvennoinen
Professor, University of Turku, Finland

Challenges of Teacher Professional Development in Oman

Progress in health, education and living standards are the three core components of human development of nations. According to Human Development Report 2010, of all nations the Sultanate of Oman has shown the fastest progress in the Human Development Index. Since the late 1960s Oman has been very successful in converting its oil resources to health and education. There has been a rapid evolution from a very poor to a very rich country, e.g., with a quadrupling of gross enrolment and literacy rates and a 27-year increase in life expectancy (United Nations 2010).

In 1970 there were three schools and 30 teachers in Oman. All 900 students were boys. In just two decades the number of schools had increased to 780, teachers to 15 000, and students to 300 000.In 2014 there were 1 042 government schools, with 516 891 students being educated by 55 343 teachers. In the early 1970's only 8 % of the teachers had a university degree. In 2008, 83 % of the teachers had completed a bachelor level degree. In international comparison, the increase in educational enrolment rates and in the level of teacher qualifications, as well as, the development of educational system as a whole has been remarkable in Oman. A report from the World Bank in 2001 described the development of Oman's education system in the decades 1970-2000 as "unprecedented" and "unparalleled by any other country". Almost 100 % access to basic education has been achieved, and almost all students progress onto post-basic education (Oman Education Framework for Excellence). Expected years of schooling are 13.6 years.

However, international assessments on learning outcomes in literacy (PIRLS), and mathematics and sciences (TIMMS) show that Omani students perform very poorly in all three subjects. In the 2011 PIRLS study Omani students performed well below the average scale score of 500 with a rating of 391. Oman was ranked the second worst performer of the 49 participating countries. In the TIMMS.

Yousef Al-Shaboul
Associate Professor, Hashemite University, Jordan

EFL Teachers Beliefs and Practices about Phonemic Awareness: The Jordanian Case

Phonemic awareness has won the attention of researchers in the past few decades due to its deep impact on reading development. Burgeoning discussions since then have addressed the substantial relationship between the awareness of the sounds of the language and the ability to read. Research on dyslexic children uncovered stimulating evidence linking reading deficit to lack in phonological awareness (Olofsson, 2000).

Therefore, it is urgent to make sure that our children in schools receive the kind of teaching that helps them to become good readers. Candace (2001) conquers on the important role of phonemic awareness instruction that early readers receive in the early stages of their literacy development and its power on bringing up good readers. A serious concern emerges from this fact; children's literacy skills are subject to teachers' beliefs and practices. The question most pressing becomes: what are the beliefs and practices that teachers of early grades behold to in connection with phonological awareness?

Therefore, this paper is concerned in investigating English pre service teachers' beliefs about, knowledge in, and practices of phonemic awareness when teaching English. English pre service Teachers were asked to fill a Preschool Literacy Practices Checklist (PLPC) that focuses on teachers' beliefs and practices regarding literacy, as well as teachers' and classrooms' characteristics.

Maria Isabel de Almeida
Associate Professor, Universidade de São Paulo – USP, Brazil
Selma Garrido Pimenta
Professor, Universidade de São Paulo – USP, Brazil
&
José CrchiFusari
Professor, Universidade de São Paulo – USP, Brazil

Centrality of Internship in Teacher Training: Insights of Interns on their Learnings

This text aims at analyzing the importance of internship for teacher training undergraduate courses (*licentiatura*)[1], with emphasis on that which is a requirement in Didactics, in teacher training. Understood as a privileged moment in the training of future teachers, such internship provides an approach to school (teachers' work environment), to didactic and pedagogical practices (when teachers and students establish a relationship with knowledge through collective actions), and to teachers and students (drawing near to understandings and attitudes of those involved in class).Considering the specific realm of teacher training is based on pedagogical and didactic understandings of the act of teaching and learning, the discussion on internship will be contextualized in the midst of theoretical considerations of what we mean by Education, Pedagogy and Didactics. In addition, the internship potential as a training environment will be analyzed based on the speech of undergraduates.

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[1] Under Brazilian law, *licentiatura* aims at training and qualifying teachers to work in basic education schools, teaching children and adolescents aged between 3 and 17 in primary and secondary education.

Haim Yedidya Armon
Ph.D.Candidate, Bar-Ilan University, Israel
Shlomo Romi
Associate Professor, Bar-Ilan University, Israel
&
Yaacov J. Katz
Professor Emeritus, Bar-Ilan University, Israel

Teachers and Students' Attitudes Toward Attention-Deficit Hyperactivity Disorder (ADHD): Educational, Social, Emotional and Behavioural Aspects

ADHD is one of the most common disorders among students. The present study examined how children with ADHD perceive their performance at school.In the study 450 boys aged 13-18 were allocated tothree groups of 150 students each as follows:
1. Students with ADHD and treated by medication (various kinds of Ritalin).
2. Students with ADHD who are not medicated.
3. Regular students.

School performance was tested in four domains: academic, social, emotional and behavioral. The findings showed that regular students expressed a higher level of self-assessment than those with the disorder in the academic and behavioral domains, whereas in the social domain, no significant differences were found between the groups. Also, regarding these two domains, the medicated students assessed themselves as having higher levels of performance than students who were not medicated. In the emotional domain the only significant difference was found between the students who were not medicated and the regular students, while the medicated students assessed themselves as being similar to the ordinary students. This self-assessment of ADHD students can be explained by the fact that they are low in terms of learning and behavior in two ways: a) ADHD mainly affects these areas; and b) these areas are directly related to the teacher – pupil relationship, in which students with ADHD can accept teacher evaluation (verbal and written) because they are usually lower than their peers. When comparing students on the social aspect, those with ADHD did not perceive themselves different from their regular peers. In the emotional area, medicated students felt better than students who did not take medication. The results of the study have implications regarding teacher-ADHD student relationships as well as regarding the public debate on the effectiveness and necessity of providing medication to students with ADHD.

Sahail Asassfeh
Associate Professor, Hashemite University, Jordan

Student Faculty Evaluation (SFE) at Jordanian Universities: A Student Perspective

This study is the first to address student evaluation of faculty members (SFE) from a student perspective at a major Jordanian public university using a comprehensive (71-item) questionnaire administered to 620 undergraduates. Addressed are students' perceptions of the SFE process in terms of: (a) their paper-based vs. online-format preferences; (b) their beliefs about the process; (c) the standards they adopt in the evaluation; (d) the fruitfulness of SFE outcomes; and (e) their opinions about the evaluation instruments currently used at their institutions. It also explores whether students' beliefs vary according to their gender, GPA and college (Educational Sciences vs. Sciences). The results reveal that most students prefer online evaluation, adopt academic rather than interpersonal criteria in their evaluation, have a low level of satisfaction with the impact of previous evaluations on faculty teaching behaviors and the evaluation instruments used at their institution. Additionally, the findings suggest that gender has a less influential role in shaping students' beliefs about the SFE process compared to their college or GPA. The findings of this study and their implications are very useful pointers for faculty and higher education administrators, faculty members and students towards further improvement at higher education institutions.

Melanya Astvatsatryan

Head of Chair of Foreign Language Teaching Methodology, Armenian State Pedagogical University, Armenia

Foreign Language Teaching Specificity in the Institutional Multilingual Setting

Rabah Azouani
Professor, Ecole de Biologie Industrielle, France

Theatre to Enhance Interactivity and Understand Scientific Concepts in our Engineering School

This work presents my feedback teaching experience in our engineering school, with undergraduate and graduate students. We explored the inclusion of Theater techniques into science teaching as an instructional strategy for enhancing understanding of scientific concepts in both analytical methods and heat transfer. For better understanding, students need to materialize theoretical concepts. We have done the experiment with undergraduate students in second year, in the courses of Nuclear magnetic resonance (NMR) and infrared spectroscopy (FTIR), and with graduate students in heat transfer.

Clara Azpeleta
Lecturer, Universidad Europea de Madrid, Spain
Cristina Sánchez-Camacho
Lecturer, Universidad Europea de Madrid, Spain
Beatriz Gal
Lecturer, Universidad Europea de Madrid, Spain
Jose Miguel Biscaia
Lecturer, Universidad Europea de Madrid, Spain
&
María Gracia Morales
Lecturer, Universidad Europea de Madrid, Spain

A Botanic Trail as a Complementary Tool to Master Class in Physiology. A Comparison of Students' Impression in Different Grades

In the last years, European Universities have rearranged their study programs towards more practical contents in order to develop a broader range of competences on students. In this sense, a group of Lecturers in Physiology of different Grades (Pharmacy, Biotechnology and Medicine) have developed a multidisciplinary activity supported on a tool previously stablished in the University Campus: the Botanic Trail. Each group of 4-5 students of first or second year was assigned a plant found in the Campus. Then, the students should investigate their active ingredients and explain the mechanism of action, pharmacology, medical application and toxicology of at least one of these ingredients. The results of this investigation should be presented in poster format and explained to the rest of the class. Students' impression about the activity was recorded before and after its development by means of a questionnaire. The analysis of the data collected shows that, initially, students of the 3 Grades agreed with the inclusion of resources, such as the Botanic Trail, as a complement to master classes. However, after carrying out the activity, a different point of view has emerged depending on the Grade analyzed. Thus, Pharmacy/Biotechnology students consider interesting the activity, and useful for complementing the theoretical contents of the course in Physiology. However, Medicine students do not consider that this type of activities make a significant difference on their training, although they do not appear to be against including them. Taken together, these results indicate a different assessment of the inclusion of complementary resources to master class depending on the profile of the students. Thus, Biotechnology students, more eager to research activities, found it more interesting as this activity encourages investigation, discussion and creativity. On the other hand, Medicine students' profile, especially in first year, could be

considered more theoretical, and this could explain their lack of motivation. In view of these results, we can conclude that the inclusion of resources as a complement to master class could be positive, but it is important to take into account the specific profile of each group of students.

Meanu Bajwa-Patel
Senior Researcher, University of Northampton, UK

Parental Choice and School Placement – Issues for Parents of Children with Statements of Special Educational Needs and Disability

The issues surrounding how parents of children with special educational needs and disability (SEND) make their decisions about school placement is a complex one. This research explored how parents' made these decisions and their evaluations of the schools that they "eventually chose". The research was undertaken as legislative changes were introduced in England[2] aiming to reform the SEND system and give children, young people (up to age 25) and their family's greater control and choice. Alongside these changes, the last five years has also seen an increase in the numbers of schools with their own admission procedures and curriculum.

The findings of the research indicate that for many parents, despite their resources, social capital and education, finding a school that can meet their child's needs is a difficult task. To find a mainstream school, within their local community, that could support their child's educational and social needs was virtually impossible for all but a small minority. Parents whose children were diagnosed with a statement for Autistic Spectrum Disorder (ASD) found it particularly difficult to find suitable schooling in any type of school. A range of difficulties were identified, including: communication, school curricula and funding. Some of the difficulties identified may be addressed by the new legislation and guidance; others require more collaboration between schools and LA and families; and some fundamental changes to pedagogical practices. However, on a more positive note, there were some schools, in the primary sector, which did manage to successfully meet the needs of some of the children. This indicates that such an ideal is achievable.

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[2]The Children and Families Act(Part three) (DfE, 2014), the Special Educational Needs and Disability Regulations (DfE, 2014) and the Special Educational Needs and Disability Code of Practice: 0-25 (DfE, 2014)) were first consulted on and then made statute.

Berrin Baydik
Associate Professor, Ankara University, Turkey

Teachers' Evidence Based Practices to Promote Reading Achievement of Students with Reading Difficulties

In this research, it was aimed that determining of the frequencies of primary school teachers' evidence based practices to promote reading achievement of students with reading disabilities. Hundred elementary school teachers will be participated in the study. In this aim context, it was developed a questionnaire in which evidence based practices to promote reading achievement were included. Teachers will be asked to mark practices which they use and their using frequencies of them (never; rarely; occasionally; frequently; very frequently). Data analysis will be made by calculating teachers' numbers according to ratings on all practices. The results of the study will be discussed into taking students' reading instructional needs.

Aysegul Bayraktar
Assistant Professor, Ankara University, Turkey

The Value of Children's Literacy and Students' Choices about Their Favourite Books

Children's literature became prominently important during the first half of the 20th century and can be described as an ecstatic and artistic tool that helps children comprehend their lives, values and the society they live in. Children's literature is not only prepared according to children's developmental levels but also prepared to improve and support children's language, emotional and cognitive skills. Through interacting with books, children's print awareness and creativity increase. Additionally, children's vocabulary becomes richer and this helps them to reflect themselves better. Also, reading good quality books encourage children to read more and develop a reading habit in early ages. Children's literature impacts children's personalities as well. Via different plots and characters, children learn about the nature and the value of sacrifice, kindness, honesty, friendship, love, sharing, courage and family. Children's literature increases children's thinking skills. Children can compare and classify plots, characters, events and themes of the stories they read. In addition to this, children's skills on understanding "cause and effect" and "problem and solution" can be developed. In this study, children's literature will be defined and based on the related literature review the value and positive effects of children's literature on children will be discussed. Elementary school, second grade students' opinions about their favourite genres and books will be investigated. Students' reading logs will be analyzed and mostly read and graded as favourite books will be determined. After this, interviews with students will be conducted regarding their choices and their reasons. According to these students' responses the characteristics of mostly favoured books will be explained for educators and parents.

Tian Belawati
Rector, Universitas Terbuka (The Indonesia Open University), Indonesia
&
Mohamad Yunus
Vice Rector, Universitas Terbuka (The Indonesia Open University), Indonesia

The Differentiation of Student Learning Support Mode to Respond the Student Diversification: A Case of the Indonesian Open University

The diversity of students in distance education is a major challenge in providing a service of student learning support mode that can be accessed by all students. Indonesia Open University or Universitas Terbuka (UT) is currently has 396,955 students. They consist of a variety of ages, from young age who had just graduated high school until a mature age who are already working. They live in scattered throughout Indonesia and abroad with high availability IT infrastructure and literacy, motivation and learning culture, as well as the availability of time learning different. To that end, UT provides a choice of five modes of student learning support that can be divided into two categories: Semester Package System (SPS) and non-Semester Package System (non-SPS). In the SPS scheme, students must follow courses and load semester credit units that have been arranged by university with the preferred mode of learning in the form of face-to-face and/or online tutorials. Meanwhile, in the non-SPS students are given the freedom to choose the number of courses and semester credit unit load, as well as study time. They are fully provided online tutorial only. This study aimed to compare the study persistence rate of students who choose the SPS scheme with non-SPS. With a cohort analysis, the results show that the study persistence rate of students who choose the SPS have a significantly higher than students who choose non-SPS service scheme. At the end of the cohort (8th semester), 68% of students who choose SPS scheme still register to complete the study. Meanwhile, non-SPS students who completed their studies in the last semester living only 32%. These findings suggest that the level of readiness of distance education students in learning and handling of learning difficulties independently requires a special handling. Thus, the new students must be encouraged to get the SPS scheme as their primary choice.

William Bintz
Professor, Kent State University, USA
James Nageldinger
Assistant Professor, Elmira College, USA
Lisa Ciecierski
Instructor, Edinboro University; Kent State University, USA
Rochelle Berndt
Assistant Professor, Baldwin Wallace University, USA
Sara Moore
Director of Math and Science, ETA Hand2Mind, USA
&
Bethany Scullin
Assistant Professor, Edinboro University, USA

Exploring New Genres and New Potentials in Award-Winning Picture Books across the Curriculum

Historically, picture books have been used with young children to enjoy and learn to read. Recently, there has been a proliferation of exciting new genres in the professional field of picture books. These genres include: *the post-modern picture book* highlighting design features such as strategic text placement, varied font sizes and dimensionality of illustrations, non-traditional plot structure, all of which invite readers to read complex text in strategic ways. Additionally, *hybrid picture books* integrate verse and prose, multiple sources of information, mixtures of styles, and multiple functions. These genres offer readers new ways of making meaning (see figure included). Note that spokes all converge inward to emphasize new potentials from new genres that are appearing in award-winning picture books across the curriculum.

Our symposium is entitled "Exploring New Genres and New Potentials in Award-Winning Picture Books across the Curriculum". The goal is to inspire readers, teachers, and teacher educators to explore new genres and new potentials for making meaning through the transformative nature of the picture book. Specifically, our panel of experts will engage participants in actively exploring unexplored potentials in different genres including: Wordless Picture Books—Unspoken to Unleashed; The Use of Challenged or Banned Picture Books; Hybrid Texts—The Dance of Form and Content; Picture Books Related to Science, Technology, Engineering, & Mathematics (STEM); Using Hybrid Texts to Teach Fluency Across the Content Areas; Culturally Relevant Picture Books.

The chair will present the theme and introduce presenters and discussant. Each presenter will present a different genre in sequential 15-minute time slots, followed by the discussant's comments. The

remaining time will focus on all presenters facilitating reflection and engaging discussion on the implications of new genres and new potentials in award-winning picture books across the curriculum.

Helen Boon
Senior Lecturer, James Cook University, Australia
&
Brian E. Lewthwaite
Professor, James Cook University, Australia

Teacher Ethics: The Link Between Quality Teaching and Multi-Ethnic and Multiracial Education

Many current economic and social challenges lead to waves of migrating people. The countries where migrants seek refuge can be ethnically homogeneous and monolingual such as Greece, or more frequently, ethnically diverse with local Indigenous populations which have been subjugated and marginalized, such as the US or Australia. In either context, a significant corollary of migration is the absorption of children into the local educational system. Migrant children, much like the local Indigenous marginalized children of the host countries, have language barriers and different customs from those of the host country.

Cultural mismatches between the culture of the child and that of its teacher have been empirically shown to result in a range of negative outcomes for the child, including behavioral infractions, low academic outcomes and dropping out of school.

This research illustrates findings from the second phase of an extended study. The study aim was to identify what constitutes culturally responsive pedagogy in the Australian context, in response to the needs of Indigenous Australian students. Indigenous Australian students, like their counterparts in New Zealand and North America, have the lowest academic attainment of any students in Australia.

Through qualitative interviews with Indigenous parents, teachers and student, we identified a range of teacher behaviors deemed by Indigenous people to be indicators of teacher quality as indicated by culturally responsive pedagogy. From these we constructed a teacher survey which was piloted with two waves of practicing teachers. Latent Trait Analyses using the Rasch Model validated the survey and its underlying factors. Findings showed that teachers' ethic of care strongly predicted their pedagogical expertise. Implications of the research include redefining the nature of quality teaching as a vocation based on strong ethical standards which benefit all students including those from ethnically diverse groups such as Indigenous students, refugees and recent migrants.

Lena Bostrom
Associate Professor, Mid Sweden University, Sweden

Teachers' Perceptions of the Educational Platform – Is there a Connection Between School Improvement and Regional Educational Development?

This research examined teachers' attitudes in a school development project, *the best regional educational system in the world* which focuses on regional development and school improvement. The project was performed in counties in Mid Sweden, which have a lower educational level and school achievements and a competence escape compare with other parts of Sweden. Project schools were compared to references schools concerning staffs perception of the pedagogical platform. This study is based on a web-based survey. The quantitative results show that two of the factors in the survey distinguished themselves with statistical significance; namely, the pedagogical platform was 0.44 (p=0.036) and leadership factor, which was 0.25 (p=0.052) was lower for the project schools. The directed content analysis showed differences regarding awareness of the pedagogical platform concerning understanding vs. ambiguity and specifically targeting vs. general descriptions. The reference schools described an understanding of the school's overall educational platform and described more clearly the school's focus. The study points to the importance of teachers are aware of their own school platform to develop leadership and teams, which in turn influences student learning and achievement. If schools in the two counties are to be successful, in terms of students' school performance and the competitiveness of the region, the pedagogical platform should be made clear to staff and be anchored in the teachers' team work, probably even more than in other schools.

Said Boumghar
Lecturer, Ecole Normale Supérieure de Kouba – Alger, Algeria

Homomorphism and Rationality Framework: Didactic Transposition and Continuing Difficulties

In mathematics, a morphism (or homomorphism) is an application between two sets equipped with the same kind of structure that respects the structure. This notion of morphisms is fundamental in mathematics. It compares and link mathematical objects between them. But It appears in the didactic transposition of scholarly knowledge to knowledge to teach for teaching and learning the concept of "force" in physics, an homomorphism as an approach, from the physical framework of rationality to mathematic framework. This approach is a reduction of the mechanical issues to a vector geometry problems, transforming the concept of physics to mathematical entities. For example, the concept of force which is a concept "linked" in physics is reduced to a free concept, and the material point in physic in geometric point etc. These physical concepts reductions to those of mathematics aim the application of the law of the parallelogram of forces, allowing the determination of the resulting geometry and calculate its size. But a concept of physics cannot be reduced to a mathematical entity. So a physics concept cannot be reduced to mathematical entity because it loses its sense, and difficulties related to learning persist. In this communication we will give some examples of physical concepts reduction conveyed in textbooks.

Rina Bousalis
Assistant Professor, Florida Atlantic University, USA

From Peasant to Terrorist: A Problematic Paradigm Shift in Children's Non-Textbook Literature

As the history of America is one of immigrants, it is important to examine how immigrants are portrayed in children's and young adult's non-textbook literature. After all, how can children appreciate the history of the United States without completely understanding the immigrant and his/her experience? Using a discourse analysis approach, my study examined how immigrants were portrayed in selected non-textbooks written by American authors and publishers. The results revealed how the depiction of immigrants has the potential to influence students' impressions of ethnic groups and how the labeling of immigrants may affect the social studies curriculum.

After studying 98 picture books and novels written over 100 years, it was determined that the books depicted immigrants as inferior to native-Americans. As America was portrayed as a country divided by class and wealth during the late 1800s and early 1900s, the term "peasant" was commonly used to describe an immigrant as one who was poor, dirty, dysfunctional, and "off the boat". Although immigrants during the late 1900s and early 2000s were advanced in education, skills, and business, Americans continued to view immigrants as less-superior, classless, and a government's burden. As stories during the 2010s were influenced by global unrest and illegal immigration, immigrants were soon being referred to as "foreigners", "potential terrorists", and "illegal or undocumented citizens".

Since stereotypes can develop early in a child's life, it is important that books provide meaningful representations of immigrants. With embedded typecasts and labels due to classism, many of the books lacked a true meaning of and appreciation for diversity. As a result, teachers should carefully select books used in their curriculum and classroom, include ones that are free from ethnic criticism and labeling, and instead incorporate books that offer positive portrayals of immigrants to promote a multicultural understanding.

Diana Brannon
Professor, Elmhurst College, USA

Measuring the Effectiveness of Using Print Resources to Teach Dialogic Reading Strategies

Dialogic reading is a shared reading activity designed to increase verbal interactions between parents and their preschool-aged children. Dialogic reading has been found to have positive effects on language, vocabulary, and grammar skills (Justice, McGinty, Piasta, Kaderavek, & Fran, 2010). Dialogic reading shifts the traditional read aloud interaction from being adult-led to child-led. During dialogic reading, parents ask open-ended questions and expand upon their children's comments and ideas. Parents encourage participation through providing feedback and adjusting their verbal interactions based on their children's interests and ability (Whitehurst Arnold, Epstein, Angell, Smith, & Fischel, 1994). The verbal interactions utilized during dialogic reading expand young children's vocabularies (Wilde & Sage, 2007), increase their use of narratives, questions, and positively impact children's verbal responses (Beals, DeTemple, & Dickenson, 1994). Dialogic reading techniques positively influence children's language skills because they encourage parents to expand on children's conversations, redirect conversation to encourage children's use of particular types of language (e.g. encouraging children to use descriptive words), and expect increasingly complex word choices from children as language develops (Snow, 1983).

There is much research to support the use of dialogic reading training with parents of young children because of the benefits already discussed. However, there is little research about whether parents can successfully implement dialogic reading strategies without undergoing formal training. The current study looks at the effectiveness of an at-home dialogic reading PARNTERS (Parents as Reading Teachers Nightly Encouraging Reading Success) Program implemented in six preschools in the United States. The PARTNERS Program provides parent materials designed to teach how to implement dialogic reading strategies with books sent home each week. The parent materials provide sample questions designed around each story, suggest vocabulary to target, and include extension activities to develop children's expressive language development.

Students' expressive language was measured using the picture-naming portion of the Individual Growth Developmental Indicators (IGDI) test. The IGDI test is designed to monitor the literacy development of young children. The test includes three separate measures including picture naming, rhyming, and alliteration. Each of

these assessments is administered one-on-one. Only the picture-naming test was administered during the study because the focus was on expressive language and vocabulary.

Students taking the picture-naming test are presented with pictures on individual cards. They are asked to name the objects on as many of the cards as they can in one minute. The number of words correctly identified and the number of words attempted are recorded. Students' picture naming ability was assessed prior to the start of the study and at the conclusion of the intervention.

The words assessed by the picture-naming portion of the IGDI include those that are typically found in a preschool-aged child's vocabulary including household objects, animals, and foods. Although parents did not directly teach these words, the use of dialogic reading strategies was expected to increase parents' verbal interactions with their children, thereby impacting children's expressive language and vocabulary skills.

The picture-naming portion of the IGDI has been found to be a valid and reliable measure of language development in young children. One-month alternate form reliability coefficients range from $r = .44$ to $.78$ (McConnell, Priest, Davis, & McEvoy, 2002). It has been found to correlate with results from other norm-referenced language skill measures for young children including the Peabody Picture Vocabulary Test (3rd edition) and the Preschool Language Scale (McConnell, Priest, Davis, & McEvoy, 2000).

Children from all six preschools were assessed at the beginning and end of the intervention. Children whose parents participated in the PARTNERS Program experienced a significant increase in expressive language compared to children whose parents did not participate in the program.

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&

Ksenia Troshina

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Closing the Loop: Teachers' Responses to Continuous Student Feedback

Helen Caldwell
Senior Lecturer, University of Northampton, UK
&
Steve Cullingford-Agnew
Senior Lecturer, University of Northampton, UK

Immersive Multisensory Environments Supporting Innovative Pedagogies for SENDs in Primary Education

At the University of Northampton we have developed a technology enhanced approach to creating a range of immersive multisensory learning environments to support primary-aged children with SENDs. Themes explored include creative arts, music, storytelling, drama, robotics and media.

This paper reviews ways in which technologies such as iPads have been a catalyst for new pedagogies in our work with BA SEN & Inclusion students and in-service teachers. For example, students and teachers developed innovative teaching ideas by projecting sensory apps in light and dark spaces; they explored apps to share personal narratives and build empathy; they looked at ways of using technology to engage with the physical world; and they put together combinations of apps through which children could collaborate, be in control, create and choose content.

Combining real world physical interaction with digital artefacts in this way has provided contextualised experiential learning opportunities that enhance children's understanding of their environment (Ryu, 2008; Spikol, 2009). Our paper shares examples from practice of our students moving between digital and physical spaces in order to design immersive activities that are collaborative, personal, accessible and responsive.

We will share qualitative data from our student and teacher experiences via a thematic analysis of evidence from questionnaires, anecdotes from practice and digital artefacts captured with the apps Adobe Voice and iMovie by school pupils, teachers and students in order to illustrate the efficacy of the approach.

Our experiences so far have demonstrated that mobile technologies can act as a catalyst for innovative pedagogy within our university's teaching and learning communities by providing contextualised experiential learning opportunities combining real world interaction with the creation of digital artefacts. As a result of this, we acknowledge the need to embed the use of technology in SEND contexts through immersive approaches mixing physical, digital and social learning spaces.

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The Geo-School Project: Local Geosciences Knowledge for Brazilian Teachers of Basic Education

The Brazilian basic school system is currently faced by three challenges, among others: (1) to emphasize local knowledge about the places where the students live; (2) to adopt new teaching methods based on technologies of information and communication (TIC); (3) to strengthen the links between the practices of basic school teachers and the results of academic research. Deficiencies of many didactic materials and current textbooks, as well as scarce teacher training, prevent such goals to be reached. Local geoscientific knowledge is unreachable for the majority of the Geography and Science teachers. The use of software and internet resources is as remote as discouraged. Therefore, there is a need for enhancing in-service training courses. As a contribution to change this situation, the Geo-School Project is a model aiming to provide geologic information, images and maps on a given region to teachers of basic level education of the disciplines Geography and Science. The project, divided into regional modules, is developed in some municipalities of the São Paulo State (SP), Brazil; each module offers didactic geoscientific materials to be used in classrooms of different education levels. A survey has indicated a great demand of audiovisual devices, but the most important result is that participant teachers recognize that their disciplines are benefited by a comprehensive treatment of the environmental dynamics supported on geoscientific knowledge. The majority of the investigated schools possess a computer apparatus for pedagogical support and huge internet access, but the use is far from reaching the lowest acceptable level. As long as it brings out open software tools, the Geo-School Project stimulates a widespread use of equipments and programs. New roles to be performed by teachers and students are introduced opening more active roles to be played on. The project has a potential to enhance development of studies focusing on environmental issues and to increase quality of life by improving the awareness of the society on Geosciences.

Sara Carnovali
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The Right to Inclusive Education of Persons with Disabilities in Italy. Reflections and Perspectives

The paper aims to examine in detail which is the level of implementation of the right to inclusive education of persons with disabilities in the Italian legal system, with a particular focus on the Constitution and on the principles stated by the Italian Constitutional Court's case law.

The protection of the right to education of persons with disabilities is through different instruments, constitutional requirements and principles, legislation and case law, and at different territorial levels, representing an emblematic example of integrated or multi-level protection of fundamental rights.

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The Power of Affects on School Everyday Life: Possibility in the Invention of a Curriculum-Relationship

The micro power of everyday school life is in the flows, in the intensities of life lived entangled in affects, affections, desires, finally, in relationships, in which the modes of subjectivity relate to the political, social, cultural in a move to create collective life that pulses in the meetings of the bodies that affect and are affected in movements that lead us to other ways of thinking and living the curriculum. Emerged in the field of research entitled "The everyday school life as a community of affects/affections in their conversations and images: culture, curriculum and teacher training", held in a primary school of Vitoria, Brazil, the study sought to approach the affections, by Spinoza, with the aesthetics of existence by Foucault, thinking − through encounters, affects, affections and desires experienced by teachers and students in the school daily life− the curriculum engenders mobility beyond the materialized through programs and curriculum projects. The methodology approach was the cartographic research in everyday school life, which enabled us to think about the "curriculum-relation", wishing articulates knowledge of life that moves, shifts concepts, ideas, which falls when we live the spaces, created at school. This work indicates that the experience of affection, the affect and to affect each other, it allows the invention of ways of living, in which life insists in persevere. Are movements and thus are intermittent processes. Teachers and students, to bring to school the experience of life, shall introduce the possibility of stake in the relations of life, woven from different lines that connect creating other possible fields for curriculum invention. Conversation networks, defined as networks of different relationships, are potent for the creation of knowledge as the most powerful affections, in which the event is taken as fact the encounter between bodies, another possibility to think the school curriculum as curriculum- relation.

Susan Catapano
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Teacher Education: Bringing it Full Circle with International Field Experiences

This project highlights a framework for implementing the opportunity for pre service students to share information about their US schools and their international field experiences with children in both locations. Sharing what school is like in both settings brings the educational experience "full circle". Teacher Education (TE) students traveling to an international field experiences participate in a directed service project that engages students in PreK-12 programs in the United States with PreK-12 students in other countries. The purpose of the project is to guide TE students in applying what they are learning in their teacher education program to their experiences in the United States and in other countries. The exchange of information between a school in North Carolina (NC) and a school in another country will support global perspectives for PreK-12 students, university faculty, in service and pre service teachers. The K-12 students in NC research information and create presentations, movies, blogs, etc. to "teach" the PreK-12 students in the exchange country about Southeastern North Carolina. When the NC group goes to the international country for their field experience and/or internship, they brought the information that thePreK-12 students in NC developed. These items might be in the form of mobile media (videos, CDs) or they might be via a website established by the students in North Carolina. The PreK-12students in the international country did the same-brainstormed what they wanted to know about students in North Carolina, as well as, researched and created media-based information about their country. When the TE students and faculty return from their international experience, they shared what the PreK-12 students developed and connected the two groups of PreK-12 students via SKYPE or a similar electronic source. After the exchange of information, both groups determined if their questions were answered. Information on this study provides participants with a framework to duplicate the study, engage students in a similar project, and gives year-to-date results.

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The Prevention and Intervention Strategies Carried Out by Primary School Teachers for Problem Behaviors on Inclusive Students

In this research, in which it is aimed to specify the prevention and intervention strategies carried out by class teachers intended for the problematic behaviors encountered on inclusive students, semi-structured interview technique is used. This study is a qualitative research. Study group is formed by 25 class teachers who are serving in the primary schools of the central district of Bolu in the 2013-2014 academic years. During the interviews semi-structured interview form is used. Data are resolved according to content analysis method via NVivo 10 program. According to research findings, the most common problems met by interviewees in the classes are respectively: hitting the classmate, wandering around the classroom, insufficient academic skills of students, not pay attention to the lectures, avoiding from class activities, speaking in the extent to disrupt the flow of the lesson, crying during the class hours, lack of attention and hyperactivity of the students, speech disorder, inability to meet personal needs, suddenly shouting in the lesson, hiding in the break hours, having low share with friends, inability to present empathic behaviors. Primarily, family and close environment and then inclusion diagnosis and individual characteristics of the students as the source of the problem. In the research, it is found teachers benefit different kinds of reinforcements in order to prevent these problematic behaviors however they are lack of benefiting scientific and systematic method. Teachers expressed that parents, counselors, school administration, rehab center, other teachers of the school and parents of the other students are in collaboration about resolving the problematic behaviors. Finally, it is detected that studies made in the point of gaining positive behaviors and ensuring permanence are using different kinds of reinforcements, being in the school-parent cooperation, speaking with the student one to one.

Erasmus Chirume
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The Case for 21st Teacher Preparation: The Call to Serving the Most Vulnerable Students in K-12 Education is Challenging the Status Quo and Realization of the Promise of Instructional Leadership

From the literature on the *raison deter* for the provision of education, it would appear that education is a human endeavor through which nations of the world have demonstrated a common interest in the promise that education makes a society better, and can improve the human condition. At the forefront of society-wide effort towards improvement and national development, are teachers. Teacher preparation is the human capital formation. Through this human capital, schools and universities--which constitute the most extended networks of human organization present in any country--are created to typically function as excel of society performing prognostic and prophylactic roles that unleash the human potential which drives wealth creation and improvement of the human condition. But in the modern society, some people experience limited access to education that others take for granted. For instance, among the inhabitants that cannot take advantage of *the yellow brick road* to acquiring a good education, as well as attaining a satisfactory standard of living in the United States, are of specific demographics of people, who typically belong to the lower socioeconomic status. Concomitant social issues are not only limited to discrepant educational outcomes, but also ripple across other areas of life of the underserved. The paper examines the context in which teacher preparation essentially occurs as a moral struggle, in which the quality of engagement of pre-service teachers may or may not meet the requirements of preparing and equipping teachers with distinctive instructional leadership capabilities to diminish the invisible forces that lurk in schools underlying students at riskiness. Then, the requirements for teacher preparation with a strong vision for the academic success of our most vulnerable students are considered. Finally, a theoretical frame of instructional leadership with a holding power on at-risk students is proposed for use in teacher preparation programs.

Lisa Ciecierski
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Using Challenged and Banned Picture Books to Teach Social Justice Issues

Using Challenged and Banned Picture Books to Teach Social Justice Issues

Robert Clarke Jr.
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The Implications of the Lack of Quality Education on the Liberian Economy

Most countries in Africa that has been rated economically poor, in most cases draw analyses from the high percentage of the lack of education amongst its citizens. Therefore, it is implausible for one to not easily underscore the myriad impacts associated with the economic status of any country. As many other countries in Africa and other parts of the world struggling with economic challenges, Liberia is not free from the dilemma. In this much abbreviated-role of economic disparities amongst countries relative to their respective educational frameworks, I would like to submit that the concentration of this paper aims to outline the impact(s) of the lack education on the economy of Liberia.

The imbalanced ratio of male to female academic enrolment in Liberia lends consistency not only to the steady unemployment rate, poverty, and an unfavorable job market, but also suggests that an incessant culture of policies are yet to revisited. The post-war labor market dynamics of (Diaspora and Non-diaspora Liberians) also helps in further explaining the supply and demand approach taken by employers; where supply reflects human capital approach in which economic assets accrued by an individual are equated by labor market demands which includes but are not limited to: Education, work experience(s), foreign exposure, etc…

Christine Conley-Sowels
Professor, Ferris State University, USA
&
Liza Ing
Professor, Ferris State University, USA

Faculty Attitudes of Working with Students with Special Needs

A survey on university faculty attitudes of working with students with special needs was developed and distributed by two full-time faculties in a North Eastern United States University. The definition of special needs included students with learning disabilities, intellectual impairments, Autism Spectrum Disorder, physical and health impairments, sensory impairments and emotional impairments. It also included students who were not classified in any of these categories but were struggling academically. The survey was sent to all full-time, part-time and adjunct faculties on all university campuses who were teaching classes during the spring 2015 semester. Returned surveys were disaggregated by campus and employment status and analyzed. The disaggregated data revealed no differences among the groups. Attitudes were mostly positive; however a majority of the respondents believed that more training in this area was needed. Specific areas of need were in general accommodations and modifications, dealing with problem behaviors, academic expectations, accommodating students while maintaining high standards, as well as a variety of other topics. Specific questions regarding intellectual disabilities and Asperger's were also included as the researchers were interested in data surrounding these two areas for programming plans. Responses regarding students with intellectual disabilities on a college campus were less favorable as some believed that they would not be capable of meeting the academic rigor of college. A question regarding housing students with disabilities on campus showed that most respondents believed that they should be integrated with the other students and not segregated. This presentation will discuss the results in depth and recommendations made to the University's Faculty Center for Teaching and Learning.

Mary Connor
Associate Professor, Bridgewater State University, USA
Jon Cash
Assistant Professor, Bridgewater State University, USA
&
Lisa Battaglino
Dean, College of Education and Allied Studies, Bridgewater State University, USA

Mastering the Use of Tablet Technology in a Teacher Preparation Curriculum

Current technology, including iPads and other tablets are used extensively in public schools in the United States. This has become a critical issue in universities preparing future teachers. Student teachers must enter the student teaching site and eventually the workplace with training and innovative approaches for leveraging tablet technology. At Bridgewater State University, the oldest permanently situated college of teacher education in the United States, a bold move has been made to give each faculty member an iPad and require each junior, senior and graduate student in the College of Education and Allied Studies to own a tablet. The challenge is to ensure that faculty, "digital immigrants" are trained and motivated to use the new technology in ways that enhance and expand upon traditional teaching and learning techniques. Education majors, often considered "digital natives" are at ease with the technology but need guidance in using it to create cutting edge instruction for their future students. This presentation is a description of the year long journey of 3 professors to move from a point of fear and ignorance regarding the use of tablets to competence and confidence in the potential of using tablets in the university curriculum.

Luiz Corcini
MSc Student, UNINTER, Brazil
Luciano Medeiros
Professor, UNINTER, Brazil
&
Alvino Moser
Vice Rector and Professor, UNINTER, Brazil

Changing Ways for a Better Education: A 3D Gamified Virtual Learning Environment (VLE)

It is widely proven that the NICTs require educators and teacher's new attitudes and methodologies. Digital young people crave for faster response to their actions; contextualization, objectivity and applicability in the subject matter in the classroom; connectivity and interaction with their peers and prefer doing based learning.

This requires teacher's accommodation effort, overcoming the assimilation to reinvent and transform before in catalysts and mentors than transmitters, exploiting the full potential of digital media, rather than assimilating them, guided by constructivism, socio-interactionism and connectivism.

These assumptions guide the project of creating a gamified 3D virtual learning environment that uses an open-source server platform for hosting virtual worlds and meta-verse. An Intelligent Tutor System (ITS), developed in PHP language, to guide and monitor, in a pedagogical way, the students in the virtual campus. The 3D virtual learning environment's interface to the STI will be done by a web server and for data storage will used the relational database.

In this 3D Gamified Environment the student will be able to explore a virtual campus, with activity rooms (that follow the curriculum requirements), library (documents, links, videos, websites, games), study room, interaction environments and co design and he (the student) will be constantly challenged to solve tasks, carry out or complete surveys, submit proposals, among others.

As a result we expect a better motivation and knowledge retention by students, because he (the student) will be unwittingly being monitored, challenged and constantly guided by the STI that, as a coach makes his players, will monitor and verify performance, stimulate curiosity and drive the resolution of tasks to awaken and maintain student interest in their path in the learning process, overcoming their limitations and reaching goals.

Jenny Cunningham
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Challenges for the Mental Health Workforce in Ireland and the UK during Times of Crisis

Background: Irish and British health services are experiencing unprecedented levels of change and reconfiguration as a consequence of the financial crisis which began in 2008 (MHC, 2011; RCN, 2012). The mental health sector in Ireland and the UK was already engaged in a process of change and reform prior to the financial crisis, particularly in relation to training, focus of activity and configuration of the workforce (DoH, 1998, 1999; DoHC, 2006). However, the crisis, it may be argued has led to a refocusing of the policy issues associated with workforce restructuring. This has a significant impact on the way in which those charged with delivering new service patterns and developments respond to the conflicting demands between service needs, rhetoric national policy and national policy in fact.

Aim: This study aims to comparatively explore and analyse the challenges that arise for services and managers in the implementation of mental health policy as this relates to workforce reconfiguration and service design in a resource constrained environment and which factors (both formal and informal) influence policy implementation in Ireland and the UK.

Methods: The research design consists of a comprehensive policy and literature review to inform a case study approach which will utilise a survey based instrument and individual in-depth interviews to collect data from nurse managers of mental health services in Ireland and the UK.

Anticipated Outcomes: Findings from this study will contribute to the knowledge base through the development of a model to explain how local mental health services negotiate conflicting demands between service aspirations and stated economic requirements for cost containment.

Conclusion: In the current economic context, increased emphasis on significant cost containment and efficiency in relation to performance with fewer resources is impacting on those charged with delivering new service patterns of work and development. This research study will explore the impact these issues, with their concomitant uncertainties, are having on long term mental health policy and workforce configuration and planning. The ongoing financial crisis in Ireland and the UK suggests that previous work on skill mix and reconfiguration in health care needs to be re-examined for its explanatory power. In particular there needs to be a greater

examination of the relationship between a changing financial context and its contribution to a contingent environment and changes to workforce planning and skill mix within mental health services in Ireland and the UK.

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&
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Exploring the Relationship between Principals' Vision Content and Schools' Absorptive Capacity

Purpose: Despite the growing interest in absorptive capacity (e.g., Jansen, Bosch, & Volberda, 2005; Zahra & George, 2002), few have captured the validity of the concept, specifically in the education system. Moreover, while most studies have focused on the competitive benefits of absorptive capacity, leader's vision content enhancing this ability have been ignored.

Theoretical framework: Zahra and George (2002), distinguished between four dimensions of absorptive capacity that constitute potential and realized absorptive capacity: acquisition, assimilation, transformation and exploitation. Potential absorptive capacity, which includes knowledge acquisition and assimilation, and Realized absorptive capacity, which includes knowledge transformation and exploitation (Zahra & George, 2002: 190).

Inspiring visions, according to the conceptualization of Berson et al. (Berson, Shamir, Avolio, & Popper, 2001) describes contents, such as; optimistic, confidence and intrinsic needs.

Research Methods: Six hundred and eighteen teachers from 103 elementary Arab schools in Israel participated in this study. We used structural equation modeling to test construct validity of Absorptive capacity and a regression analysis to determine whether principals' vision content predicts Absorptive capacity dimensions.

Research Findings: The regression findings revealed that both inspirational and instrumental visions' contents promote absorptive capacity dimensions in different way: inspirational visions' content promotes transformation and exploitation dimensions, whereas, instrumental visions' content promotes acquisition and assimilation dimensions. The construct validity findings strengthened previous research which was done concerning the absorptive capacity construct validity, specifically, in the educational system. Furthermore, the four dimensions underlying potential and realized absorptive capacity are not only theoretically, but also empirically distinguishable.

Implications: The study provides a deeper understanding of how principal vision can contribute to teachers' learning, which may ultimately improve teachers' work and student learning.

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Hanadi Kadbey
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Melissa McMinn
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Science Anxiety Levels in Emirati Pre-Service Teachers

Research has shown that anxiety and trepidation towards learning about science is prevalent among elementary school teachers in Western countries. It has also been shown repeatedly that pre-service and in-service teachers who show signs of anxiety towards science are a) less likely to teach it at all, where they have some autonomy over this, b) less likely to teach it effectively and c) ultimately that their students have lower attainment scores in science. It is therefore critically important to gauge pre-service teachers' science anxiety levels early on whilst there are still possibilities to overturn some of the reasons behind these fears and avert these serious issues occurring later on. This study takes place in the capital of the United Arab Emirates (U.A.E.) in the context of training local elementary school teachers. In the U.A.E., where Emirati teachers are already in the vast minority and attrition rates are high, it is important to offer as much support to pre-service teachers as possible. The aims of this research study were to ascertain the science anxiety levels of pre-service elementary teachers and to identify particular areas of their science anxiety, if appropriate. We surveyed 200 Emirati pre-service teachers and found that levels of science anxiety were directly related to their perceptions of performance in science exams, laboratory experiments and inquiry approaches to science learning. Whilst some studies have shown that science anxiety can decrease as students gain confidence in science knowledge by studying courses, we did not see this effect in our study. Exploring this variable allowed us to explore whether students educated in schools influenced by the educational reform in Abu Dhabi have differing science anxiety levels from those who were educated prior to the reforms. We discuss the possible implications of these findings to the future teaching of science in Abu Dhabi public schools.

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Teacher-Parent Communication: The Case of Contemporary Family Structures

Contemporary family structures are more fluid than previously known. Whether this shift reflects changes in individual preferences or adaptations to larger societal transformations, in many areas people who live in "different" family structure are still a minority, and must deal with unpleasant reactions, and even rejection and criticism.

This qualitative study focuses on communication between teachers and parents from relatively new family structures such as divorced families, single-parent families, and same-sex parents. This study acknowledges the importance of effective communication between teachers and parents for the benefit of the children. It is based on studies that consistently reveal the significance of home-school communication in increasing children's motivation to study, improving their academic achievements and intellectual skills, improving self-image, and decreasing problems of school discipline.

Research has shown that teachers are prejudiced toward non-traditional family structures. Therefore, it is important to deepen our understanding of the issue of communication between teachers and parents from different kinds of families.

This study, which was conducted in Israel, addressed three research questions: (1)How do parents perceive the teacher's acceptance or rejection of themselves and their children?(2)What obstacles do these parents face in their communication with teachers? (3) How would they like the teachers to treat them?

Semi-structured open interviews were conducted with 14 parents (11 women, 3 men) of elementary-school students. Content analysis derived distinct themes for each of the questions. Findings revealed that the parents sensed that their situation at school had to improve: Their family arrangement was mainly ignored by the teachers. They wished activities in class would consider and acknowledge the existence of different families other than the traditional family. However, they were also aware of their own responsibility to enable effective communication with the teachers.

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Effective Behaviour-Analytic Strategies for Promoting ASD Inclusive Classes: The Role of the Teacher and Peers

Children diagnosed with Autism Spectrum Disorders present persistent difficulties in social communication and interaction as well as restricted, repetitive patterns of behaviour, interests, or activities. The severity of these characteristics is taken into account when identifying the appropriate amount of support required for each individual (e.g., substantial support for moderate ASD severity).

When children with ASD access school, they often face difficulties meeting academic demands and fully enjoying interactions with peers and adults. These difficulties can lead to them being excluded from mainstream schooling or from education overall. Inclusion in ordinary settings leads to higher academic achievement for children with ASD, increases opportunities to engage with competent peer role models improving social skills, and facilitates tolerant attitudes towards diversity. Additionally, individuals with disabilities have a right to access the least restrictive educational environments in which meaningful learning and social interactions can take place.

For these reasons, evidence-based methods that enhance successful inclusion of children with ASD in mainstream settings have been increasingly designed and implemented in the last few years attaining positive outcomes. A number of these methods are based on Applied Behaviour Analysis (ABA), the science that has been recognised as the basis of the most effective interventions for children with ASD. In the present paper, effective inclusion strategies implemented by the teacher and/or peers will be presented aiming to increase academic skills and improve social interactions with peers.

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The Effect of Preschool Teachers' Self-Efficacy Beliefs, Perceptions of Organizational Justice and Organizational Support on Learned Resourcefulness and Burnout

This study aims to identify that the effect of preschool teachers' self-efficacy beliefs, perceptions of organizational justice and organizational support on learned resourcefulness and burnout. The universe of this research, which is in the survey model, has formed from the 174 preschool teachers who work in the 2014–2015 academic year, in the center of Burdur and in the towns that belongs to Burdur in. The data of the study is collected General Self-Efficacy Scale, Organizational Justice Scale, Perceptions of Organizational Support Scale, Ego Resilience Scale, The Burnout Measure Short Version and personal information form. The obtained datum was analyzed by using SPSS and software. According to the results of this study, learned resourcefulness scores of preschool teachers found significant difference depend on self efficacy beliefs and perceptions of organizational support scores. The burnout scores of preschool teachers found significant difference depend on self efficacy beliefs, perceptions of organizational justice and organizational support scores. In Burdur province, the relationship was examined between preschool teachers' learned resourcefulness and burnout and significant difference was detected in favor of learned resourcefulness. In addition, it was found that demographic variables affect learned resourcefulness.

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The Improvement of the Educative Level that the National Quality Graduate Program Promotes in Mexico: Perceptions of Professors in the Specialty of Endodontics

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Work-based Learning in Postgraduate Nurse Education and Practice: Influences, Significance and Sustainability

This paper explores the significance of work-based learning in postgraduate nursing education overtime. There is a growing imperative that postgraduate nursing education is geared towards both practitioner and practice development for quality healthcare delivery. The factors that influence the kinds of outcomes following work-based learning relative to both learners and their communities in practice are examined.

This qualitative study employed interviews and documentary analysis to enable the exploration of differing perspectives, experiences, contexts, cultures and outcomes of work-based learning over time. Data was collected from participants who had undertaken or supported work-based learning (qualified nurses, clinical supervisors, academic supervisors and nurse managers) following postgraduate study at one Higher Education Institute in Ireland.

This study presents new theoretical insights into the relationships between work-based learning and communities in practice with regard practitioner and practice development and their sustainability. From a sociocultural perspective, the community of practice framework has enabled further understandings of the influences on work-based learning using concepts such as participation (engagement in meaningful experiences in practice) and reification (the production of useful tools or understandings) relative to practitioner and practice development. Findings suggest that social and personal expectations and understandings of work-based learning play a key role in influencing experiences and outcomes. The tripartite partnerships between learners, clinical supervisors and academic supervisors are significant in creating opportunities for personal and social expectations and understandings to come together in the negotiation of learning. All levels of management are influential in creating learning cultures that empower individuals to engage in work-based learning, regardless of seniority. Work-based learners were seen to develop within their role and facilitate learning within their communities, through engagement with practice development initiatives that positively influenced patient care. The significance of these findings lies in the perceived sustainability of both practitioner and practice outcomes following work-based learning.

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Debrief to Learn:
A Case Study of Norwegian Fighter Pilots

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Educating to High Standards: The Linguistic and Cultural Diversity of Today's and Tomorrow's School Age Population in the US

This paper addresses increasingly important challenges and opportunities confronted by US schools, which historically have not had success in completely eliminating the persistent achievement gaps documented at every level of formal education. It pays special attention to the linguistic and cultural diversity of today's and tomorrow's school age population, particularly the growing population of Latino students whose absolute and relative number has grown significantly. In California, which is the world's eighth largest economy, for example, over 40% of the school age population is Latino and over 50% is "minority". While research practice and policy have not been dormant in addressing the persistent educational gaps, notable advances have been demonstrated in eliminating and reducing these gaps at every level of the education spectrum: pre-school, early elementary grades, middle school, high school and post-secondary. This paper proposes to illuminate these gaps and advances in ways that allow a better understanding of the educational challenges and opportunities.

The paper takes a distinct approach in addressing issues of diversity and education with a focus on Latino students. It confronts the educational debate regarding effective instructional practices for Latinos but does not avoid the political and ideological debates around issues such as Bilingual Education, English First, immigration and assimilation, particularly as they are framed by a host of other relevant social discussions. In summary, this new perspective concludes that similarities and differences, within and between diverse student populations, are important. It is the understanding of these processes that will lead us to more productive educational environments in contexts where diversity is the norm not the exception. At the core of our research is the notion that this country's diversity is a resource, not a problem, and that our diverse nation's future will depend on the future of Latinos, who are given real opportunities for educational, social, and economic success. The objectives of this presentation are to:

- Discuss and demonstrate the dynamics of addressing the educational challenges of linguistically and culturally diverse student populations in the US;
- •Stimulate audience participation, engagement, and feedback.

Marie-Christine Garneau de l'Isle-Adam
Professor, University of Hawaii at Manoa, USA

Studying Modern Greek to Better Understand French Literature or Literature in General

Athens is the perfect venue to share my unique pedagogical experience with Modern Greek. I've taught at the University of Hawaii as a professor of French literature for twenty-five years, and I recently initiated an intriguing course of study never before offered at our historic island campus of some 18,000 students.

Unlike the 40 universities in the US where Modern Greek is taught, the University of Hawaii has never offered Modern Greek. As a scholar of ancient Greek and Latin and a speaker of Modern Greek, I recently decided to offer Modern Greek at the beginner's level. This new offering has been fully supported by our university's departments of French and Classical Greek. And this new offering has a special twist.

My course in itself would perhaps not be newsworthy at an international conference, yet the way in which I offer it is unique for the following reasons: 1) It's designed for students who are finishing BAs in French; 2) the text is in French, with all grammatical explanations in French; 3) the text relates to French literature.

Two examples: Students who study the Renaissance read in *Gargantua* of Rabelais's utopian Abbey de Thélème. In this course, they understand on a deeper level why the abbey's motto is "Do what you want", because in their study of Greek they learn that *Thélème* comes from the ancient Greek ἐθέλω (to have a strong desire for something, to want); ἐθέλω, a word that, like so many others, has changed little, for in Modern Greek it becomes θέλω. At the end of the course, having studied Modern Greek's grammar and vocabulary, students understand far better why Renaissance authors like Du Bellay believed that French came directly from Greek, and why, for example, Ronsard so entitled his epic *La Franciade*. In sum, instead of a simple notion of the etymological provenance of the Greek lexicon in French literature, which anyone can acquire with any dictionary, my students come away from this course with a far richer understanding of the grammatical, syntactical, and even aesthetic resonance of Greek thought in French literature. Most importantly, teaching the course in Modern Greek improves student engagement in that we use materials—current music, video, and social media—that appeal to their curiosity about world cultures.

Alain Gholam
Assistant Professor, American University in Dubai, UAE

Student Engagement through Visual Thinking Routines

History is in a continuous change. It never stops evolving, growing, and developing. Every evolving stage in history brings with it a unique set of challenges and experiments that have forced us to change the way we think, interpret information, and interact with one another. Education is an example of such a change. Whether we like it or not, we can't teach our students the way we taught fifteen years ago. We, educators, need to make sure we equip our students with the skills and knowledge they need to successfully face the outcomes of the 21st Century. We need to make sure we prepare them for the future and embark them on a leading career path. To do so, students need to be active participants in the learning process. Students, collaboratively, need to observe their surroundings, ask questions and wonder, experiment, predict, formulate hypothesis, test hypotheses, arrive to conclusions, communicate their findings, and definitely take action to serve the world.

Visual thinking routines are principles based on several Western theories, approaches, and strategies. Such routines, which are usually used again and again in the classroom, promote thinking skills, call for collaboration and sharing of ideas, make thinking and learning visible, and above all, promote student engagement. In this paper, I am examining student teachers' attitudes towards visual thinking routines. Such visual thinking routines are used in my graduate courses in order to promote student engagement, interest, and curiosity. They are also implemented to help student teachers acquire hands-on experience on the usage of visual thinking routines, and hence, transform the learning acquired to their classroom. Hence, at the end of the course, students answer a simple question: "What did you like most about the course?" The results show that student teachers enjoy the way visual thinking routines implemented in the course and the manner in which such routines allow for organization, student centeredness, and variety.

As with all original, new, and unique resources, visual thinking routines are not free of challenges. To make the most of this useful and valued resource, educators, need to comprehend, model and spread an awareness of the effective ways of using such routines in the classroom. It is crucial that such routines are meaningfully and effectively integrated into the curriculum in order to reinforce student engagement and make sure students are actively involved in the learning process.

Ellen Goldring
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Principal Turnover and School Enabling Conditions for Change

Gabriela Goudenhooft
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EU Social Values in Debate and the Academic Education in Romanians Universities

Following the idea that there is no complete human profile without social abilities and values as the: equality, compassion, an equal chance and equal opportunities, social inclusion, tolerance, respect for individuality and human dignity, reject hate speech and discrimination etc., this paper aims to explore how spreading European social values contributes to the students' civic education and whether academic education prepares them for labor market.

Mapping courses on the topic of social curricula of the Romanians universities and academic programs, we trying to find out how they help in integrating social values and how they contribute to involve students in debating the crisis of the establishment, the problem of youth unemployment and in redesigning solution for social problems.

An analysis on the social objectives of the European Union will be also needed, highliting the mainstream topics from the public and political discourse, questioning the perspective on social protection and practices in social systems. Despite the fact that social welfare is a value commonly accepted and tracked, the paths in achieving this objective appear to be very different and the economic crisis worsens existing problems of the labour market and social services. In these circumstances is still there yet a guiding principle of solidarity?

Maria de Fatima Goulao
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Concept Maps as Facilitative Tools in E-Learning Context

Background: The elearning contexts appeals to the autonomy of the learner in the construction of knowledge. The teacher has a very important role in designing environments that are appropriate for the development of this competence. Furthermore, the proposed tasks, and the methodologies as well, have a significant impact on the achievement of this goal.

Purpose of Study: Our study aimed to understand how the use of concept maps it is perceived, as a working method in the construction of individual knowledge and in helping to collaborative work.

Research Methods: The students worked over a semester with this approach. One maps were prepared in groups, and in the other one, maps were prepared individually. At the end of the semester it was requested for them to answer a questionnaire regarding the relevance of the concept maps in different aspects, including the construction of knowledge. The questionnaire was composed of 3 parts.

Findings: Preliminary results of this study indicate a positive evaluation of concept maps, particularly in the construction, representation and organization of knowledge. They help to simplify complex realities, promoting collaborative work and learning.

As a general observation, concept maps were considered a tool that allows a better understanding and representation of the different themes contents. However, the construction of concept maps in group is a more complex process.

Conclusions: This study and its preliminary results show the potential of this working tool, as well as the methodology adopted by us to promote not only individual learning but also collaborative work. Based on this evidence we will adopt the same methodology in other themes and with other groups of students, in order, to strengthen or find other work tracks.

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The Overview of Chinese Language Teaching in CUHK

With the impact of continual technological development, methods for teaching Chinese at The Chinese University of Hong Kong (CUHK) have changed massively during the last decade. Classroom teaching has shifted from blackboards and chalks to multimedia computer-aided programs and Blackboard e-learning platform; students attend language laboratories instead of meeting teachers face to face, use electronic devices to search for definitions of new words, take photos of notes and handouts, record lectures, and download sound files for listening and practice.

While the change in employing technology for teaching and learning definitely brings convenience, it also brings challenges and opportunities for teachers: How can teachers draw the attention of students in class when they are busy communicating on Facebook/Twitter?

Students with good pronunciation skills use applications such as "Dragon Dictation" to orally dictate Chinese characters instead of writing them stroke by stroke. How can teachers stimulate students' motivation to learn pinyin, and to read and write Chinese characters?

In teaching Chinese as a second language, what are the most important skills we really want our students to master? What is the most effective way for teachers and students to interact with each other? Does new technology act as a bridge between teachers and students, or rather, a barrier?

For this research, we plan to interview students to find out their perspectives on these issues, to identify opportunities for teachers with a view towards helping teachers improve their teaching methods, and give students useful advice for learning Chinese Language in an effective way.

SuHua Huang

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Measuring U.S. College Students' Attitudes toward Reading

Reading plays a critical role in any academic domain. Reading can greatly affect social life and future economic prosperity. However, relatively little empirical research has examined what college students actually do read. It is important to understand how students truly feel about reading, not just in general, but for different purposes and through different technology tools. This knowledge will help college professors choose strategies and activities likely to have an impact.

The purpose of this study was to investigate U.S. college students' attitudes toward reading. A total of 780 (382 males and 398 females) U.S. undergraduate students including Caucasians (56%); African Americans (20.3 %); Hispanics (12.3%); Asians (3%) and others (8.4%). All participants were ask to answer a 20 question survey by using a four Likert scale (1-4) to identify type of reading materials they prefer to read: Academic Reading of Print Materials (AP), Academic Reading in Digital Setting (AD), Recreational Reading of Print Materials (RP), and Recreational Reading in Digital Settings (RD).

The results of descriptive statistics indicated that the mean score of AP, AD, RP, and RD is 2.86, 3.32, 3.57, and 3.84 respectively. There is gender differences ($p<0.05$) on these reading materials, but it is not significant ($p>0.05$) when compared with classifications, ethnic groups and ages by using ANOVA test. The results indicated easily accessible technology resources provide college students today with access to a wide array of literacy tools and activities. These new technologies may explain the interest in digital reading materials. These results might indicate a shift from print to electronic devices as the preferred means for college students to gain information and/or to read for pleasure and for academic purposes. The results also indicated that the impact of the technology tools (e.g.; online) on reading resources has made student reading today different from reading in the past.

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The Have's and the Have-Not's: A Comparative Case Study between Two Neighbouring Areas of High Deprivation where Funding for Full Service Extended Schools was Provided for One and Withheld from the Other

Full service extended school (FSES) models are attracting increasing attention from governments that are keen to reduce the achievement gap between young people of different socio-economic backgrounds. Huge sums of money have been invested in the schools that are chosen for full-service provision. Many prior studies have examined the theoretical basis and need for FSES provision in areas of deprivation; fewer studies have examined the impact upon a school or a group of schools that have successfully implemented and achieved the aims of full-service provision, and fewer still with particular consideration of the impact beyond the schools that received funding. It is essential that these case study examples are presented and examined for the benefit of policymakers and educationalists who may be about to embark on or fund a similar enterprise. This paper provides a case study comparison between two neighboring areas of high deprivation where funding for Full Service Extended Schools was provided for one and withheld from the other, outlining the outcomes for pupils, parents, the school and wider community, and presenting lessons learned for other local, national, and international FSES provisions.

Asadul Islam
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Application of Life Experiences in the Creation of a Narrative Structure for a Short Animation Film

The purpose of this research is to identify the application of life experiences based on the study of everyday behavioral patterns, gesture analysis, environments study, clothing and traditional music, into a script for a short animation film. This research explores a set of framework with pre-defined requirement that is used for the creation of a narrative structure. A narrative structure is a set of chronologically placed staged action. The project consists of three stages. The first phase of the project involves the gathering of visual and audio references sighted from different locations, where several photographs and recorded sound of related contextual information's for the idea development process have been taken. In addition, I also used reference materials from various sources as films, documentaries and newspapers for data and validation. The second phase of the research involves interviews of the ethnic people of Darjeeling district in India. The final phase involved inference of the gathered information and combining it with fictional visualization, which subsequently, culminates into an animation narrative structure. By identifying the extraction of real life experiences and projecting it into a narrative structure, I am able to analyze the process of story creation in a much faster time. Hence, this will enable independent short animation film makers to develop narrative structures based on real life experiences in a shorter time and lower down cost.

William Jeynes

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A Meta-Analysis: The Relationship between Character Education and Academic and Behavioral Outcomes

For centuries throughout many schools in the world, character education was regarded as a central part of the curriculum (author, 2007). Plato (2000, 2004) asserted that moral instruction was the most vital part of schooling. Cicero and the early Christians concurred and played a large role in the development of education, especially in the West (author, 2007). In the United States and Europe the founders of the earliest universities, and even the public schools, were major advocates of character education. As Samuel Huntington (2004, p. 69) observes, the character education "in America generally involves a belief in the fundamental opposition of good and evil, right and wrong".

After centuries of character instruction, in the United States U.S. Supreme Court in a series of three decisions, in essence, removed character training from the schools. The U.S. Supreme Court disallowed character instruction based on the Bible, which was the source of such teaching at the time (Andryszewski, 1997). In the advent of these decisions, teachers were now hesitant to risk teaching character traits in the schools such as love, forgiveness, the golden rule, and turning the other cheek, which in the views of some were infused with Judeo-Christian values. Some theorists believed that the absence of these teachings had behavioral and academic effects on students. Some believed that these teachings and expressions created a culture of love and self-discipline in the schools that might enhance achievement (Wirtz, 1977).

In the views of many, including President Bill Clinton (1995), the response by teachers and parents to the U.S. Supreme Court decisions was far too strong. Character instruction advocates declared that one does not have to be a Christian to teach on love, responsibility, compassion, and honesty (Ryan & Bohlin, 1998). They assert that studies indicate that 98%-99% of parents want character traits such as honesty, responsibility, and sincerity taught in the schools (author, 2010). Therefore, they assert that character education ought to consist of teaching those moral values that virtually everyone is agreed on as being valuable (Bennett, 1995). That is, values should be taught that, unless one is a sociopath, virtually any human being would support (Bennett, 1995).

To whatever degree that the idea of reintroducing character education in the schools sounds logical, the extent to which this idea

will be embraced will depend to a large degree on the extent to which it can be shown that it is associated with improved academic outcomes and behavior among students (Horowitz & Lee, 2005). I therefore conducted a meta-analysis examining the relationship between character education instruction and academic as well as behavioral outcomes among students. The meta-analysis includes 41 studies that included enough quantitative information to be included in the study. The results indicate that character education instruction was positively associated with student academic and behavioral outcomes at a level of .32 standard deviation units. With regard to academic outcomes this translates into about 1/3 of a grade point. The significance of these results is discussed.

Susan D. Johnson

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Developing Pre-Service Teachers' Capacity for Collaborative Leadership: Peer-to-Peer Coaching in Clinical Experiences

If you were to visit a school with effective collaborative leadership, there are practices that you would likely see in place. Among them is peer coaching. Collaboration skills have been identified as important elements of teacher preparation (Cochran-Smith & Zeichner, 2005; Darling-Hammond, 1996, 2005) given the need for in-service teachers to engage in shared responsibility and decision-making. Giving pre-service teachers the opportunity to participate in peer-to-peer coaching allows for dialogue regarding best practices, reflection on ways to make instructional improvements, and planning for future modifications to instruction. This exemplifies what it means to be an engaged, lifelong learner.

Pre-service teacher preparation programs should equip future teachers with the skills for engaging in productive collaboration. This includes providing pre-service teachers the knowledge and skills to systematically analyze teaching; their teaching and the teaching of others. If pre-service teachers engage in productive collaboration early on in their undergraduate careers, the most sophisticated levels of collaboration could be reached by end of the teacher education program. This allows the pre-service teacher to enter the field of teaching already skillful in the practice of collaborative thinking, learning and leading.

This paper identifies evidence-based collaborative practices, including peer-to-peer coaching, their historical use with in-service teachers and the research base behind why collaboration skills are necessary for pre-service teachers. Also included is one University's pedagogical approach to learning to teach that incorporates peer-to-peer coaching during clinical experiences prior to student teaching.

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What Enhances the Life Satisfaction of Postgraduates who Studied in Luxembourg, in EU or out-EU Countries?

Background: Few studies explore the determinants of life satisfaction (LS) between domestic and international postgraduate students. The mobility in foreign universities is a priority for the employability trajectory and the number of these students continues to increase worldwide. In Luxembourg, more than half of them pursue their studies in a different country. The transition from the home country to a university abroad may be a sociocultural and a health challenge for them. Our research question was which determinants enhance the LS of each group according to their destination, in EU or outside the EU? The aim of this study was to analyse the associations between LS and mental health-related factors (health satisfaction, quality of life autonomy, worry), career attitudes (adaptability, optimism, knowledge and planning) and socioeconomic characteristics, among postgraduate students in Luxembourg (Lux), EU and non-EU.

Methods: For the years 2012 and 2013, all postgraduates who received a financial aid from the Luxembourgish government were registered in the database of the Centre of Documentation and Information on Higher Education (CEDIES). Contacted by post, 644 students completed an online questionnaire in English or French. A single item measured LS (1 to 10 = very satisfied). Students't-tests and bivariate correlations were used. A univariate linear regression was applied, but only significant variables ($p < 0.05$) were introduced into the moderated model.

Results: From the 490 participants, the students out-EU had a higher score of LS (8.5/10 vs. 7.9/10 Lux vs. 7.8/10 EU) and had also higher scores of autonomy, career adaptability and optimism, than those in Lux and EU. They were mainly men (63.2% vs. 48.4% Lux vs. 42.2% EU) and a higher percentage of them lived alone (42.1% vs. 6.3% in Lux vs.

35.7% EU). The students in Lux were older (31 vs. 27 years for EU and out-EU).

For all students, the regression analysis showed that a higher score in their perception of health satisfaction leads to higher LS. Only for students in Lux, career optimism and planning were positively associated with LS. And only for students in EU, higher were father's education level, autonomy and career adaptability scores, higher was LS. Lower was their worry, higher was their LS.

Conclusion: For postgraduate students, a good perception of health satisfaction leads to a better LS, which could be due to their parents' background and personal experiences of mobility, who help them to cope with the new situation. Our findings suggest the local implementation of orientation interventions and the development of action plans, aimed at preparing students before they leave for their studies abroad. This, would facilitate their integration in the host country, provide them career choices, and hence, enhance their life satisfaction.

Yaacov J. Katz

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Rabbi Nachman of Breslev and Cognitive Psychology: Conceptual Similarities

Rabbi Nachman of Breslev, born in 1772, was the great-grandson of Rabbi Yisrael Baal Shem Tov (Master of the Good Name) and founder of the Chassidic movement. He grew up to be an outstanding and charismatic Chassidic master. During his lifetime he attracted a group of devoted followers who looked to him as their prime source of spiritual guidance in their quest for God. The teachings of Rabbi Nachman focused on a number of key concepts such as faith in God, simplicity, study of Jewish sources (bible, talmud, legal code) individual and private prayer, and joy. He taught his followers that deviant past actions result from perceiving illusions which contorted reality. In addition, these illusions which led in the past to transgressions and deviant religious and social behavior need to be rationally understood in order to erase them. The individual needs to focus on the rational present in order to improve his or her perceptions and actions and to live according to God's will.

Unlike classical depth psychology which dwells on problematic key personality issues linked to the individual's past and are usually embedded in the subconscious or the unconscious, cognitive psychology and therapy suggests that problematic issues affecting the individual can be dealt with by helping the individual to rationally overcome difficulties by identifying and changing dysfunctional thinking, beliefs, behavior, and emotional responses. Cognitive therapy consists of testing the assumptions which one makes and identifying how some of one's usually unquestioned thoughts are distorted, unrealistic and unhelpful on the one hand and what the individual needs to do in order to view life rationally on the other.

The conceptual and educational definitions used by Rabbi Nachman in his theological model expounded in the latter part of the eighteenth century and by those espousing the model underlying cognitive psychology and therapy in the 20th and 21st centuries are remarkably similar and seem to have evolved from the same psychological assumptions. The similarities between the two theories are analyzed and discussed in the present paper.

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Opinions of Special Education Teachers on Competency-Based Teacher Training System

The purpose of this study is to examine opinions special education teachers about competency-based undergraduate programs of special education teacher training. Theachers' suggestions on how to improve special education undergraduate programs are investigated. This study is a descriptive work based on a survey model that to examine opinions special education teachers about competency-based undergraduate programs of special education teacher training. In order to obtain detailed information on the subjects from an interview, a qualitative research method, was utilized to obtain qualitative data. The subjects of the study were 11 special eduvation teachers who worked for state schools in the city center of Bolu and Düzce during 2015-2016 academic year. Participants consisted of five women and six male teachers. As for the data of the study, it was collected via semi-structured interviews during the autumn of 2015-2016 academic year. The interview form was developed by researchers who reviewed the subject area and four academicians who determined the validity of the questions. The semi-structured interview form applied consists of two sections. In Section 1, there were 2 questions about about the special education teachers' personal information. In Section 2, there were 13 questions about the qualities of undergraduate programs. The data is collected by semi-structured interviews, and analyzed by content analysis method. The datas are presented by quotes taken directly from the interviews. The results of the study suggest that: 1. Teachers needed in-service training on speech-language, communication, autism, sign language, and Brail alphabet. 2. Special education teacher training programs must be improved by carefully evaluating the needs of teachers.

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The Oil Factor in Soviet Energy Policy

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Expression Of Protein P16 In Seborrheic Keratosis

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Video Formats. Yesterday and Tomorrow

In the actual debate about introducing MOOCs (Massive Open Online Courses) as a teaching and learning environment audio and video have been rediscovered as an important element for presenting instructional content. In a recent report of Kaltura (2015) the vision concerning the future of video in the web is summarized by the following statements:

- Video will be a standard part of education.
- Videos role will grow beyond delivering content to students, serving purposes of communication, feedback, student´s assignments and portfolios.
- Video will continue to enable flipped learning and distance learning.
- Video will enable innovative types of learning and teaching.
- Video will replace most of the textbooks.

The article will outline, that the function of audio visual media can only be understood by first looking at past experience with successes and failures. After going rapidly through some steps of development of audio visual digital media, we then analyse the actual presentation formats in the web. Special focus is put on recent discussions related to the MOOC development.

Desiree Pearl Larey
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Theoretical Markers in Studying Rural Learners in a Semi-Urban Schooling Context

This presentation aims to counter some perceptions about rural education as deficient and lacking in capital. **I will draw on various theoretical positions and concepts such as: habitus, cultural capital, Critical Race Theory and Generative Theory of Rural Education, to pose a cogent theoretical framework**. The theoretical framework is built on the following assumptions:

- my idea about general curriculum designs in relation to rurality is that the curriculum does not connect to the rural, disadvantaged learner´s context. Learners have a seemingly disengagement and even resistance with regard to the school curriculum.
- I believe that rural contexts have the following capital: experiential knowledge such as oral histories and counter story telling in order to name their realities, as well as transformational resistance strategies to navigate their way through life
- Lastly, I consider rural learners who go to school in semi-urban areas to have the following agentic properties: aspirational, navigational, linguistic, familial, social and resistant capital.

This theoretical framework must assist me to conceptualize rurality differently as well as frame rural learners, my prospective research participants, in an agentic light. The theoretical framework will be employed to use as a lens to understand the role that rurality and rural lived experience, agency and an understanding of the tempo-spatial relationship between people and the context play in shaping individuals' behaviour and dispositions. The presentation hopes to elicit comments and recommendations that can assist in developing a helpful theoretical orientation for my PhD study.

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The Impact of Parent's Complaint on Kindergarten

While schools and families have different standards and expectations for children, both parties have a common goal – to cultivate the ideal model for child development (Kellaghan, Sloane, Alvarez & Bloom, 1993). In order to achieve this goal, parents provide physiological and psychological support for the children as the basis of schooling, whereas schools provide an adequate environment, professionals, and curricula to suit the needs of both parents and children. In actual operation, however, problems appear to exist. For example, Yang (2001) suggests that parents have long been regarded as the origin of the problem in the English education system. Some schools believe that certain parental attitudes and behaviors may hinder positive educational outcomes. Similarly, teachers come up against the undesirable influence of family backgrounds. Additionally, some parents assume it is wholly the responsibility of the school to educate, and neglect their own role in the process (Kellaghan, Sloane, Alvarez & Bloom, 1993). This overreliance on the professional authority of school administrators can result in complaints on the part of parents (Goldring, 1991), and can cause school administrators to keep their distance from parents in order to maintain the independence of their teachers (Hulsebosch, 1991). All these factors may trigger unnecessary emotional distress between schools and parents, thereby causing pressure and mutual complaints by both parties (Davies, 1991).

Though research related to parent's complaints and their impact on schooling is not common in Taiwan, parallels can be observed in the world of business. For example, the majority of scholars have agreed that "complaints in consumer's behavior" involve consumer dissatisfaction or disappointment, along with complaints which manifest themselves in behavioral and non-behavioral reactions (Day, 1980). The former, suggested by Gu (2011), occur when customers express psychological and material dissatisfaction toward the business they highly anticipated and previously trusted. This dissatisfaction will generate certain degrees of anger or other emotions, and can directly contribute to public complaints. The latter, suggested from the business perspective by Hung (2001), partial complaints in both behavioral and

non-behavioral reactions. The complaints of three out of one hundred customers do not represent the satisfaction of the ninety-seven customers remaining. The unsatisfied customers will not necessarily complain, or may convey their dissatisfaction in other ways.

The concept of parental complaints in schooling can be evaluated from the same perspective. Parents, by complaining, express dissatisfaction when schools and teachers fail to meet their trust and expectation. In other words, the so-called "complaint in parent's behavior" is a reaction caused by the dissatisfaction of the parents regarding administrative measures and teachers' actions. Today's education is increasingly diversified: parents demand that higher quality and other educational service be provided by the school. Also improper management may result in dissatisfaction and negative impact on the school. All these factors make the behavior study of parental complaints more significant.

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Axiological Aspects of Foreign Language Teaching

Foreign languages have been taught for various reasons and it has been done in different ways, but to a greater or lesser extent the original aim of learning a foreign language has been mastering the language. The process of foreign language learning can be reduced to a new way of expressing of the already familiar content. However, thanks to multimedia contents and the development of didactics of foreign language teaching, the process of foreign language learning has recently been turning into an encounter with a different culture and a different value system.

Modern textbooks used even for foreign language teaching to young learners provide them with illustrations of cultural and value features from the countries whose languages are taught starting from coats of arms and flags, followed by famous buildings, food dishes, modes of interaction to explanations of different habits.

According to the dominant, current trends, the prevailing opinion is that the inclusion of values systems into foreign language classes can have positive effects. All this is a result of multiculturalism and mobility, and the authors of this paper can accept and follow these trends. Foreign language lessons can become places where values and cultural characteristics of other and different nations are adopted, where the student can exit the framework of their own nationality, where they can overcome the fear of other nations and where they can overcome the established stereotypes. In doing so one should keep in mind one's own priority values. They could be even emphasized and reinforced through comparison with examples of values present in cultures who speak the foreign languages being taught to the students. Students should be helped to understand the deep and serious implications for the functioning of the system of values, as well as to be encouraged to be open and critical towards them.

Due to the immense importance of the acquisition of values during primary school education and because of the fact that the teaching of foreign languages, especially intercultural activities, are very suitable for the adoption of the same, the authors of this paper have conducted a survey among Croatian primary school foreign language teachers to

find out the extent to which teachers themselves are aware of the importance of certain values and to what extent they are aware of the values that can be passed on through foreign language teaching and intercultural contents.

Unfortunately, the results of our study have shown that teachers are still not sufficiently aware of all the values that can be mediated through the teaching of foreign languages and intercultural contents, especially when it comes to openness and criticism.

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Space Use and Classroom Layout, Do They Affect Pupils' Participation and Classroom Management?

Investigating classroom management practices as they occur in real life in everyday context is of great importance to the teacher when considering the process of management, both spatial and temporal one. Referring to the 9th grade schools in our country, Albania, space use and classroom layout are of crucial significance due to the impact they have on classroom management and pupils' participation.

Of course classroom climate and discourse can be altered significantly when seating arrangement is changed and space is used efficiently. But on the other side coping with physical difficulties of managing large numbers of students in confined spaces, turns out to be a real challenge for teachers, struggling to do their best in achieving a successful classroom environment.

This paper aims at analyzing space use by the teacher and pupils, and classroom organization as two crucial elements. It also aims at providing an answer to the following questions such as: How does space use affect teaching in the classroom? What is the best classroom layout that enhances pupils' participation? Does group organization always work in various sized classrooms etc?

So classroom space use and classroom layout although regarded as technical issues, are considered to be of fundamental importance when it comes to the management process. Effective space use and classroom layout provide a suitable classroom climate promoting higher pupils' participation and motivation in achieving higher results.

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Uncovering New Insights into Comparative Educational Inquiry Using Theoretical and Analytical Frameworks

This work suggests three theoretical and analytical frameworks for those interested in doing comparative education inquiry into the transmission of societal discourses by State sponsored schools. Beginning with the position that State sponsored schools normalize perspectives, attitudes and beliefs through unique educational arrangements in order to reproduce the national culture, this paper offers an approach to inquiry that is grounded in Critical Discourse Analysis (CDA). Following a review of the CDA literature, the discussion proceeds to link Hofstede's analytical frameworks with CDA as a way to illuminate how culture, religion, archetypes, political and other endeared ideological discourses affect educational practices in selected countries around the world. Once CDA and Hofstede have been established as conceptual frameworks for inquiry, the discussion moves next into an application phase where these approaches are used to compare countries. The countries spotlighted for analysis will be selected for their economic, religious and political similarities and also for their differences. To meld the comparative country study with schooling, three categories are used for comparison: the explicit, implicit and the null curricula. Through critical discourse analysis, Hofstede's analytical frameworks and the three curricular categories, the promise for this approach to inquiry is that it helps to reveal new insights into the symbiosis between national ideology and educational practices.

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"Are We There Yet?": Canadian Standards on the Corporal Punishment of Children in Schools, in Comparison to That of the Majority of Developed Countries

British Columbia (B.C.) was the first province in Canada to forbid corporal punishment in public schools as early as 1973 (B.C. School Act), and more than 16 years earlier than the 2nd province, Nova Scotia, in 1989 (Section 43 of the Criminal Code). Alberta and Manitoba however still have no provincially enacted legal prohibition, although many school boards have updated their policies to state that corporal punishment should be prohibited (GIECPC, 2011).

The spotlight on corporal punishment might have dimmed for some time on the national and international stage, but the Canadian recent report on the *Truth and Reconciliation* suggests to repeal section 43 of Criminal Code has ignited this issue once again. Given that Canada does not have one national education system, in the context of this paper corporal punishment in Canada is defined as a general term, meaning any forms of bodily harm inflicted by the physical punishments done by educators.

This paper intends to explore the existing laws with a comparative approach, in terms of where Canada stands comparing to internationally the other nation's legislative standards in regard to the corporal punishment of children in schools. Are sufficient legislative laws in place at a federal, provincial, and school district (SD) level in Canada? As a nation, do we need to reconsider the current progress and do Canadian need to take into account other nations' legislative stances? It is time to inspect the current circumstance and review existing discourses and legislatives to ensure successful prevention of corporal punishment at every level, including, but not limited to, examining the Education Act (1980), Criminal Code (1985), Youth Criminal Justice Act (2003), and all school board policies (McGillivray & Durrant, 2006).This paper will contribute to the advancement of not only in practice, but also legally, in the field of comparative and international educational practice.

The long overdue reform to abolish the corporal punishment of children would place Canada alongside a group of nations that have abolished the physical discipline, and uphold the United Nation's children's universal rights (1989), which Canada had ratified twenty five years ago (1991).

Juha Mattila

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From Behavioural Drilling towards Social Cognitive Learning

Evolution of training in Military Communications and Information Technology applied to Signals. An example from Finland.

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Formal and non-Formal Education on European Issues. Examples from Romanian Educational System

Education represents, at least declaratively, a priority for governements of EU Member States. Although the organization and content of the education system differ, sometimes considerably, from one country to another,the European Union has proposed a system of cooperation between Member States regarding education. A number of documents and action programs in recent decades are designed to stimulate collaboration between educational institutions, harmonize policies, structures and educational institutions and ultimately contribute to developing a European dimension of education.

For the purpose of this paper, the term "European dimension in education" is operationalized by introducing into school curricula information about European institutions and culture, by language learning and by promoting intercultural education, the values of tolerance, respect and human dignity, by promoting citizens' rights and liberties.

The paper aims to analyze what is taught in schools in Romania about the European Union and the perception of students, as beneficiaries of the educational process, about the European dimension of the Romanian educational system. For this purpose, in addition to an analysis of school curricula, it uses data from a survey conducted on a sample of 572 pupils from Romanian high schools.

The paper distinguishes between formal and non-formal education. Thus, formal education refers to the education system, hierarchically and chronologically structured, starting from primary school until the completion of the university, including, in addition to academic studies, general various specialized training programs (lectures, training activities organized by educational institutions). Formal education is linked to schools or institutions dealing with training and ends with the granting of diplomas and qualifications officially recognized. It has an official character and is provided in a learning process conducted strictly in time and space: plans, manuals, courses, learning materials.

Non-formal education is usually attached to lifelong learning process. It emphasizes the importance of education going beyond the formal education system or in other places than the school or through activities not covered by the school curriculum, but which contributes to knowledge development.

The paper presents both good practice examples and suggestions to rethink the school curriculum which is focused more on mechanical

transmission of knowledge and learning and less on skills training, participatory learning, education of values and attitudes.

Bill McDiarmid

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Using Student Achievement Data to Drive Improvement in U.S. Teacher Education Programs

Between 2002 and 2011, the Carnegie Corporation, allied funders, and participating institutions invested nearly $110 million in a major effort – the Teachers for a New Era (TNE) project -- to improve teacher preparation and induction in the U.S. based on a set of design principles. Building on earlier reform efforts, TNE required the 11 diverse participating institutions to adhere to three primary design principles: (1) programs grounded in research, including evidence of pupil learning in the classrooms of program graduates; (2) engagement of arts and sciences faculties in teacher preparation and development; and (3) schools as clinical sites and full partners in teacher development, including support for novice teachers. These principles were intended to address the most persistent problems in teacher preparation in the U.S. Carnegie also provided technical support to the sites and annually convened project leaders from the 11 institutions.

Perceptions of the success of TNE vary widely. This paper examines the impact of the project on the participating institutions and, more broadly, on teacher education. Interviews with project leaders at Carnegie, at the 11 TNE institutions and with the technical consultants as well as a review of project documents reveal significant but uneven accomplishments in implementing the TNE design principles across the sites. In addition, the conversation about university-based teacher preparation has changed significantly since the project began in 2001. The need for credible empirical evidence to determine program effects, the importance of disciplinary knowledge required for teaching, and the crucial roles of clinical practice and induction support – TNE's design principles – have gained even greater significance in the push to better prepare teachers. The lessons from TNE can serve to inform efforts at other institutions to improve their programs. In particular, this is a cautionary tale about an over-reliance on pupil standardized test results and sophisticated HLM models to inform and drive program improvement.

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Examining Student-Faculty Interactions: The Role of Individual Differences in Student Attendance of Office Hours

Faculty members are one of the greatest resources available to support post-secondary students in their learning (Chickering & Gamson, 1986). However, past research has shown that many students do not attend office hours hosted by faculty. If it is known that having a strong relationship with faculty members can increase student success, why do students choose not to attend office hours? This study aimed to investigate the individual differences among students in office hour attendance. An online survey about office hour attendance and experience was administered to 128 introductory psychology students at a mid-sized undergraduate university in western Canada. The survey contained questions about frequency of attendance, reasons for attendance and non-attendance, demographic variables, and measures of personality, self-esteem, and motivation. Results indicated that learning orientation, grade orientation, personality, and self-esteem were correlated with office hour attendance. Specifically, a learning orientation was associated with increased attendance whereas the opposite pattern was observed for grade orientation. Extraversion and self-esteem showed positive relationships with attendance, whereas conscientiousness surprisingly showed the opposite pattern. Past experience communicating with high school teachers was predictive of office hour attendance. Further, we found two-thirds of students reported attending office hours, but of these students the majority attended only once or twice during the academic term. The main reason provided for not attending office hours was that is was perceived as unnecessary, yet students were able to list a number of benefits to office hour attendance. Implications for future studies concerning student-faculty interaction are explored.

Vassiliki Michou
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The Instructional Video in the Teaching Practice

This paper aims at discussing the difficulties and opportunities related to the creation of educational videos, based on the comments made by the teachers that contributed to their creation. For all the people involved, educational videos pose a series of challenges, not only on the pedagogical aspects. We would like to propose some reflexions and thoughts generating from our experience within the University Pierre and Marie Curie. From the simplest and possibly the first use of instructional video as part of an enriched on-campus teaching, to the personalized accompaniment of the student on a learning management system in a distance learning course, there are many options, and many insights on education.

 Our choice within UPMC is the creation of online courses reserved to a targeted audience, the SPOC (small private online courses). The project that initially targets the distance students was the opportunity for exchanges with many teachers on today's pedagogical practices and on their vision for tomorrow. We discuss the enhancements or modifications that can be made in order to offer an active learning more in line with the needs and expectations of today's students.

This article is the first part of a research on the concrete evolution of teaching practices in our university. Here we try to study the process of the implementation of these new educational formulas. We present the implications of the use of these new audiovisual and multimedia content in the preparation of the course's educational design and teachings. We discuss how the teachers consider their role in this new context.

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Comparison of Croatian Foreign Language Teachers' General Propensity towards the Use of ICT and Its Impact on the Foreign Language Teaching Process

With the constant development of new information and communication technologies (ICT), media and new forms of communication, foreign language teachers (FLT) are faced with the problem of becoming acquainted with a variety of devices, applications and software not only because they are used by their students, but also because they could potentially be used in the teaching process.

In this paper the authors present some of the results of a research into the influence of ICT on the foreign language teaching and learning.

The survey was conducted on a sample of 255 foreign language teachers (N= 255) in the Republic of Croatia. They teach six different foreign languages (English, German, French, Italian, Spanish & Latin) in primary and secondary schools or at universities. 99% of the teachers in the sample possess a PC at home and 83.9% at their place of work. All the teachers equipped with computers at home have access to the Internet. 95.3% of their schools are connected to the Internet, but only 45.1% of the teachers teach foreign languages in classrooms equipped with a computer. 23.1% of the teachers in the survey have never had any formal instruction in ICT and 59.6% of them have had some formal instruction in the use of ICT in teaching foreign languages. They spend 1.87 hours on average on their computers for their school work.

The starting hypothesis was that the increase of the time teachers spend on their computers and the Internet would lead to the increase in their ICT competences. The results of the study have confirmed the authors' hypothesis: Correlation quotients have shown that there is a positive statistically significant correlation between the amount of time spent using ICT and the attitudes of foreign language teachers regarding their own assessment of competence for the successful application of ICT in the foreign languages teaching.

The analysis of the results presented in the paper will mainly focus on correlations between the previously mentioned amount of time spent using ICT and the variables such as the teachers' assessment of their competence towards using the foreign language educational

software, creation of multifunctional exercises and tests, use of distance learning/e-learning software, use of ICT for creation of authentic foreign language environment, use of ICT for adoption of correct pronunciation and use of computer games for foreign language learning.

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Yuri Berri Afonso
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&
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Immersive 3D Technology in the Indigenous Scholar Education

In the last 20 years, there has been an effort to recover, transcribe and interpret the traditional native Brazilian knowledge related to the constellations, the moon, the sun, the planets and the cosmovision.

This study is the result of the application of *NTIC* (*New Technologies* of *Information* and *Communication*) in order to use, within the native Brazilian and Western school education, the traditional Brazilian native knowledge that was recovered in a participative study.

The native Brazilians learn through their direct contact with nature. The immersion with virtual reality 3D glasses satisfactorily simulates this contact and can also enhance it.

Through the development of computer programming, modeling and animation an "individual native Brazilian planetarium" has been built. The planetarium makes possible, for whoever uses it, the virtual visualization of the apparent motions of the sun, determine the solar day, the cardinal points and the seasons the same way the Brazilian natives see them in real life. Besides, it is possible to simulate the celestial firmament with the constellations used by the Brazilian natives as a calendar and as well as for other daily activities.

This planetarium is portable which allows taking it to far and hard to reach places as well as places with no electricity, which are the places where most Brazilian natives live. Thus, the Brazilian native knowledge can be passed on, in outdoor activities, to both native and western students.

It was realized that the students learning interest increases significantly when the NTIC are used, especially when associated to the real life.

Then, through the "virtual Brazilian native planetarium", one of the main purposes of education, which is the insertion of the student directly and intentionally into the knowledge produced by the humankind, was honored. Which, in this particular case, is the traditional Brazilian native knowledge.

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Using Hybrid Texts to Teach Reading Fluency Across the Curriculum

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&
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Effective Design of Study Abroad Programs for Experiential Learning: The Case of Undergraduate Business Majors

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Instructional Digital Badges in an Online Masters Degree Program

Researchers have begun to examine the benefits of the use of digital badges in education (e.g., Ahn, Pellicone, & Butler, 2014; Ostashewski & Reid, 2015). In particular, the structure and the sequence of well-constructed badges offers users an effective way to capture and review potential learning paths while increasing desires for continued or additional learning, to set goals, to build confidence in personal performances, and to foster a sense of accomplishment. Badges may also motivate users from a more extrinsic perspective by increasing their effort invested in a task in order to receive a tangible reward or status symbol of personal accomplishments that can be shown and compared to the performances of others.

The high amount of structure and sequence within digital badges may also prove to be effective for use within online distance education courses. At Purdue University, a fully online Master of Science in Education program has implemented a new set of instructional digital badges that are available to their online students at all times while they are enrolled in the program. This paper will discuss the design and implementation process used to create a set of badges tailored specifically for the online student and how that was accomplished using the Purdue Passport system. In particular, focus will be on the lessons learned from the design, development, implementation, and evaluation of the badges.

Steven Nijhuis

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The Gap between What is Needed and Offered in Education

Numerous studies have been done in the field of project management on required competences. There is critique on how these studies have been performed. Almost none of them is related to any of the standards in the project management field or builds on previous research. Furthermore, the essence of project management is obscured by asking for importance instead of criticality. Areas researched show a bias towards specific parts of the scope of project management. A new study, focusing on criticality, revealed that project management across different contexts do not share a clear set of competences. Even in comparable contexts, there is no agreement on the set of critical competences. A focus on processes is suggested as a solution to design curricula for learning and improving project management competence. A small qualitative research reported here supports this suggestion.

The main body of this paper reports on the review of offerings of project management education. Information from 204 courses varying from online lectures to recurring face to face training is categorized in entry level, competences and processes addressed and primary goal of the course (like person certification, method or development). There is a large gap between previous en recent research findings and the offerings. A majority of the offerings claims universal application. The courses address a very limited set of competences that are not comparable with research findings. The course descriptions show little variation when compared on entry level in competences and processes addressed. The average addressed processes are not in line with the processes desired related to the entry level.

Earlier critique on project management education is supported by these findings. These findings raise questions on the applicability of the offered education in the field of project management. New research could confirm if these findings are more widely applicable or are confined to the field of project management.

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Teacher Smile Your Stress Away! Teacher's Emotional Labour, Stress and Stress Coping Strategies in Northern Israel

The study seeks to examine the relationship between emotional labor, stress, and strategies for coping with stress among teachers from Israel's northern periphery. Topics of conversation in the staff-room indicate pressure and stress to be characteristics that are immanent to the profession; teaching requires emotional work which takes a toll on teachers. This emotional work is usually only studied from one of two perspectives: professional or individual, and this study seek to expand the observation perspective so as to be able to examine this relationship between emotional labor, stress, and strategies for coping with stress. Managing emotions is clearly an essential aspect of teaching, however, due to the fact that it has not yet been identified as an integral element that affects the quality of teaching, there is a notable disconnect between teacher burnout and emotion studies. This article therefore also aims to synthesize the literature and bridge the gap.

The main research questions are concerned with the common causes and effects of stress for teachers and the various strategies used in coping with this stress. The main findings show that, in Northern Israel and the surrounding area, teachers feel pressured by the fact that they invest the majority of their time, whether it be at school or at home, in properly fulfilling their work responsibilities. While stress is often due to factors outside of their control, teachers do feel that having control over how they respond to this stress is important. In particular, they find having "good friends and family" as social support and a "positive attitude" as a tool of thinking to be effective coping strategies

This is a mixed method research based on a relevant theoretical base and the quantitative research results from a questionnaire. The questionnaire used is adapted from a survey used by Richards (2012) in her study on teacher stress, and questions from the Coping Scale for Adults (Fredenberg & Lewis, 2000) were used for the question about stress coping strategies. Using Google Drive, an online questionnaire was sent to teachers from five different elementary schools in Northern Israel (Kirit Shmona, Metola, Kefar Gilady, Tiberius, and Misgav). Out of this population, fifty-two teachers completed and returned the questionnaire. The averages were calculated for each school based on the five-point response scale. The primary focus is on three components: the sources of teacher stress, the consequences of this stress, and the most often used stress management techniques of teachers.

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Reflection and the Object of Learning

In the present paper, I present a model that can be used for supporting teachers' reflection on practical situations they are confronted with. The model is grounded in two concepts from variation theory: critical aspects and dimensions of variation. Analysis of the data allows for determination of what kind of reflection is used in teachers' professional development when working with algebra modules and the teachers´ perceptions of the relevance and usefulness of the professional development concerning algebra modules. The results show that effective professional development focuses on improving instructional practice by giving teachers new knowledge and techniques for assessing learning with the ultimate goal of improving the learning of students. The results also show that the teachers practiced reflection-in and on-action.

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Tasks and Classroom Communication in Mathematics

In this article, the focus is on task construction and the importance of this process to develop and promote classroom communication in mathematics. The students' tests, examination of students' mathematical work, the teachers' lesson plans, and reports of the lessons' instructions are the basic data for this article. The analysis indicated that teachers develop their professional decision-makers through developing the ability to construct relevant tasks for identifying the critical aspects in students' learning. The findings suggest that construction of tasks can be a productive basis in helping teachers to make fundamental changes in their understanding of what they should focus on in a teaching situation to improve mathematical communication. In this process, the teachers integrate, in a natural way, the research results from mathematics education.

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&
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A Framework on Exploring Primary School English Language Teachers' Perceptions of their Continuing Professional Development in Malaysia

The national concern to improve in-service training (INSET) for English language teachers in Malaysia has led to the need to reshape continuing professional development (CPD). CPD providers in Malaysia tend to conduct training using the cascade model and teachers are hardly consulted on their needs or learning preferences. This is likely to have a significant impact on the quantity and quality of INSET for teachers in a top-down national priority driven system. The research to be reported in this paper focuses on the perceptions of a group of Malaysian primary school English language teachers of their INSET experiences, the CPD models they prefer, and their perceptions of the effect of CPD on their classroom practice. The research also aims to identify their future expectations of INSET in terms of their professional development needs and their pupils' needs. Qualitative survey research was undertaken using profile questionnaires, focus group interviews and individual interviews, followed by an online survey of all research participants. The researcher followed the CPD journey of three groups of primary school educators, selected using convenience sampling and purposeful sampling. This paper suggests a framework to investigate teachers' views about their needs. This would shed light on how CPD providers can enhance teachers' professional development and thus student achievement.

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Policy Gaps in Skill Development in the Informal Sector in Kenya, Challenges from a Historical Perspective

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Determination of Detonation Wave Velocity in an Explosive Gas Mixture

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Critical-Collaborative Action Research: Constructing its Meaning through Experiences in Teacher Education and Practice

This text aims at uncovering the process of reconfiguration of the meaning and sense of action research as a critical-collaborative research starting from two experiences we have coordinated involving teams from university and from public schools in the State of São Paulo, as well as discussing its potential for impact in teacher education and action and its implications for public policies in education. Concerned with carrying out research in the school contexts, so as to help their teams to understand and give an answer to the intrinsic difficulties, we find in the qualitative approaches the most natural path. But, what perspective should we adopt? Should it be intervention-based? It did not seem to us to be the most adequate approach given its tendency to overtake the responsibilities of school workers. The ethnographic approach was not satisfying either, considering the risks of entangling ourselves in endless descriptions of phenomena. Neither did we want to carry out case studies. We were sure that we wanted to conduct research *with* the professionals in school contexts and not *about* them. Our expectation was one of contributing to their processes of continuing education. It thus seemed that the action research would be an adequate approach. However, considering the complexity that usually surrounds this approach, we were not tempted, at first, to give its name to the approach we were going to employ. As the study progressed, it gave shape to what we shall call *critical-collaborative action research*.

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Ethno-Tourism in Russian Regions:
Challenges and Prospects for Development

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Innovative Teaching Entrepreneurs as a Way to Stimulate Social Business of the Russian Far East"S Entities of the Contemporary Historical Stage

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The Possibility of Hybridization in Methodology of the Synergetic Pedagogical Approaches

In modern higher education pedagogics there is a necessity of working out the new methodological means of formation a creative personality able to evaluate the results of his/her training and future professional activity. There is a need in pedagogical approaches promoting the development of both the creative abilities and the skills of self-evaluation.

We view the reflective and creative approach worked out by us as the didactic system based on the symbiosis of the components of reflection and creativity. Clustering of the existing pedagogical approaches has been carried out. The possibility of hybridizing the reflective and creative approaches for the productive usage of the individual advantages of the each of them for solving the problem of teaching the students has been analyzed. Interrelation of two component parts of the reflective and creative approaches allows minimizing the drawbacks of one part and boosting the action of another one. The design of transformative hybrid systems presupposes that single pedagogical approaches, which are the part of a system like this, can work both autonomously and in integration with each other. It has been shown that hybrid pedagogical approach is able to solve the educational tasks not enough effectively solved by the separate single approaches (reflective and creative ones). The possibility of hybridization as the methodology of formation of the synergetic approach and its further methodological substantiation has been shown.

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"The Peculiarities of Vascular-Platelet Hemostasis at Different Stages of Physiological Pregnancy"

The article presents the allowed value ranges of platelet aggregation, activity and amount of von Willebrand factor and ADAMTS-13 during physiological pregnancy. The obtained data clarify the mechanisms of platelet activation and can be used as reference values in the study of the hemostatic system in pregnant women and formation of groups at risk for bleeding and thrombosis.

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A Bio-Ecological Case-Study Investigation into Outlooks on the Development and Learning of Young Children with Cerebral Palsy in the UK

This paper reports on findings of a recently completed doctoral study which examined multiple outlooks on early development and learning of young children with cerebral palsy in the UK and the relevance of these perspectives to children's own real-life experiences. Bronfenbrenner's (1999) framework for child development was used to interrogate perspectives of parents and practitioners through survey questionnaires, interviews and observations.

The study investigated development and learning identities of these children, contextual circumstances for their early educational support and the processes by which their progression was or should be pursued, together with perceptions on aspirations for their future. Within a case-study design, the revealed outlooks were linked also to observations of the children's real-life educational experiences.

Examination of academic and professional literature on this topic revealed differences in academic and professional perspectives on disabled children's development, also a complex national "patchwork" of early intervention in general and for those with cerebral palsy in particular. Findings of the research confirmed and clarified this intricate range of outlooks: medically, socially and pedagogically oriented, as well as an extensive and complex range of diverse provisions.

The paper argues for a more distinctive pedagogical identity for children with cerebral palsy, echoing aVygotskian (1993) perspective of disabled children's development as a socio-culturally influenced phenomenon. It suggests that their development and early education should be perceived and pursued as an all-encompassing entity, with focus on motivation, interest and growing independence, reflecting notions of both upbringing and pedagogy. Practical implications include renewed academic and professional discourse, revitalized training for professionals and greater practical involvement of parents in early educational provision.

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Father Paul Florensky Philosopher, Scientist and Musician: From the Watershed of the Soul

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Diagnostic of Optic Disk Drusen in Children

Optic disc drusen have a compression impact on the glial tissue and blood vessels within the scleral canal which causes pathological changes in the optic nerve and retinal peripapillary, as well as causing hemodynamic instability, which, in turn, is accompanied by a reduction of visual function. Severity of functional disorders depends on the amount of drusen and their localisation [1, 2, 3, 4, 5, 6]. To-date there are no classification criteria with regard to drusen effect on the visual function and methods of treatment.

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On the Educational Task of Mediating Basic Values in an Individualist Society

Besides the task of conveying information, methods and skills to their pupils, teachers are also expected to mediate certain basic values, which may differ between different societies. Depending on which country we look at, this latter task is either implicitly taken for granted within the educational system or explicitly established in regulatory documents. In Sweden, for instance, the curriculum for the upper secondary school states that "[e]ach and everyone working in the school should… encourage respect for the intrinsic value of each person and the environment we all share. […] In accordance with the ethics borne by Christian tradition and Western humanism, this is to be achieved by nurturing in the individual a sense of justice, generosity, tolerance and responsibility" (see http://www.skolverket.se/publikationer?id=2975; accessed 2015-10-14).

In this paper we are interested in the educational task of mediating such basic values in societies imbued with individualist values and attitudes. As a background, and for illustrative purposes, we use the results from the recurring "World Values Survey" (WVS) which maps the evaluative profile of citizens in about 80 different countries worldwide (http://www.worldvaluessurvey.org/wvs.jsp; accessed 2015-10-14). It has become common practice to present the results from WVS along two value dimensions: traditional versus secular-rational values, and survival versus self-expression values (see e.g. R. Inglehart, 2006, "Mapping Global Values", in Y. Esmer & T. Pettersson (eds.) *Measuring and Mapping Cultures: 25 Years of Comparative Values Surveys*, Leiden: Brill.). In general, secular-rational and self-expression values are representative of an individualist evaluative outlook, whereas traditional and survival values are representative of a more collectivist evaluative outlook. Hence, it is possible to use the results from WVS to roughly categorize countries as more or less individualist (generally speaking).

The results from WVS reveal that Sweden – which constitutes our example of an individualist society – stands out as remarkably individualist in this respect (see http://www.worldvaluessurvey.org/ images/Cultural_map_WVS6_2015.jpg; accessed 2015-10-14). One important aspect of this individualist outlook is that values are

commonly regarded as largely a private matter – something that should not be interfered with in the public sphere, e.g. in schools – a view often accompanied by a tendency to downplay the importance of ethical questions in general (see World Values Survey, Wave 6: 2010-2014; http://www.worldvalues survey.org/WVSOnline.jsp; accessed 2015-10-14).

Against this background we have investigated the evaluative outlook of 179 Swedish teacher students, using questions from WVS as a point of departure. The results indicate that these students do not differ to any significant degree from the Swedish population in general as regards their evaluative outlook, and yet they are supposed to mediate both individual and social basic values in their coming profession. The purpose of this paper is to make visible and problematize the tension between an individualist evaluative outlook – where one tends to diminish the importance of ethical questions and regard values as largely a private matter – and the ethical and educational task of mediating a set of basic values, and reveal some of the challenges that this tension poses for teachers and the educational system in general in more or less individualist societies.

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The Right to Early Childhood Education in São Tomé and Príncipe: Dilemmas and Challenges in the Legal Framework Building

The right to early childhood education in São Tomé and Príncipe: dilemmas and challenges in the legal framework building.

This paper is part of the preparatory work of the legal framework and regulations for Early Childhood Education in São Tomé and Principe.

The complexity and importance of this work for the present and for the future of STP children places great responsibility its construction and also a critical vigilance in order to avoid the possible "contamination" of transnational policy guidelines which do not take into account the specifities of the country, its cultures, different conditions and conceptions of childhood and family and the different patterns of organization and intra-family relationships. We based this projetc, both theoretical and ethically, in the demand to avoid an adult-view of childhood and children, an occident central vision and apriorisms built over the country.

Our analysis focuses on two dimensions:

1 - In the dilemmas that we face in the design of early childhood education policies for African children, while European researchers and teachers;

2 - In the participatory process of building the legal framework, focusing on the realities of the country, particularly in childhood conditions, family, women and work. It is argued how we value a shared and articulated work that respects children's rights to education and leisure, values children's experiences and respects the interests of families and the communitarian development.

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Biological Activity of Streptomycetes Isolates from Soils of R. Moldova

Actinomycetes are widespread in nature, especially in different types of soils, and they have an important role in the cycles of many organic and inorganic substances. Actinomycetes, including the largest group – *Streptomyces* genus, have practical importance as producers of biologically active substances used in medicine, veterinary and plant breeding (antibiotics, vitamins, enzymes, lipids, amino acids, etc.).

In the recent years, the National Collection of Nonpathogenic Microorganisms of ASM enriched with new strains of streptomycetes, isolated from cernoziom soils of different regions of R. Moldova, which were studied for their morphological and cultural characteristics, ability to synthesize exometabolites (EM) that stimulate plant growth and antagonistic activities against plant pests.

From cernoziom soils from the central part of R. Moldova 236 strains of streptomycetes were isolated and some of them have the ability to completely inhibit growth of phytopathogenic fungi such as *Alternaria alternata, Botrytis cinerea, Fusarium spp.* and *Sclerotinia sclerotiorum* (*S. sp.* 9, 11, 22, 37, 49 and 66) and root-knot nematode *Meloidogyne incognita* (*S. sp.* 11, 22, 47, 76 and 154).

Among isolated strains 48 of them are able to improve seed germination of tomato, cucumber, eggplant, tobacco, sugarbeet and beans plants. Weight of tomatoes improves by 63.0 to 71.13 %, eggplant by 98.2 to 148.2 %. Root growth of maize seeds was improved by streptomycetes EM of strains 11, 22 and 49 which also increased number of roots from 13.8 to 19.4 %.

EM of 49, 123 and 182 strains increased the main maize root length by 24.4 - 44.8 %. These streptomycetes strains have ability to actively

suppress pathogenic fungi, bacteria and nematodes, and at the same time stimulate rooting and plant growth. Therefore, bio-pesticide and bio-stimulators could be prepared by metabolites of these moldovian new streptomycetes strains.

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Production and Sharing of Learning Activities with Technologies: Designing for Learning in Teacher Formation Courses

Studies about innovation in education show us that pedagogical practices can enhance the way students apply their knowledge in real situations which is something of great importance in the teacher formation process. This study is complementary to an ongoing research project called "Pedagogical practices on cyberspace" and aims to promote the development and the documentation of learning activities with technologies. The sharing of learning activities with the use of technologies is in the center of the studies of the Learning Design area. Learning activities can be shared through mediation artifacts and this process enables the construction of an educational practices database. Thus, these practices can be published and accessed by different teachers who can reuse, modify, and validate them in different contexts. The research, based on a qualitative approach, was conducted in a teacher formation course, where undergraduate students were majoring in Portuguese/English. This way, the activity with these students aimed to promote the reflection on the use of digital technologies in an educational setting and the production of learning activities based on Learning Design concepts. Tools for development of conceptual maps can be used as mediation artifacts based on graphical representation. The students explored three different tools for the development of conceptual maps (Mindomo, Cmaptools, and Goconqr). Results show that the Learning Design approach can be explored in the academic context with the use of conceptual maps as mediation artifacts. Furthermore, the learning activities represented in conceptual maps became available on the web and can be accessed by different subjects and the practices can be adapted and reused in different contexts. Summarizing, we understand that the proposed innovation allows undergraduate students, throughout their whole course, to experiment activities based on the fundamental principles of cyberspace – produce, distribute, and share.

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On the Meaningful Learning Determinants in Advancing Responsible Citizens in Indonesian Settings

This inquest observed prime meaningful learning factors in advancing responsible citizens in Indonesia ambiance for the 21st century compulsion. It was tightly related to the National vision on refurbishing golden generations entering 2045. It was aimed at recognizing on how those factors involved were intercorrelated; in what routines they were maneuvered. Research was conducted under Mixed Methods: Exploratory-Design. It was qualitatively understood meaningful learning included: governance, multimedia, curriculum, educators and facilities. These factors had direct effects on: integrity, smart and independent citizens (responsible citizens). Quantitatively, meaningful learning was an intervening variable; governance, multimedia, curriculum, educators and facilities were the independent variables; while integrity, smart and independent citizens were the dependent variables. Respondents were selected randomly to accumulate facts via survey by distributing 600 questionnaires to educational stakeholders; 179 of them were finally completed. Methodologically, importance-performance analysis was purposely emulated to appraise relevance of factors involved and level of their importance. Eight hypotheses were established and then examined. Structural equation model was applied to comprehend the significance level, power of relation and the pattern of behaviour of variables engaged; with reference to the previous qualitative outcomes obtained. Seven out of eight hypotheses were validated by the analysis. It was inferred meaningful learning were respectively affected by: educators, multimedia, facilities and curriculum; governance factor was excluded. Likewise, smart, independent and integrity citizens were consecutively influenced by meaningful learning. Moreover, accessibility on multimedia, qualification of educator, outcome of curriculum and interactive classrooms atmosphere were considered to be the most essential factors should be initially reachable to assure the presence of meaningful learning valuably.

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The study of the Application of Laser Spectroscopy in the Diagnosis of Clear Cell Carcinoma of Kidney Cancer

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The Effects of National Culture on the Implementation of ISM Standards Based on the ISO 27001

This paper analyses the reasons for creating national security standards and laws in contrast to applying international security standard ISO/IEC 27001, and classifies them based on the common characteristics, such as historical background, national economy and global activities. These national ISM (Information Security Management) standards are popular among organisations because they offer market assurance and IT governance by protecting sensitive information in a structured way. ISO 27001 is the most adopted international ISM standard by several countries and industries. The main differences between the studied national standards and the ISO 27001 standard are investigated. Furthermore, this paper analyses the reasons for low adoption rate of the ISO 27001 in the selected countries, based on the 2014 survey carried out by the ISO/ IEC organisation. This paper finds out the most relevant and applicable cultural dimensions to this international standard, and defines new ways of enhancing ISMS (Information Security Management System) long-term performance, based on the ISO 27001. Recent literature has indicated that the performance and selection of the ISO 27001 as well as several types of best practices and national information security guidelines are influenced by organisational types and national characteristics. For the first time, this paper continues contributes to the literature by defining the relationship between the studied national ISM standards and the selected cultural dimensions. These analyses uncover national cultural and socio-economic barriers, which should be taken into account during future development of the ISO 27001 standard as well as when measuring its effectiveness and adoption rate. Effectively implementing the ISO 27001 requires a cultural change as it changes employees' routine and communication devices, and cultural characteristics, international trends as well as national economic power have to be taken into account. One of the reasons for creating national standards could be that the ISO 27001 is very general and tries to address every organisational type regardless of its expertise or the national culture. Another possible reason is that ISO 27001 didn't exist at the time when these standards were established. The main differences between these national standards are the stakeholder description, the level of focus on

technical aspects, the policies development, risk management formulation and IS safeguarding. However, the security process or management duties are defined the same.

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Virtual Education: Emancipatory or Oppressive?

Virtual education (VE) is viewed as an indicator of an institution's ability to adapt to changing realities and demands of an increasingly digital world. Viewed as an option to increase access to educational opportunities, customize/enhance individualization of learning, and facilitate technological literacy, VE requires the attention of knowledgeable researchers in critical assessments of its impact. While critical theorists have drawn attention to the oppressive educational practices brought about through neoliberal policies that engender factory-like approaches to education in general, they have been particularly concerned about the potential detriments of unbridled proliferation of VE in schools and universities (Giroux, 2002; Noble, 1998). We draw upon critical scholars who have framed virtual education within neoliberalism warning us about the corporatization of education, knowledge commodification, and education as profit-generating (Giroux, 2002). This perspective shifts education away from its democratizing and humanizing potentiality to align with market-driven values. Given VE's proliferation, it is crucial that members of the educational profession are aware of its oppressive and/or emancipatory potentialities. This autoethnographic study (Ellis, Adams, & Bochner, 2010) focuses on the experiences and dialogic processes of a doctoral student and professor as they explore the emancipatory/oppressive potentialities of VE, with a view to reconceptualizing it as an opportunity to expand access to liberatory pedagogy, rather than merely an extension of access to education that is limiting, dehumanizing and potentially exploitative. Both authors support critical pedagogy and the emancipatory potential of VE, but are concerned about its current manifestations. The findings feature insights that emerged as conscientization developed about the policies/pedagogical procedures of virtual education. As public funding dwindles, education institutions have embraced VE. As VE is seemingly "inevitable", it is our responsibility to think critically about pedagogical integrity, intellectual property implications, knowledge as commodity, standardization/academic freedom, teacher-as-technician and student-as-consumer rather than accepting unbridled implementation of VE.

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Teachers and Media Representations

This research study analyses 1870 headlines published between 1977 and 2005 by the only national newspaper in Colombia: El Tiempo. This study seeks to unveil the discursive structures and strategies underlying the representation media makes of state teachers and their actions. This research follows theoretical and methodological principles of critical discourse analysis, CDA (Van Dijk, 1990, 2014; Wodak, 1998, 2004, Van Leeuwen, 1996) as it is aimed at analyzing social representations of teachers. The study draws on the premise that there are "rhetorical strategies and structures" used in official discourses by different agents to justify and legitimate interests, purposes and actions assumed in conflicts. So, from a Critical Discourse Analysis stance it is asked how media legitimizes social inequality generating exclusion of a very important actor of social life. At the same time, this builds cognitive models that support ideologies held by powerful groups which are considered preferable, natural and necessary. The study concludes that El Tiempo's use of discursive strategies like biasing, misrepresenting and maximazing information construct a negative representation of teachers associated with demonstrations, riots, conflicts or delinquency.

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Measuring Achievement: Shifting the Paradigm

Internationally, the implementation of teacher evaluation systems is becoming common (e.g., Finland, Netherlands, Singapore, U.S.) (Stewart, 2013). While there are no consistent models for evaluating teachers, it is typical for student achievement or growth to be a component. As with any measure of accountability, it is critical that decisions based on results are made in a methodologically sound manner. Unfortunately, the establishment of standards for educational growth at times appears arbitrarily. For example, in one U.S. state, to demonstrate adequate-yearly-progress students are expected to show a 50% increase from pre- to post-test (ODE, 2014). This 50% growth target is not based in any documented content evaluation and is largely an arbitrary quantitative decision. Our paper demonstrates how using the Objective Standard Setting Model (OSS) (Stone, 1996), a criterion-referenced method to set performance standards, offers a clear description of growth and learning relative to content. OSS is used to establish criterion-based standards of performance on high- and low-stakes examinations in certification/licensure both in traditional objective (multiple-choice) and non-objective (essay, oral, performance) assessment settings. But its direct application in the field of educational assessment has not been widely explored. This study used data from a sample of college students (*N*=157) who completed the *Assessment Literacy Inventory* (*ALI*; Mertler & Campbell, 2005) as a pre-post-test bookending their undergraduate classroom assessment course. While this is not an assessment used in a teacher evaluation system, the concept of standard setting is the same. Content experts participated in a mutli-level OSS standard setting exercise to define performance levels considered to be *proficient* and *excellent*. Levels of performance were defined by content and describable via engagement with that content in ways that simple percentage growth targets cannot match. Criterion-referenced standard setting models used in our study show important benefits to establishing growth and learning targets within education.

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Using Action Research to develop Inclusive Education in Pakistan: A Collaboration between Occupational Therapists and Teachers

Introduction: Occupational Therapy (OT) in Pakistan is a small profession that is exploring how to develop a contextually relevant role. The vast majority of children with special needs and disabilities in Pakistan are not attending school at all and there are very few special schools. Inclusive Education is recognized as the best approach to giving all children access to good quality education UNICEF (2013).

This Action Research Project aims to develop the role of OT in supporting schools to become (more) inclusive, focusing at child, classroom, school and community levels. The project is funded by the British Council Knowledge Economy Partnership scheme and the project team is made up of staff from Brunel University London, Dow University of Health Sciences (DUHS) Karachi, and The AMI School (Karachi).

The project is underway and in its first phase after situational analysis the OT team and AMI school team members have been working collaboratively following the initial cycles of the action research. They have planned strategies and developed resources to facilitate inclusion in the school. Sessions for community awareness through workshops for parents and teachers have also been organized. In the second phase after another situational analysis two schools of different socio economic backgrounds have been selected. The OT teams will work with these schools following which a guide book will be made which will serve as a manual for OTs and teachers across Pakistan.

The project is led by Dr Debbie Kramer-Roy, who is a lecturer in OT at Brunel University. She has worked in Pakistan for 9 years in OT, Community Based Rehabilitation and Inclusive Education.

Session format: The Presentation will explain the process of Action Research in service development within local cultural contexts. It will

use photographs and other illustrations to evidence project progress and interim outcomes.

Bio: Nighat Tahir is a senior lecturer in OT at Dow University of Health Sciences has 15 years experience in Sensory Integration and neuro and musculoskeletal problems.

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Towards a Quality Assurance Framework for the Assessment of on-Line Programmes: Developing Indicators of Excellence for Developing Countries

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Child Poverty, Inequality and Education: Perspectives from Africa

The developing world has often faced tremendous challenges in providing public services for its vast populations culminating in wider inequality gaps and rise in child poverty. It is not uncommon to find rapacious wealth in the hands of a few co- existing side by side with a mass of poverty. As a consequence the majority of children in education have continually experienced poor attainment levels and dim prospects in life. This paper discusses child poverty and inequality in education since this aspect of childhood and development is critical to social mobility and poignant for developing nations if they are to re-align their economies competitively among the community of nations. The paper uses an analytic review of existing survey data and literature on contemporary contexts in the developing world. In using World Bank and United Nations agencies data, the paper has been able to ascertain poverty indices; inadequate education investment levels; education inequality and how these have negatively impacted childhood education and development in most countries. Indications are that child poverty and inequality in education continue to be seen as strongly embedded in socio-economic structures despite rising education investments in some countries. The paper concludes by positing what developing nations may need to do to improve childhood experiences despite challenging levels of poverty.

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The Topic of the Article:
Practical Hermeneutics as a Resource of Modern Education

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The Role of Positive Measures in Ensuring Equal Education Opportunities

Although undergraduate early childhood study program does contribute to Slovene teachers' pro-democratic orientations, it does not challenge deeply rooted ethnocentric positions (Turnšek & Pekkarinen, 2009). In response to these research findings, the Antidiscrimination and Diversity Training (ADT) was introduced within the framework of Bologna-reformed postgraduate early childhood study. The ADT is rooted in the anti-bias approach to educating diversity and equality issues (Murray & Urban, 2012); its fundamental characteristics are *proactive*, *value-based* and *activist orientation* that recognises the influence of the societal context on generating equality or inequalities along with power issues in societies and preschools. It supports teachers in the process of becoming critically reflective practitioners who are "conscious of the influence of their assumptions and belief systems on behaviour" towards others (Mezzirow, 1990, as cited in Murray & Urban, 2012, pp. 92-98). It also promotes the teachers' understanding of the role of differential treatment – in terms of pedagogical practices and policies – with which teachers and preschools can promote equality of (education) opportunities. This is in line with the White Paper which defines equity in education as a "key element of social justice", obliging the state to "adopt various measures and policies including positive discrimination for children from socially and culturally disadvantaged backgrounds".

The study presents the results of an evaluation the ADT aimed at raising awareness of the role of positive measures in ensuring equal opportunities of the children with special needs, immigrant children, Roma, and socially disadvantaged children. The findings indicate that the ADT increased the participants' agreement with the positive measures supporting all the groups of children. Although differential and/or preferential treatment became strongly incorporated into the teachers' conceptualisation of justice, the lowest support positive measures for Roma children indicate "*differentiated approach to differential treatment*" .

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Academic Motivations of Undergraduate Students of Gerontology

Aging in Mexico is a major challenge now and more in the future, making it necessary to have professionals in the geriatric field to meet the needs and contribute to knowledge in relation to the aging process. The University of Guadalajara, in their role and social commitment of higher education institution, established the Degree in Gerontology to prepare professionals in understanding and addressing the psychological, biological and social aspects of a growing population of older adults. That is why, the intrinsic or extrinsic motivations, of which students choose their career is important because they can survive in the exercise of their profession.

Method: Data collection was conducted among students through a structured interview face to face which was divided into two parts. The first part of sociodemographic characteristics including: name, age, marital status and employment status. In the second part, we apply the Academic Motivation Scale (Vallerand, Blais, Briere, and Pelletier, 1989) that explores the reasons for studying a degree.

Results: participants 99 students, age 18 ± 61 years, women 80%. The overall observed distribution by marital status was represented mostly by single (80.8%). Works besides studying 41.4% (41 students). Protrudes students generally have low levels of desmotivation, on the other hand the major components of extrinsic and intrinsic motivation were found above average grades. The lowest score in desmotivation was observed in the item "I honestly don't know I have the feeling of losing my time" estimated in 1.20. Higher scores on intrinsic motivation by the item "because it pleases me that I exceeded myself in my studies" estimated in 6.38.

Conclusions: We found scores above average grades in the main components of intrinsic and extrinsic motivations. Most of the students have intrinsic motivations, they have interests towards studying and they are looking to achieve personal goals.

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Psychomotor Assessment in Teaching and Educational Research

The early identification of motor difficulties through psychomotor assessment is fundamental for the planning of individualized and differentiated educational programmes (Cottini, 2008). In the field of motor activity, observation plays a crucial role. This is characterized by the knowledge of the level of psychomotor and auxological development, the presetting of aims and methodology, and the allocation of timing required for observation (Sibilio, 2003). Therefore, psychomotor assessment not only measures performance, but it also analyzes an array of aspects linked to it in a multidisciplinary view (D'Elia, 2014).

In this study, a qualitative assessment of motor performance of 379 preschool children residing in the province of Salerno was carried out using the Movement ABC checklist (Henderson & Sugden, 2000). In particular, data obtained from observations on the motor behavior of the child were analyzed, in reference to the relationship between the body and the environment for the first four sections. The results showed a discontinuity in relation to the linear progression in terms of difficulty of motor tasks, as presented in the checklist. This highlighted features of everyday life and classroom activity that could help in guiding teaching for the recovery, development and enhancement of psychomotor skills.

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Beta-Stability Condition for the Nuclei of Neutral Atoms

It is shown that a necessary and sufficient condition for β-stability of the nucleus in a neutral atom is that the mass of the atom be a minimum within the isobaric series, which is not always the same as the requirement of minimum nuclear mass often cited in the literature.

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From West Africa to Finland: Forgotten Segregated African American Educators and the Successful Systems of Schooling They Created in the United States

This paper explores the similarity of the educational practices in the segregated schooling of African American children in the southern United States from slavery to desegregation and it's parallel to practices on two continents. Using archival collections preserved in the U.S. Library of Congress, the National Education Association, seven universities and the Georgia Teachers and Educational Association, the analysis uses historical methods to 1) document the intergenerational similarity in professional beliefs and practices, and 2) offer explanations and implications for the consistency in beliefs and practices.

Results reveal almost100 years of replication of educational beliefs and practices in southern African American schools (1878-1970). Unlike extant scholarship that aligns these beliefs and practices with predominately white northern educational institutions in the United States, the results demonstrate that the practices cannot be simply explained by the attendance of the educators at these institutions. Instead, the intergenerational system of schooling maintained by segregated African American educators exemplifies triadic spheres of influence. While northern white institutions constitute one sphere, results demonstrate that the educational system was also mediated by the political and social climate of the South and, importantly, by the importation of traditional West African cultural and educational norms. Together, these spheres of influence created a unique system of African American schooling that was fundamentally West African in its basic beliefs and practices but sufficiently transformative to create a generation of students capable of destroying segregation.

The implications of this largely forgotten system of segregated schooling are evident when aligned with the currently celebrated Finnish system of schooling. In eight significant areas, the practices of these African American educators exemplify the tenants of the Finnish model before it existed in Finland. The paper argues the importance of revisiting these African American professional beliefs and practices as context for current educational policy.

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Factors Influencing Learner Presence in Augmented-Reality-Mediated Instruction

Nowadays, augmented reality (AR) techniques have been well developed. AR prevails over other complicated virtual reality tools by its nature of low-cost and easy-to-operate. AR technology is capable of superimposing virtual objects to the real scenes. Augmented virtual objects are able to display information, exhibit 3D figures, or simulate phenomena that are abstract or impractical to present in real instructional settings, therefore AR-facilitated instruction has been claimed to have much educational values. Although past research results seem to support that AR-facilitated instructional could improve learning performances, others challenge that virtual presentations of instructional messages could not completely replace the life experiences as some learners may not fully be immersed in a real/virtual mixed learning environment. Some researchers asserted that learner's level of presence in a mixed-reality learning (MRL) environment should be considered in designing adequate MRL materials. We believe a satisfactory MRL learning experience could increase learner's level of presence.

In this study, we assume that in an AR-facilitated learning process, satisfaction of AR learning experience would affect learner's level of presence, and learner's level of presence would affect the learning outcome. A game-type AR learning process was developed with the instructional content on "Carbon Footprint", which embeds with several abstract concepts and is suitable for being delivered through AR-mediated learning processes. An experiment was implemented with 71 5th and 6th grades elementary students. Three sets of research instruments were developed- a learning achievement test sheet, an inventory measuring learner presence in AR environment, and a questionnaire acquiring learner's satisfaction on AR learning experiences. Learning achievement test items include all issues taught in AR learning process; learner presence inventory consists of three factors- the AR presence, the learning presence, and the time presence; and learner satisfaction questionnaire consists of learning experience and interaction experience. Pilot tests were done for these instruments to examine the reliabilities. The reliabilities of these three instruments were all above .75. Instructional material was carefully developed with expert's inspections for content validity. During the experiments, tablets were used for triggering and displaying AR objects that distributing questions refer to the trigger images and providing clues

that helped to answer the question. The total instructional time is 70 minutes including pretest, eliciting motivation, the AR instruction, and posttest.

60 validated data were collected and statistically analyzed, partial correlation and independent t-test were employed. The results indicated that the levels of learner presence in AR instructional environment are significantly different between highest 27% and lowest 27% of learner presence. It is also a significant correlation between level of presence and learner satisfaction on AR learning experience. No significant result was found in correlation between overall level of presence and learning achievement. However, there was a significant correlation in the low learner presence group. We conclude that learner's satisfaction of AR learning experience affects their levels of presence in AR learning process, and the level of presence particularly affects the learning achievement for the low learner presence group. These preliminary results indicated that the more satisfactory for the AR experience, the higher the level of learner presence in the mix-reality environment, consequently results in better learning outcomes for the low presence learners.

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Knowledge Construction and Career Advancement in a Massive Open Online Course in Nanotechnology and Nanosensors

The growing popularity of massive open online courses (MOOCs) introduces an alternative to traditional higher education. However, there is yet little evidence regarding the extents to which MOOCs promote personal knowledge and professional careers among adult learners. Guided by the constructivist theory, this study was set to examine the role of MOOCs in the process of knowledge construction and career advancement of science and engineering students or employees. We compared between two groups of MOOC learners who successfully completed the course: University students (N=28) who took the course for credit points, and general participants (N=58). The research two null hypotheses were: H1. MOOC students are more likely to acquire specific knowledge for professional advancement compare to university students, and H2. University students are more likely to receive higher grades compared to MOOC students. The "mixed methods" design was employed for data collection, analysis, and interpretation. The quantitative approach followed the pretest posttest design, in which data was collected via online questionnaires. The qualitative approach included a content analysis study in which semi-structured interviews and digital documents were examined. Findings indicated that both the MOOC and the university students asserted similar inclination toward acquiring specific knowledge for professional advancement; thus the first null hypothesis can be rejected. In addition, there were no significant differences between the groups in their gained knowledge or final grades; thus the second null hypothesis can also be rejected.

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Creative Learning: Embodied Education through a Multimodal Interface

The research - Embodied Education through art and theatre - tries to underline the relationship between the artistic and theatrical languages and the neurosciences, in particular starting from the discovery of the MNS Mirror Neuron System (Gallese, Rizzolati 1996), to offer a contribution for an enactive learning (Varela, Thompson, Rosch 1991). The Embodied Simulation - a common underlying functional mechanism that mediates our capacity to share the meaning of actions, intentions, feelings, and emotions with others, thus grounding our identification with and connectedness to others (Gallese 2014) tells us that at the basis of the understanding of the world, there are the representation of the aim and the sensory-motor involvement, motor and intentional basis of learning, that art and theatre express through pre-linguistic instruments: images and actions. The powerful techniques for monitoring the mind activity through images, like the functional Magnetic Resonance Imaging (fMRI), allowed us to observe what happens in our brain while we are engaged in different perceptive, executive and cognitive activities. In the last years, the educational sciences and the cognitive sciences have intensified their connections to the point of identifying (Fischer, Daniel, Immordino-Yang, Stern, Battro, Koizumi 2007) a unique science MBE, Mind Brain Education science (Tokuhama-Espinoza 2010). This common field concerns the classical themes of learning, memory, attention and language, but also the themes of consciousness and body. The theoretical and empirical research, arisen at the end of the XXth Century, and now developing in cognitive sciences, is causing the change of the research interests from the brain study itself to the study of an ecological mind, of an interdipendent mind between body and environment: the focus is the concatenation mind-body-environment, the extended mind. During the first phase, the pilot study was hade the goal to identify the experiential learning to be tested in the experimental research. E.C.O. Electronic Cooperation Online mainly supplies visual tools in a learning environment embodied, using the web and neworkt as a creative ground: from A.R. augmented reality to M.R. material reality. The action-oriented training is integrated in the kinesthetic channel with theatrical techniques (Alschitz method). The resulting experiential training E.M.I. Experiential Multimodal Interface integrates virtual and material learning environments as example of creative education practice.

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The Curriculum in the Digital Culture and the Process of Formation: A Mediated Relation

The present paper aims to comprehend the way the authors of didactic materials of a distance education course conceive the mediated relation in the constitution process of the curriculum in the digital culture and the process of formation. This work is a part of a broader research which objectives to follow and to analyze the process of management and of development of a postgraduate certificate in Education in the Digital Culture offered as a distance education course by a Brazilian university. The conceptions of curriculum and of formation in the digital culture are essentially lapped and they pervade the relation between the education and the process of culture, where the Digital Information and Communication Technologies (DICT) are also present. This study is a qualitative research, a Study Case, which explore the potentialities and the constraints interacting in the process of formation in and for the digital culture, from the view of the authors of didactic materials for the commented Course. For collecting the information, we had semi-structured interviews with the authors - professors of universities and teachers of basic schools. Therefore, facing the challenge of empowering the school in the processes of formation in the digital culture and of the digital culture in schools, we comprehend it is priority and relevant that the school express itself collectively, as a collective and social practice, with the aim to rethink itself as from the integration of the DICT in its pedagogical practice. This means taking the school as a collective which is often asking itself, which rethink its practices, which is concerned about its formative needs and which in this process promotes its formation, as a social institution. We recognize the formation as a process which, such as, is given in certain cultural contexts, whether in formal spaces or not, but all lapped in the culture. Thus, the formation is naturally linked to the digital culture.