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SAFAR ALMUDARA

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**PERFORMANCE MANAGEMENT ENTRANCE TO THE
DEVELOPMENT OF THE FACULTY MEMBERS OF THE UNIVERSITY
OF PRINCE SATTAM BIN ABDUL-AZIZ**

Abstract:

Summary:

The problem this paper is about to discuss is how to take advantage of performance management in the development of faculty members in Prince Sattam Bin Abdul-Aziz University, and so objective is to provide an idea about the use of performance management in the development of faculty Prince Sattam Bin Abdul-Aziz University, and to answer to the question "How to take advantage of performance management in the development of faculty members in Prince Sattam Bin Abdul-Aziz University?" Therefore, the theoretical literature of this field has been reviewed and analyzed to identify the most important features and the most important performance management procedures for the development of faculty members in Prince Sattam Bin Abdul-Aziz University, and to identify the most appropriate development methods, precisely, (enable workers, the field of re-engineering, the area of value engineering, the field of total quality management and the field of comparative superiority).

Keywords:

performance management - Developing the capacity - the faculty members - the University of Prince Sattam Bin Abdul-Aziz.

MAJED ALSHARIDAH

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AVAILABILITY AND ACCESSIBILITY OF ICT TOOLS IN SAUDI ARABIA SCHOOLS.

Abstract:

Researchers noted the insufficient availability and accessibility of ICT tools in schools are very important as the ease of availability influences accessibility and, therefore, the use of ICT in the classroom

Purpose, In this research examining the availability and accessibility of ICT tools in intermediate schools .

Method: A mixed-method approach uses both quantitative and qualitative methodology included a questionnaire and an interview. The former was applied to 230 participants from 73 intermediate schools and the latter involved 17 interviewees, 12 Islamic teachers and five Islamic supervisors from Riyadh, Saudi Arabia

Results: The findings from this study indicated that ICT tools were lacking in availability in intermediate schools in Riyadh, Saudi Arabia. Those most commonly available were the audio recorder and television/video. However, many ICT tools were not available, including digital projectors, interactive whiteboards, computers/laptops with internet access, classroom computers for students and visual presenters. The limited availability of ICT tools for Islamic teachers had subsequently led to a lack of access to these ICT tools. In the interviews, participants explained that they believed ICT were not available for the following reasons: firstly, because of the high cost of the technology; secondly, because the Ministry of Education does not adequately support the technological infrastructure necessary for schools today; and thirdly, because the Ministry focuses mainly on the needs of primary and high schools rather than those of intermediate schools.

Conclusion: Thus, it can be observed that any investigation of the factors that inhibit Islamic Studies teachers in their use of ICT is complex and related to issues of availability and accessibility of ICT tools and equipment, current pedagogical practices that are employed by Islamic Studies teachers and various teacher-level and school-level factors that inhibit Islamic teachers from using ICT. These three conditions are prerequisites for encouraging higher levels of ICT usage by Islamic Studies teachers. Moreover, developing strategies to motivate teachers, improving current infrastructural systems and providing more specialised training and professional development are crucial to ensuring that ICT and Islam function in a productive and collaborative frame to enhance the future educational industry in Saudi Arabia.

Keywords:

ICT, Learning , teacher

JEL Classification: I29

BASIL ALZOUGOOL

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JARRAH ALMANSOUR

Arab Open University, Kuwait

THE USE OF SMARTPHONE FOR LEARNING ACTIVITIES BY UNIVERSITY STUDENTS IN KUWAIT

Abstract:

There has been a shortage of relevant studies concerning Smartphone usage in Kuwait by people in general and students in particular. The aim of this study was therefore twofold: (i) to explore the use of Smartphone for learning purposes among universities' students in Kuwait and (ii) to identify if there are any socio-demographic differences in this usage among universities' students. A questionnaire with 376 students was conducted in order to achieve the study objectives. The results showed that generally students always used their Smartphones at their homes and they sometimes used these phones in recreation places and transportation, at university, and while walking. Also, they always used their Smartphones to do ten learning activities namely checking the exams schedule, checking class timetable, checking grades, login to the university portal, using blackboard (LMS), using it to participate in the class learning groups, downloading class material, registering courses, reading tutors' announcements, and payment of fees. Moreover, social networking, learning, privacy, and safety were important reasons for owning/using Smartphones by students. Furthermore, the study found that at least one learning activity that students did using their Smartphones varies according to at least one of seven socio-demographic variables (i.e., gender, major, nationality, brand of Smartphone, using it for the first time, age range and level of study). In contrast, one demographic variable has no effect on any of the learning activities (i.e., marital status). Several recommendations were suggested based on these findings that may improve the effectiveness of Smartphone usage among universities' students in Kuwait.

Keywords:

Smartphone Use

Learning

Kuwait

ROBERT J. BALFOUR

North-West University, South Africa

EDUCATION IN A NEW SOUTH AFRICA: CRISIS AND CHANGE

Abstract:

It is difficult in modern-day South Africa not to see the longevity of the legacy of Apartheid, despite a swath of policy change, economic development and systems growth. For example, the persistence to this day of agricultural subsistence farming in rural areas has an impact on the quality and scope of education in rural areas in which just under half of South Africa's children are located. And yet, since its first democratic elections in 1994, education has been central to the transformation project of the State. In 2014 South Africa celebrated twenty years of a full and participatory democracy and this paper reflects on the impact of change in relation to the longevity of Apartheid's legacy. The paper considers themes in the book by the same title and raises the question about what new interventions are needed, systemically, to provide for a new generation in the context of declining growth and employment possibilities.

Keywords:

education, systems, South Africa

JEL Classification: I24, I28

CHANG-TIK CHAN
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COMMUNITY OF INQUIRY FRAMEWORK: INTERRELATIONSHIPS BETWEEN DISCIPLINE AND PERSONALITY IN BLENDED CLASSROOMS

Abstract:

The purpose of the present study is to investigate the interrelationships between discipline and personality in a blended classroom using the Community of Inquiry (Col) model. To this end, the mean and standard deviation values of the Teaching Presence, Social Presence and Cognitive Presence are computed after controlling for discipline. It is followed by a factorial ANOVA to determine the main effects of the high and low of each personality trait as well as the four different clusters of discipline on the presences. In this article, academic disciplines are conceptualised according to Biglan (1973) and Becher (1994) into "hard" and "soft" paradigm as well as "pure" and "applied". Moreover, the Big Five is utilised which has five dimensions of human personality, that is, openness, conscientiousness, extraversion, agreeableness and neuroticism. The study used a non-experimental or qualitative design in particular survey method utilising questionnaires and focus group interviews on gathering data to answer a research question. A total of 12 lecturers and 408 students from three institutions were involved, of these numbers 111 data were discarded as they were incomplete. Five lecturers who failed to follow through their teaching plans were also excluded. Lecturers and students from both "pure" and "applied" disciplines as well as "hard" and "soft" participated in this study on a voluntary basis. At least two months before the research commenced, the chief researcher conducted a one-day workshop for all the participating lecturers. Lecturers learned how to organise a 12-week syllabus into major themes. With each major theme, lecturers selected subject matters (topics), resources, learning activities and assessments needed. After that, these broad themes were organised into a teaching plan with online and offline activities. The teaching plans were submitted to the chief researcher for checking before it was implemented. The results indicate that there is a significant difference ($p < 0.001$) in the Teaching Presence between the hard-applied and hard-pure as well as the hard-applied and soft-pure disciplines only for the conscientiousness personality. Correspondingly, there is a significant difference in the Social Presence between the hard-applied and soft-pure disciplines across all the five personality traits. However, there is no significant difference in the Cognitive Presence for all the discipline clusters across all personality traits. For further research, the Col instructional approach to include both public and private institutions in Malaysia and Southeast Asia can reveal the changing instructional roles and effects of the three presences.

Keywords:

Community of Inquiry, student's personality, discipline, blended learning, student-centred teaching

JEL Classification: I23, I29

PARTHAJEET DAS

Utkal University , India

**MOMENTUM JHARKHAND: A STATE ON THE MOVE TO
TRANSFORM THE HIGHER AND TECHNICAL EDUCATION SECTOR****Abstract:**

Jharkhand is a state in the eastern part of India, carved out from the larger state of Bihar in 2001. The state has abundant natural resources such as minerals and forests and is also home to large number of small and large industries that exploit these resources for development. However, the state and much of its population haven't had a fair share of this development with the state's poor report card having one of the lowest per capita incomes and human development indicators among the other states.

This phenomenon could be attributed to the fact that education and especially the higher education in the state hasn't kept pace with the changes in the Indian economy. The participation rate is one of the lowest in the country at 15% and the quality and relevance of education imparted in the colleges and universities leaves a lot to be desired with poor industry-academia linkages, low employability of students, inadequate number of qualified and trained faculty and absence of research and development.

However, with a change in government in 2015 ushering visionary political leadership and dynamic administrative enthusiasm the higher and technical education sector in the state is at the cusp of a transformation. The state has a firm resolve to disrupt the status quo at the universities and colleges so as to power a knowledge based economy and society. The initiatives range from operational reforms in regulatory framework, rules and regulations, governance and management to meeting mandatory requirements of Quality Assurance and Accreditation, introducing Choice Based Credit System to strategic initiatives such as developing a policy to increase private sector participation to increase enrolments and quality, rationalisation of courses, setting up Centres of Excellence and pursuing internationalisation. This paper seeks to detail out the context of the higher and technical education of the state, roadmap for excellence, initiatives undertaken and the course of action for the medium to long term future. The paper highlights the enablers and catalysts of this direction and pace of movement which can be useful inputs for design and implementation of transformation programmes in other states with similar context.

Keywords:

higher education, technical education, quality, enrolment

JOSEF DE BEER

North-West University, South Africa

THE ZONE OF PROXIMAL TEACHER DEVELOPMENT UNDER THE MICROSCOPE: REFLECTIONS OF A TEACHER EDUCATOR**Abstract:**

This paper sheds light on the personal practices, experiences and research of a teacher educator, and asks the question whether a teacher educator's inquiries might lead to a better understanding of the complexities of teaching and learning- both for the teacher educator and his/ her student teachers. The author, who has been a teacher educator for the past 25 years, reflect on his own research in pre-service teacher education, and what he and his students have learned from the joint interventions they engaged in. The three interventions reflected upon in this paper, were conceptualized to provide possible solutions to three of the perennial issues that plague teacher education, namely (a) the problem of the apprenticeship of observation; (b) the problem of enactment; and (c) the problem of complexity. Although the research is contextualized in South Africa, literature shows that these are issues of international concern. Using a qualitative research design, the author explores realistic examples of learning from practice for practice, and learning in practice, that he has implemented and researched, as possible solutions to these problems. The findings of three qualitative research studies are examined, and its affordances to enhance the professional development of student teachers is discussed. The theoretical framework is scaffolding student teachers' professional development across the zone of proximal teacher development- Warford's take on the well-known Vygotskian concept. The first set of research data deals with case-based teaching in pre-service teacher education. Case-based teaching provokes engaged learning, and provides student teachers with a better understanding of the complexities of the teaching profession. The second set of research data explores the affordances of a technique called prolepsis. Prolepsis refers to an approach where a teacher educator structures a learning opportunity in a way that assumes that the student teachers know more than they actually do. In this case, undergraduate student teachers were expected to teach biology to school learners on Saturdays for an entire year, and to take responsibility for meeting all the requirements set by the Department of Education. The third set of research data refers to a first year excursion for student teachers that the author initialized, and insights that emerged over 10 years of presenting the excursion curriculum. During the four-day excursion, student teachers engage in learning tasks as Homo ludens (the playing human). In this paper the excursion is viewed from a neo-Vygotskian perspective of activity theory.

Keywords:

Pre-service teacher education; engaging pedagogies; case-based teaching; prolepsis; zone of proximal teacher development; excursions; teacher professional development.

JEL Classification: I29, I21

JOSEF DE BEER

North-West University, South Africa

**SOUTH AFRICA: ECONOMIC AND EDUCATIONAL LESSONS FROM
THE CRUCIBLE****Abstract:**

Don Beck, in a slightly outdated book (1991- three years before the country became a democracy) used a metaphor of a crucible to describe South Africa. At the time that the book was printed, the country was still divided by a legacy of apartheid. Beck states that all the world's collective ills- racism, ideologies, unscrupulous exploitation and oppression- are compressed into this southern tip of Africa. In this crucible, under intense heat, elements are fused and transformed. If South Africa, which is a micro-cosmos of the problems facing the world, could find solutions to its problems, it could also serve as a blueprint for the world to solve global problems. For this reason a South African case study also has global relevance. Although the country is celebrating 23 years of democracy, it will be naïve to think that all the injustices of apartheid could be eradicated in such a short period of time. One of the major obstacles in the struggle to become a global player in the world economy, is its poor schooling system, which does not provide the scientists, engineers and economists that the country needs. In this paper the focus is on the struggling school system in South Africa, which negatively impacts on its economic growth. The paper focuses on issues impacting on education, and its impact on social and political transformation. The paper also makes recommendations on how to better provide in the critical skills to ensure economic growth.

Keywords:

School system in South Africa; economic growth; critical skills; social and political transformation

JEL Classification: I24, I25

GULCIN DISIKIRIK**ANADOLU UNIVERSITY, Turkey**

THE ROLE OF IDENTITY ON AUTONOMY OF FOREIGN LANGUAGE LEARNERS

Abstract:

Most of the studies conducted so far has emphasized the factors affecting the students' being autonomous and made suggestions. However, there are two outstanding questions to be answered: To what extent are the students aware of their own autonomy? What are their opinions and suggestions on this issue? Providing answers to these questions is essential for teachers to re-adjust themselves and their teaching to foster learner autonomy.

The aim of this study is to reveal the opinions of students in a preparatory class in Turkey regarding how to become autonomous and their suggestions to their instructors and institution. For that purpose, 20 language learners whose English proficiency levels were elementary were interviewed. According to the results, most of the students believe in the importance of taking their own responsibility and they consider that they are more successful when they are in charge of their studies. However, there are a few students who has not thought of their study habits or initiated their studies on their own. Another interesting finding of the study was that learners think that they are in full control of their own learning without any teacher intervention when they are in the position of passing a test, which is related to "test-taker" identity. However, they have some certain difficulties when they are trying to transfer their "autonomous learner identity" into their language learning. This indicates us that we should devote some time to become familiar with the identities of learners and promote autonomy. The study is significant in providing insights on understanding the issues of diversity and identity in the aspect of learner autonomy.

Keywords:

Autonomy, identity, test-taker identity, language learner autonomy, multiple identities, autonomy and identity,

JEL Classification: I23, I29

NADER ELSHEMY

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**IMPACT OF GAMIFICATION STRATEGY ON ACADEMIC
ACHIEVEMENT AND ACHIEVEMENT MOTIVATION TOWARD
LEARNING****Abstract:**

The current study aims to determine the effect of Gamification strategy on academic achievement and achievement motivation among students of the second stage of basic education in Muscat Governorate. The current research sample has reached (68) students divided into an experimental group (34) and a control group (34). The quasi-experimental approach has been used for the application of the study, as well as the descriptive analytical methodology for the analysis & interpretation of previous Arabic and foreign studies addressing the subject of Gamification strategy, motivation and academic achievement. To assess such effect, researchers have used an educational electronic game for the application of Gamification strategy, motivation scale and achievement test (pre & post). The study found the existence of statistically significant differences at a level of significance ($\alpha = 0.05$) between the experimental group and the control group in the increase of motivation for the experimental group, in addition to the existence of statistically significant differences at a level of significance ($\alpha = 0.05$) between the experimental group and the control group in the increase of academic achievement for the experimental group.

Keywords:

e-Content, Gamification, Motivation

JEL Classification: I29

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LEARN4HEALTH, A EUROPEAN PROJECT CREATING HEALTH AND FOOD LITERACY THROUGH INNOVATIVE INTERDISCIPLINARY TEACHING AND LEARNING METHODS

Abstract:

Research documents what educators know: Healthy pupils and students are better prepared to learn (Kristjánsson et al., 2010; KL, 2015). This paper focuses on the thesis that innovative practical methods for learnings related to health and food issues create a rewarding educational experience for pupils and students while meeting academic standards in math, reading, science, social studies, art, music and more. For this reason and many more, we created Learn4Health, a project with interdisciplinary roots.

Every day, in Universities across the globe, courses are being created to embrace blended learning approaches. Classes are now being developed with focus on more effective learning and better student outcomes (Jones, 2016). However, the concept of blended learning between higher educational institutions and public schools is relatively new. This paper outlines an exploratory study of blended learning initiated by Learn4Health, an Erasmus+ Strategic Partnership including twelve partners in total, representing 6 European countries (DK, ES, SI, NL, UK and LT). Each country is represented by one higher educational institution and one primary and/or secondary school.

With point of departure in the globalized food systems consumers, especially children, being increasingly disconnected from understanding how and where their food is produced, the paper provides an overview of the development and expected implementation process of a new blended learning programme. The practical methods discussed are problem based learning, an experimental approach to learning involving hands on/learning by doing approach, and an "open school" approach reaching out to local community enterprises and farms.

Another Learn4Health key tool to be addressed in this paper is foodscapes, a multi-valenced concept centered around food environments.

Finally, Learn4Health is about having fun and developing lifelong food literacy skills to understand the nature of food and our own impact as consumers and citizens on health status, environment, social and economic factors. Literacy is the cornerstone of the project, and we will thus discuss the concept's relevance and impact on health in relation to Learn4Health.

Keywords:

Learning for health, food literacy, school gardening, interdisciplinary teaching and learning methods, innovative school foodscapes

JEL Classification: I00, I29, P36

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IMPORTANCE OF SPECIFIC RISKS IN HIGHER EDUCATION

Abstract:

Taking the increasing importance of risk-based thinking and importance of education into consideration, this paper aims at pointing out the rank of risks in higher education institution (HEI) according to their importance. Additionally, the paper aims at identifying best methods for avoiding these risks. This can help HEI to identify risks in order to improve their teaching process by using best methods. Since teaching process was observed as the main process of higher education institutions, we conducted the questionnaire to establish the rank of risks according to their importance from the student's point of view. Using t-test and SPSS software, we got three most important risks: low quality of lectures, imbalanced criteria on exams (too strong or too weak), and non-use of technology and modern equipment while teaching. Also, it is proven in this paper that there are differences in ranking risks' importance between students from developed and developing countries, as well as between male and female students. When we observed students' year of study and their average grade, we also found differences in ranking risks' importance.

Keywords:

Risks; Importance; Higher Education Institutions (HEI); Measures; Teaching process; Students

JEL Classification: A00

VLADIMIR GUTOROV

Saint-Petersburg State University, Russian Federation

**CIVIC EDUCATION AND THE UNIVERSITY TRADITION: SOME
DISPUTABLE QUESTIONS****Abstract:**

It is widely recognized that effective citizenship rests on a rigorous and viable system of civic and political education which informs the individual of his civil rights and obligations (M. Janowitz et al.). While the norms of democratic citizenship were initially of West European origin, the historical experience of many European nations demonstrated a less favourable picture of the average citizen. For instance, the theory of the “unsophisticated citizen” developed the arguments of Joseph Schumpeter, who, at the beginning of the 1940s, expressed a fundamental doubt about the possibility of realization of the ‘classical conception of democracy’ due to its incompatibility with human nature and the irrationalities of everyday human conduct. Radical transformation in the characteristics of the Western general public occurred only during the last thirty years of the 20th century. The essential growth of educational level of the American and West-European electorate has also changed the level of political sophistication, thus creating the premises for the development of the process which is usually described as a cognitive mobilization. It is quite natural that the problem of civic and political education has become crucial in the discussions on this new democratic theory. In a civilized society, political culture and political education are not only inseparable from each other, but are also, in a definite sense, equivalent. In its narrow form, civic education focuses mainly on the attitudes of the student to the central agencies of government. In the framework of the Western pluralist model, there are two main institutes in which the educational processes have crystallized: 1) the system of universal (free) education in state and private schools; 2) the modern university system. In both systems the three main aspects of civic and political education are realized on different levels: a) formulating, securing, and transmitting the general principles of political mentality; b) mastering a wide circle of political sciences (the scientific level of understanding politics and the phenomenon itself of the political); c) preparing for both participation in elections and professional political activity. The approach itself to the analysis of new prospects of political knowledge and education would be impossible without taking account of impulses to the development of liberal spirit created by modern universities.

Keywords:

democratic citizenship, civic education, educational processes, educational level, modern universities, political culture

JEL Classification: I28, I21, I30

ANNE METTE HALD

Roskilde University , Denmark

“WOW, HE IS GOOD” LEARNING FROM DIFFERENT PRACTICES**Abstract:**

In Denmark, like in many other countries, there is an extensive interest from politicians in improving pupils' learning in schools. This implies an enhanced interest in teachers' competences. Measures to ensure that more teachers improve their competences are emerging. This despite the extensive lack of research on how competences are developed. This has led me to investigate in my current PhD project how new schoolteachers learn and develop their teacher competences. In order to investigate this I have conducted a longitudinal study involving fieldwork in different schools and qualitative interviews with new schoolteachers. During my fieldwork it became clear that new teachers draw from various learning when they act competently. By using Theodore Schatzki's practice concept as analytical lens on the empirical data, it became possible to construct the learning method to become a competent teacher in a new way. The perspectives' ontological consequence that people always live and act in practices opens up for an investigation on how the new teachers draw learning from their present or earlier practices. An example is the new teacher John who is conducting physical education in grade 8 to great enjoyment for the pupils. His co-teacher comes to me and says, "Wow, he is good". Asked where he has learned to conduct teaching engaging the pupils in such a way he responds that he is a DJ in his spare time and used to making sure that everyone has fun. The way to organize the lesson, he says, he has learned by participating as a student in the same type of activity at the teacher college. In this particular situation, he was able to draw from different practices and both pupils and the co-teacher recognized him as being competent. In another situation, he might draw learning from other practices. The finding, which has relevance for the teacher education program is that teachers learn to act competently by participating in different prior and present practices both in and outside of the teacher college and in and outside of the school. In my presentation, I will examine what consequences it holds to understand the theoretical work in the teacher education program as a practice and how the practices in the teacher education program, the practices at the school and other practices can contribute to the new teachers' learning.

Keywords:

Teachers, competence development, practices, learning,

JEL Classification: I20, I21, I29

JUDITH HARFORD
University College Dublin, Ireland

INTERROGATING THE POLICY SHIFT TOWARDS MASTER'S LEVEL TEACHER EDUCATION IN EUROPE: THE CASE OF THE REPUBLIC OF IRELAND

Abstract:

Teachers are widely recognised as the most powerful determinants of pupil achievement (Harford, Hudson and Niemi, 2012; Hattie, 2003). However, they face unprecedented challenges in their role in the context of increasingly diverse and demanding teaching and learning environments (European Commission, 2012). In part response to this challenging context, initial teacher education is now at master's level for the majority of upper secondary teachers (Eurydice, 2013). The move to a master's level award reflects the widely accepted view that initial teacher education is considered one of the most important factors in ensuring a well-performing public education system. It also reflects the inherent complexity associated with the role of the teacher, and the need for research-led teacher education. This policy shift contrasts with the 'training paradigm' being promoted across a minority of European states (Beach and Bagley, 2015). The introduction of master's level teacher education has meant the reconceptualization of teacher education programmes, significant additional investment in teacher education, and an expectation that graduates will be better equipped for the increasingly complex and ever-changing environment of classrooms. This paper interrogates the implications of the recent move towards master's level teacher education in the Republic of Ireland. It suggests that while teacher education has moved from representing a national concern towards becoming part of the discourse around Europeanisation (Harford, 2010), the Europeanisation and internationalisation of teacher education is, as Hudson and Zgaga (2008, p. 18) caution 'a much more complex and complicated process than Europeanisation and internationalisation in higher education in general.' Examining 'the contradictions and incoherences that are embedded within policy' (Ball, 2013, p. 17), the paper offers insights from the master's level reform agenda in the Irish context, highlighting key challenges and issues at both a local and wider European level.

Keywords:

European educational policy, Master's level teacher education, Ireland

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JASON BARROWS

Tokyo Denki University, Japan

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Hong Kong University, Hong Kong

LEARNING STYLE AND THE USE OF COMPUTER-BASED VS. PAPER-BASED IN THE ENGLISH CLASSROOM

Abstract:

The authors of this paper examined the responses of first-year university students to various aspects of TOEIC vocabulary learning and the use of computer-based applications vs. paper-based learning in the classroom from test and questionnaire results. Test results of the students are analyzed regarding how their learning styles affect attitudes to the use of computer-based applications vs. paper-based learning for learning new vocabulary items. The test results show that students with certain learning styles have preferences towards the use of computer-based applications because of visual, and introverted preferences. Whereas, paper-based learning accommodate analytic, deductive, and extroverted learning styles. This indicates that, by understanding the learning styles of the students, teachers can incorporate computer-based applications in teaching new TOEIC vocabulary more effectively.

Keywords:

TOEIC Computer-Based Paper-Based

JEL Classification: I20, I21

KRISHANTHA HERATH

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IDENTIFYING BENEFITS OF THE USE CELL (MOBILE) PHONES AS A TEACHING AND LEARNING PLATFORM IN SRI LANKAN UNIVERSITIES

Abstract:

The research investigated teachers and student perceptions regarding the use of cell phones and other electronic devices in the University in Sri Lanka. Students varied obviously from faculty, with students presenting much greater acceptance of in-class use of technology. Among students, the researcher found that gender affected perceptions. Specifically, male students were more accepting of in-class use of technology than were female students. Also, Students in the postgraduate studies in Management were more accepting in class use of technology. This research should be interested to bridge the student-teachers gap, and in formulating policies regarding the use of electronic devices in the Sri Lankan Universities.

Keywords:

Mobile Phones in Class, Technology in the Classroom

JEL Classification: I29

VICKI L HOLMES**University of Nevada, Las Vegas, United States****WORD TAG CLOUDS IN LANGUAGE LEARNING: USING WEB 2.0
TOOLS IN THE CLASSROOM****Abstract:**

Word tag clouds, artful images of word mash-ups, are ubiquitous. One can see them on billboards, in magazines and newspapers, on invitations and posters and even on moving vehicles. Advertisers have been using the power of word clouds to draw in patrons for almost ten years, yet the efficacy of these simple images often goes untapped by educators. The presenters aim to change that by sharing a multitude of activities and uses for word tag clouds in language (EFL, ELL, FLL) acquisition. The participants will leave the workshop armed with skills and ideas to implement in their own classrooms.

There are many word tag generators, but among them none is easier to use than Wordle. The presenters will first share model lessons for vocabulary, grammar, and reading created with Wordle. Additional sites such as Word Sift and Tagxedo will then be demonstrated for other uses to inspire language learners. Examples of student created word clouds will highlight the versatility and utility of these simple and FREE Web 2.0 tools. Moreover, surveys of hundreds of students who have used word tag clouds in our classes will demonstrate the power of this tool to both delight and enlighten learners.

The presenter's word cloud activities and lessons can easily be adapted for all ages and levels of language competency. The materials are simple to prepare with only minimum technological skills and limited time. Sample lessons include ice-breakers, simple poetry writing, sentence construction, vocabulary practice, critical thinking and reading exercises. Given that the presenters are English language instructors examples are provided of students' work in English language acquisition but are readily adaptable to any language class.

Keywords:

Web 2.0, word tag clouds, language learning, TESL, teaching methods, EFL, Wordle, students, English language learning

JEL Classification: Z00, Z00

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VAROL SAYDAM

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Marmara University, Turkey

AN ANALYSIS OF PUBLIC LIBRARIES' ABILITY TO REPRESENT PRESCHOOL CHILDREN IN TERMS OF THEIR MISSIONS AND RESPONSIBILITIES

Abstract:

The aim of this study is to emphasise that, in order for reading culture to be instilled and for reading to become a habit in Turkey, not only does reading as an activity need to be instilled in children at preschool level, but to also stress that public libraries need to adopt an active role in the embedding of the notion of the book and reading in the minds of children of preschool age. International standards state that public libraries should devote at least 25% of their collections, services and activities to children. Within the scope of this study, the efficiency of public libraries in terms of children's services including the library as a space will be examined, in addition to determining the extent to which the preschool period is included in the planning of services. For the purposes of this study, a "current situational analysis" comprising of 20 criteria was undertaken of public libraries operating in 30 different districts of Istanbul. Throughout this process, "Guidelines for Library Services to Babies and Toddlers" prepared by IFLA was used as a reference for questionnaires and research documentation. The research carried out revealed that those public libraries that were effective and efficient in the districts in which they operated in were preferred by preschool children and their families. The results of the study also determined that these libraries were pioneering in terms of promoting reading as a habit and library use, because of the services and activities they provided.

Keywords:

Reading habit, public libraries, preschool period, Turkey

PAUL KINGSLEY

University of Liverpool / Laureate Online Education, United Kingdom

**VOCATIONAL KNOWLEDGE THAT IS TACIT BUT CODIFIED,
EXPLICIT BUT UNCODIFIED, AND CODIFIED BUT UNPUBLICISED****Abstract:**

Michael Young, following in the footsteps of Basil Bernstein, felt that vocational knowledge possessed by practitioners was often uncodifiable, and cannot be made explicit. These features have sometimes been seen as characterising the divide between the more tacit or implicit knowledge of the practitioner, and the codified, explicit knowledge provided by the academic or scientist. This paper argues that this distinction cannot be maintained. Academic theory can be stored and applied tacitly in work situations. In developing an insight by Ikujiro Nonaka and colleagues, it is maintained that explicit knowledge can become implicit in the course of its application. On the other hand, practitioner knowledge can be completely explicit, and although it may be written down like the recipe for Coca-Cola, it may not be publicised outside an organization. A more interesting difference between academic and practitioner knowledge is the way it is influenced by the economic incentives to publish information. While the academic is likely to achieve status and economic advancement in publishing what he or she knows, the practitioner's economic interests may be best served by keeping it concealed. Michael Polanyi wrote that we can know more than we can say. Interestingly, there may be circumstances where we can know more than it is in our interests to say. Similarly, in the case of trade secrets and state secrets, we can know more than we are allowed to say.

Keywords:

vocational education, tacit knowledge, codified knowledge

JEL Classification: I29

ELSA MENTZ

North-West University, South Africa

JOSEF DE BEER

North-West University, South Africa

THE AFFORDANCES OF CULTURAL-HISTORICAL ACTIVITY THEORY AS A RESEARCH LENS IN STUDYING EDUCATION FROM A SOCIO-ECONOMIC PERSPECTIVE

Abstract:

In this paper the authors look at Cultural-Historical Activity Theory (CHAT) as a lens to study education from, not only a socio-cultural perspective, but also from a socio-economic perspective. CHAT has its origin in the work of Lev Vygotsky. It takes as a starting point that human practice is mediated by tools or signs. The unit of analysis is an activity system and, in this paper, several activity systems are used as examples to illustrate the use of CHAT. The examples used are not based on specific empirical data, but on selected literature, since the focus of this paper is to highlight the affordances and versatility of CHAT as a research lens. Rogoff (1995) stated that three planes, namely the personal, the interpersonal, and the institutional or community plane might be identified in a socio-cultural analysis using CHAT. Conventionally CHAT is used as a research lens on the personal plane, where the subject is an individual, for example, a science teacher, and the object is this teacher's professional development. Secondly, CHAT can also be used on an interpersonal plane, looking at the interaction between various stakeholders. In this article the authors look at the changing nature of the interaction between university lecturers (facilitators) and tertiary students as an example of the use of CHAT on the interpersonal level. It is particularly on this interpersonal plane that this paper highlights the complexity of the "object" in an activity system, by revealing the "contradiction of control". Rogoff identifies a third way of using CHAT, namely where the subject is a system or a theory. In this paper, we conclude with two examples of how CHAT can be used on this more systematic-theoretical plane, with the subject being South African and Finnish education respectively. This is an approach seldom used in activity theory publications. By learning from the international "gold standard" in education (Finland) South Africa might succeed in improving its education, which can, in turn, catapult economic growth. We conclude this paper by looking at the #FeesMustFall student campaign in South Africa, where we juxtapose university management's perceptions and expectations, with that of student bodies. The authors argue that the holistic view that CHAT provides on tensions within activity systems is essential in educational research in a complex 21st Century. Educational issues such as these are not simply a South African issue of concern, but a contemporary issue in a post-colonial world.

Keywords:

Cultural-Historical Activity Theory; South African education; science education; self-directed learning; transformation; South African students' #FeesMustFall campaign.

JEL Classification: I25, I23

ANNE-METTE NORTVIG

University College Zealand, Denmark

"BAM! WE JUST STARTED TO PLAY!" LEARNING DESIGN PATTERNS USING DIGITAL LEARNING PLATFORMS FOR ENSEMBLE LESSON**Abstract:**

Pupils in primary and lower secondary schools in Denmark are often encouraged to do their homework in subjects like math and foreign languages. Although some pupils do not always do as they are told, the learning outcome for the 'homeworkers' is not affected by the fact that some do not complete their homework. However, in music, the learning outcome in ensemble lessons depends very much on the music skills of all the pupils, and the pupils learn more if everybody has done their homework and is ready to play together.

This paper uses empirical data created as a part of a bigger project funded by the Ministry of Education in Denmark. The project that includes the participation of 15 schools, 30 researchers, and more than 100 teachers investigates and designs for the use of learning platforms in schools in Denmark. This paper presents a learning design created through the collaboration of researchers and teachers at a lower secondary school. The research question is: how can a digital learning platform contribute to skills and creativity in ensemble lessons in music? Data for answering that question were generated from observations of platform-based lessons in music and from interviews with the teachers.

The findings from this small part of the project show that the learning platform was used as a framework for linking homework recourses and lessons: teachers uploaded video introductions to a specific rhythm and showed the pupils how to rehearse at home. In the beginning of the lesson, the same videos were used again to help the pupils remember the rhythm before they were asked to play all together. On the basis of new platform videos of other rhythms, the pupils were to mix and create rhythms themselves in small groups. Finally, they were to video record, evaluate and upload their video to the platform and share them with the rest of the class.

During the oral presentation of this paper, the perceived learning outcome and the learning design pattern will be further explained and discussed, the theoretical aspects of it will be highlighted, and the wider perspectives of digital learning platforms in primary and lower secondary schools will be considered.

Keywords:

learning platforms, learning design, music, ensemble lessons

SERGEI PEREGONCHUK

The National University of Samoa, Samoa

TEACHING INTRODUCTORY ECONOMICS: □CRITICAL ANALYSIS OF “PRODUCTION COSTS”

Abstract:

If you flip through the pages of any classical textbook on Introductory Economics written by G.Mankiv, P.Krugman, R.Lipsey, M.Parkin or A.Layton and taught in North American, European or Australian universities you will discover that practically every page is riddled with formulas or graphs. Some Introductory Economics textbooks have been converted into a course on analytic geometry or calculus. I would not see any problems with this approach if all the beginning students were destined to apply to graduate schools and pass PhD exams. But in reality only a few of them follow that path.

In this paper I want to examine critically the current method of teaching one of the the fundamental topic in Introductory Economics course - Production Costs- and to identify the consequences of that approach on the application of the Production Costs concept to everyday economic and social issues. After studying this topic students would be able to derive rigorously the behaviour of the marginal and the average cost curves and to get understanding of the relationship between these two types of costs. But they have no clue how to apply that knowledge to the everyday practice of business firms. And not because they did not grasp well enough the production costs theory but because that theory by its nature - which is perfectly flawless in the realm of its assumptions - can not be immediately applied to real world issues. That is why many students who successfully passed “rigorous” economics tests based on the use of math failed the tests when they asked to apply the principle of opportunity cost to everyday economic problems.

One of the major area of my criticism of the traditional production costs theory as it currently taught in many universities across the world is that it inevitably - by its nature- creates in the minds of the beginning students a perception that the cost of producing goods is a constant fixed by the facts of nature and represents something objective. In this way of economic thinking sellers have a right to cover their costs, have no right to any price that is significantly above their costs, and have unfair advantage if the price is below the costs.

In my presentation at the conference I am going to discuss other aspects of my criticism of the traditional production costs theory.

Keywords:

economic education, introductory economics, production costs

JEL Classification: A22

VICTORIA PICHUGINA**Institute for Strategy of Education Development of the Russian Academy of Education, Russian Federation****LIFELONG EDUCATIONAL CARE OF THE SELF IN THE AGE OF
METAMODERN****Abstract:**

The paper points out that the modern tendency of continuous education presents a special phenomenon: "self-care"—personal care of one's identity at the edge of the postmodern era changing for the next one. The antique conceptual idea of the man, who cares for his self and takes not only the choice of an educational path responsibly, but also follows it throughout his life, turns out to be close to the modern person who is the subject of pedagogical lifelong-reality. The concept of "a continuous education" corresponds to such concepts and conceptual complexes as "care of oneself", "simulacrum", "pseudo-education" or "quasi-education", "e-learning", "m(obile)-learning", "a learning city". This correlation lets us characterize the modern student (in a broad sense of this notion, who is of uncertain age and out of any time borders) who gains an ability to "learn ways of learning" at school and doesn't lose them during his all life. The experience of understanding and modernization of the antique project of "self-care" in the plane of lifelong education allows to answer a question how it is possible to carry out continuous educational care of oneself during the metamodern era, dictating new understanding of a role and place of education in human life. Orientation to the educational ideal, which appeals to the person's need in continuing his/her education, creates a problem of real educational life being separated from the educational non-existence with its threat of losing oneself and one's ability to purposefully search for one's own "I" by self-discovering, self-development, self-understanding, self-improvement and others. The conclusion is that the idea of the person who is continuously caring of himself through education was developed by antiquity and focuses the modern theory and practice of continuous education on different ranges of "care" for the sake of identity preservation and finding it in the culture.

Keywords:

care of the self, lifelong education, e-learning, quasi education, simulacrum

JEL Classification: I21

RICHARD S. PRAWAT

Michigan State University, United States

THEODORE R. PRAWAT

Thomas College, United States

WHAT VIEW OF SCIENCE DISCOVERY BEST FITS THE SCIENCE LEARNING GAME?

Abstract:

This paper presents a view of science discovery that has the potential to change the way we construct learning games in science. This view is based on the work of a nineteenth century philosopher and scientist whose work, supported by a new generation of historians of science, counters the traditional view of scientific discovery as induction--the notion that new ideas are built from the bottom up so to speak, from particular experience to general concept. The alternative to this view is one that insists that scientific discovery is an "ideas first" leap of creative understanding termed "abduction." It proceeds as follows: (1) A surprising fact, C, presents itself to an individual; (2) a big idea (H) is then suggested that, if true, would render C a matter of course; (3) this then leads the individual to conclude that there is reason to believe that H is true. This view of knowledge, we will argue, complements efforts to bolster the educative aspect of a game in a way that contributes to, rather than detracts from, the all important immersive aspect of that same game.

Keywords:

games, science, technology, curriculum

JEL Classification: I29

PEKKA RÄIHÄ

Tampere University, Finland

KRISTIINA SAMPPALA

Tampere University, Finland

ANTTI JUVONEN

University of Eastern Finland, Finland

CLOSING DOORS -STUDENTS IN A WHIRLWIND OF CHANGE AS A CAMPUS MOVES

Abstract:

Since new autonomy-increasing university legislation (2010), three satellite teacher education departments located away from their parent university have been closed. In April 2016 the University of Eastern Finland decided, for financial reasons, to end all activities at Savonlinna Campus and to transfer to the Joensuu campus, 150 kms away, beginning in autumn 2018. Thus, the neoliberalist-inspired concentration of education into larger units also reached academia (e.g. Kretchmar 2011; Autti & Hyry-Beihammer 2009).

Our study focuses on how Savonlinna campus staff and students experienced this closure. Two sets of data were collected using free-form responses to e-questionnaires, the first set one month after the decision to close, the second ten months later. The first questionnaire asked respondents about their feelings anticipating and hearing the decision; the second, about everyday life at university after the decision. Here we examine these experiences in the light of organization theories (e.g. Ruopasa 2016). 76 students completed the first questionnaire, 32 the second.

The first data set exhibited the students' anxiety and fear. Of concern were both the new study environment with its changing routines and reorganizing one's own life. There was also fear about losing a small campus's sense of community and flexibility. The reactions are understandable since for the individual the move means uncertainty, abandoning the familiar, which can feel perplexing (Ylikoski & Ylikoski 2009). The sense of meaningfulness and equilibrium can be upset, and the experience of involvement and feeling of control decrease.

The same topics recurred in the second data set, although some stabilization of feelings was also apparent. It was important to see things through honourably. This can be understood as identity work included in organizational change, expressed as the need to preserve a sense of control and continuity, as well as to reduce uncertainty. Since group identification reduces the threat felt at the changeover phase, emphasizing group spirit is a normal reaction in processes of change (Ruopasa 2016).

Accelerating studies to avoid moving, already apparent in the first data, had taken place, causing many students pressure and worries about coping. Despite the university's promise to transfer its activities as such, mistrust increased when certain minor subjects came under threat.

This study reveals the problematics of closing a unit from the student's viewpoint and encourages us to consider the human implications of these often economic decisions.

Keywords:

teacher education, neoliberalist-inspired school policy

VISNJA RAJIC**Faculty of Teacher Education, University of Zagreb, Croatia**

CLASSROOM ASSESSMENT IN PRIMARY EDUCATION: PUPILS' PERSPECTIVE

Abstract:

Classroom assessment is an everyday activity in most classrooms. Even if it is an inevitable part of school curriculum, assessment practices tend to differ and can be a point of distress in the classroom. The paper shows results of the research on pupils' perspective on classroom assessment. Pupils were asked to answer the following questions: What is a school grade? Why do teachers assess pupils? Which advice do you have for teachers when assessing? Content analysis was the method used in research, and pupils' answers were the unit of analysis. Answers from 90 pupils from different primary schools (N = 70) in central Croatia were analysed, where 7 pupils were enrolled in 1st grade, 15 in 2nd grade, 36 in 3rd grade and 42 in 4th grade of primary school. The results show that pupils identify school grades as numbers (N = 36) they are awarded according to their knowledge, success on an exam or even how „smart“ they are. When considering the reasons for assessment and the role the school grade has, pupils recognise it as a feedback to pupil (N = 6) and feedback to a teacher (N = 15) on how well the pupil has performed or how well he or she have behaved (N = 10). Some pupils (N = 7) recognise the summative role of school marks, necessary for receiving a diploma or even enrolling in high school. When asked for an advice on how to assess, pupils state that it is important to be fair (N = 12), objective, careful when assessing and are explicit in explaining the need for a teacher to avoid halo effect in assessment or having a „teacher's pet“ (N = 12). These research results give an interesting insight of pupils' perspective on classroom assessment in primary schools, pointing out to issues that need to be better addressed when assessing in the classroom.

Keywords:

classroom assessment; primary education; pupil opinions; the Republic of Croatia

JEL Classification: I29, I29

KYLIE REDFERN

University of Technology, Sydney, Australia

**UNTOLD STORIES, SILENT VOICES: UNDERSTANDING OF THE
PLIGHT OF INTERNATIONAL STUDENTS****Abstract:**

As the proportion of international students from the Asian region continues to grow, it is critical for universities to understand the challenges of adjustment facing these students and to assist them to cope with the many demands of studying in a foreign country. There is much empirical support in the literature suggesting a higher incidence of psychological morbidity amongst international students from the Asian region compared with students from European, or more “Western” countries. These students appear to experience greater difficulty acculturating to life in Western countries, and this has been shown to affect their academic performance. This problem is further intensified by the fact that traditional Asian cultures place a strong emphasis on academic success and as such, academic factors may be a large contributor to the psychological health of these international students.

Universities have a duty of care to address the incidence of psychological morbidity amongst international students. Current approaches appear to be failing students from Asian cultures. This may be due to the cultural stigma attached to mental health issues in these societies, or to trust concerns around the disclosure of personal information to College counsellors or other health practitioners, who are often perceived as “untrusting strangers”.

This study examines the experiences of negative psychological morbidity within a group of Chinese international students at a major Australian University. Specifically, the study adopts a “story-telling” approach to a number of case studies depicting quite alarming mental health struggles experienced by these students after their arrival in Australia. This narrative approach provides this group of students with a “voice”, one that must be heard by educators and university administrators alike, in order that this disturbing phenomenon be understood and addressed.

The study offers suggestions as to alternative approaches to psychological support services in universities, including culturally specific counselling and academic support, which must be personalised and reinforced throughout the semester as stress and anxiety accumulate.

Keywords:

international students; mental health in education; Chinese culture; academic performance; story-telling

JEL Classification: I00

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PARENTS' PERCEPTION OF SCHOOL EFFECTIVENESS IN CROATIA

Abstract:

The improvement of the relationship between parents and schools is one of the main challenges of the contemporary researchers, policy makers and educators around the world. Numerous empirical studies conducted in the recent decades provide evidence of the connection between parents' involvement in schooling and student achievement, which leads to the conclusion that positive cooperation between parents and schools emerges as one of the key factors of school effectiveness. Researchers highlight the importance of the school-parent partnership programs evaluation of as one of the most important strategies for establishing positive relations between parents and schools. In order to improve the quality of partnership programs, schools need feedback and parents' opinions about the positive and negative aspects of the mentioned partnership. Due to the importance of the partnership programs' evaluation, it is evident that many studies examine parents' perceptions of various factors of school effectiveness. In that context, the aim of this paper is to describe the factors that contribute to better understanding of the school-parent partnership, as well as to examine the parents' perceptions of the school effectiveness and its correlation to the parents' socio-demographic variables such as gender, age, level of education, marital and employment status.

Keywords:

school-parent partnership, school effectiveness, attitudes

AYSEL ŞAHİN KIZIL

Fırat University, Turkey

SPOKEN CORPORA AND CORPUS-INFORMED LANGUAGE PEDAGOGY: IMPLICATIONS ARISING FROM RESEARCH

Abstract:

Defined in its broadest sense as large databases illustrating actual language use, corpora have proved to be influential in enabling researchers to develop innovative perspectives not only in linguistics but also in a number of applied disciplines including speech recognition or machine translation. One discipline on which language corpora have tremendous effect is the field of language teaching. Although the research on corpus-informed language pedagogy is mostly dominated by the findings through the analysis of written corpora, it is now widely acknowledged that spoken corpora which are slower to emerge compared with written corpora could also offer great potential for language pedagogy. This study sets out to review the major findings from the research on spoken corpora and current instructional treatments with the purpose of discussing the ways of expanding spoken-corpus-informed pedagogy to language classrooms.

Keywords:

English language teaching, corpus-informed pedagogy, pedagogical implications, spoken corpora

JEL Classification: I29

AYSEL ŞAHİN KIZIL

Fırat University, Turkey

THE USE OF METADISCOURSE IN SPOKEN LANGUAGE OF EFL LEARNERS: A CONTRASTIVE ANALYSIS

Abstract:

Considered as one of the indispensable parts of spoken communication, metadiscourse is defined as the self-reflective linguistic devices used to organize discourse and signal speakers stance towards the listener and/or towards the content of the communication without adding anything to the propositional content. Insights into the significance of metadiscourse as a means of facilitating communication, supporting position and increasing comprehension have led to an upsurge of interest in researching the use of metadiscourse from a variety of perspectives focusing mainly on written language, albeit with little concern for spoken language. Learner language studies have also tended to investigate the metadiscourse focusing mostly on written interlanguage, leaving the spoken language by learners mostly unexplored. This study investigates metadiscoursal features in Turkish EFL learners' spoken interlanguage within the framework of Contrastive Interlanguage Analysis based on the two well-known interlanguage corpora (i.e. LINDSEI-TR and LOCNEC) as the data source. Findings of the study are discussed and presented in connection with pedagogical implications for spoken English.

Keywords:

EFL learners, contrastive interlanguage analysis, learner corpora, metadiscourse

ARAY SANIYAZOVA
Nazarbayev University, Kazakhstan

EXPERIENCES OF FIRST YEAR STUDENTS AT NAZARBAYEV UNIVERSITY, USING TINTO'S MODEL OF ACADEMIC AND SOCIAL INTEGRATION

Abstract:

This mixed-method study examines and develops an in-depth understanding of first-year university experience of undergraduate students at Nazarbayev University, an elite international university, located in Astana, the capital of Kazakhstan. The study is based on the investigation of students' perceptions of their first-year experience with a focus on challenges and opportunities that students encounter during their first year in university and the ways they address them.

The students' perceptions have been investigated through an online survey as an initial stage of the study that identified preliminary themes and categories to build on further through in-depth focus groups and individual interviews that eventually comprised the main body of the study.

The study has revealed that first-year experience is a complex and multifaceted phenomenon which is shaped by a number of various aspects and factors. According to students' perspectives the success of their university experience, which they largely define as feeling comfortable academically and socially, and remaining motivated and confident in own abilities to progress in studies, greatly depends on such factors as early communication of information and orientation of prospective student, comprehensive new student orientation, quality of curriculum and classroom instruction, and good campus facilities. On the top of it appears to be interactions with peers and faculty, and academic and social support that students receive at the university from peers, faculty and staff.

The study suggests some important areas that higher education institutions in Kazakhstan may find useful to focus on when addressing challenging and promoting opportunities that students face during their first-year in university. Those areas include clear communication of information, continuous support and encouragement, and every effort to integrate students into an institution both academically and socially in order to ensure enriching and rewarding first-year experience.

Keywords:

first-year experience, social support, academic support, student success, student integration, student retention.

GINA SHELLEY

Weber State University, Utah, USA, United States

TECHNOLOGY AND TEACHER CHANGE: ARE ENGLISH TEACHERS EMBRACING AND TEACHING NEW FORMS OF DIGITAL LITERACY?

Abstract:

This study correlated the theories about teacher change, teachers' beliefs, and technology professional development to discover how English educators' pedagogy is changing to adopt new digital literacy curriculum as a result of technology. Teachers' beliefs influence how they teach and their choices about what tools to employ in their pedagogy. Understanding how the belief systems of teachers impact their use or lack of use with technology aids educational researchers in understanding how and why they are changing to use technology, if that is the case. Finally, the quality, frequency, and types of technology professional development have an impact on how teachers perceive the value of technology professional development and learn to adopt it. Since teachers are being pressured to integrate technology and new digital literacies into their curriculum, they must be provided with the training to do so, but it is useless unless teachers' beliefs are impacted and they concede to change their teaching styles to incorporate technology. Best practices and methods about how those who are changing to adopt new technologies are shared.

Keywords:

teacher education, educational research, educational technology, digital literacy, teacher change, change theory, technology adoption

JEL Classification: I29, I23, O39

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HOW COMPUTER-BASED AND PAPER-BASED MODES OF LEARNING AFFECT STUDENT PERFORMANCE IN THE ESL CLASSROOM

Abstract:

The authors of this paper examined how paper-based vs. computer-based modes of learning affected student performance on vocabulary tests for new and unknown words. First-year Japanese university students were tested on various TOEIC vocabulary items to see how the mode of learning affected student performance. The test results showed all students, including higher ability students, performed better with paper-based over computer-based modes of learning. This performance increase is carried through all levels of ability until students become familiar with the vocabulary and their cognitive load is decreased. This indicates that all students when challenged by new and unknown data would initially perform better with paper-based modes of learning, which has implications for the teaching of new TOEIC vocabulary.

Keywords:

TOEIC, computer-based modes of learning, paper-based modes of learning, student performance, English as a Second Language (ESL), vocabulary learning/testing, cognitive load, CALL (Computer Assisted Language Learning),

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COMPUTER-ASSISTED ASSESSMENT (CAA): AN OLD REMEDY FOR CHALLENGES IN OPEN DISTANCE LEARNING

Abstract:

World wide Open Distance Learning is growing rapidly. The North-West University and Unit for Open Distance Learning are not different and the institution has a large component of ODL students. Assessment for such large numbers becomes a challenge and needs a lot of manpower and time. The North-West University and Unit for Open Distance Learning decided to implement Computer-assisted assessment as a means to address the mentioned challenges. It was decided to use Multiple Choice Questions as part of the Computer-assisted assessment strategy. The aim of the research therefor was to reflect on the experiences and perceptions of lecturers with regard to the use of Computer-assisted assessment in an open distance learning context. Certain pedagogical, operational and institutional issues were identified and form the basis of the conceptual framework for the study. The conceptual framework is further strengthen by the Technology Acceptance Model and ADKAR model. A qualitative approach is used and 16 lectures during 2015 and 10 lecturers during 2016 were interviewed. The data was analysed and six themes were identified. The data showed that Computer-assisted assessment (multiple-choice questions) have certain challenges but also some advantages. Recommendations were formulated according to pedagogical, operational and institutional issues.

Keywords: open distance learning (ODL); computer-assisted assessment (CAA); Formative assessment; summative assessment

Keywords:

open distance learning (ODL); computer-assisted assessment (CAA); Formative assessment; summative assessment

JEL Classification: I29, I29, I29

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BLENDING STATESIDE AND OVERSEAS PRESERVICE TEACHING EXPERIENCES: CREATING A SEAMLESS TRANSITION**Abstract:**

According to the Buddhist philosopher Daisaku Ikeda (2005), "The key to the formation of global citizens is the educator, bearing out the concept that the teacher is the most important element in the educational environment" (p. xi). With this in mind, it is of paramount importance that the educators in today's world be trained to be culturally competent. As noted by numerous researchers, immersing preservice teachers in an international teaching experience is key to developing their personal cultural awareness and competence (Blair, 2002; Cushner & Brennan, 2007; Doppen, Jing, & Diki, 2016; Malewski, Sharma, & Phillion, 2012; Quezada, 2005). Culturally competent teachers will, in turn, educate the students in their charge to recognize the importance of being culturally aware.

In addition, the demographic makeup of students is changing in the world of education. Students who are culturally diverse respond more positively to teachers who are able to connect to their background and prior experiences (Darling-Hammond, 2006; MacPherson, 2010). Culturally diverse students and parents also have been found to have more trust in teachers who are culturally sensitive and competent (Irizarry & Williams, 2013).

One program that offers the opportunity for students to teach abroad during their preservice experience is a 15-university consortium in the United States called COST (Consortium for Overseas Student Teaching). This organization offers a distance and blended approach to the preparation of teachers by providing field experiences in both a stateside and an overseas placement. The intent is to provide a seamless transition between the two experiences, prompting the teachers-to-be to find a comfort zone in both placements. This, in turn, produces culturally aware and competent teachers to inform the next generation of learners.

In order to systematically reflect on the newly acquired Directorship of the COST program, a self-study will be undertaken to examine performance and create a plan for the future of the organization and the duties of the director. Korthagen's (2001) ALACT Model of self-reflection will be utilized. This study will also assist those considering creating a consortium for pre-service teaching experiences.

Keywords:

Keywords: cultural awareness, cultural competence, diversity, student teaching, teaching abroad

JEL Classification: I21, I29

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A COMPARISON OF COGNITIVE DEMAND LEVELS OF ALGEBRA QUESTIONS

Abstract:

The purpose of this study is to compare the cognitive demand levels of algebra questions encountered in mathematic textbooks that are representative of those used in Singapore, the United States, and Turkey. These countries were chosen because Singapore is one of the top achieving countries in the Trends in International Mathematics and Science Study (TIMSS), the United States is usually about average and Turkey is below average. TIMSS is administered at the end of 4th grade and 8th grade; therefore 5th-8th grades were chosen to cover the time frame in between.

Algebra is an important part of 5th-8th grade mathematics. To compare the algebra learning opportunities provided to students in these three countries, cognitive demand levels of questions in the textbooks of 5th-8th grades were examined. Qualitative methods were utilized in collecting and analyzing the data. The algebra questions were coded according to the three cognitive demand levels currently being used in TIMSS: knowing, applying, and reasoning. The questions coded were limited to the algebra topics in the 8th grade TIMSS exam.

Cumulative findings for 5th-8th grade indicate that in Singapore, the United States, and Turkey, the percentage of questions requiring the cognitive demand level of knowing were 60% (1684), 52% (1131), and 59% (223) respectively. Those requiring the cognitive demand level of applying were 34% (948) in Singapore, 33% (715) in the United States, and 26% (99) in Turkey. The percentage of questions requiring the cognitive demand level of reasoning were 7% (191) in Singapore, 14% (311) in the United States and 15% (59) in Turkey. While none of the countries show a distribution similar to that of TIMSS', textbooks of each country had a higher percentage of questions requiring knowledge and lower percentages of questions requiring applying and reasoning than that of TIMSS'. The percentage of questions requiring the cognitive demand level of knowing is less in the US, of applying is less in Turkey, and that of reasoning is less in Singapore compared to the other two nations.

Based on the findings, the number as well as the distribution of questions among cognitive demand levels could be an important factor in students' success. Finally, it is strongly recommended that professionals using and/or writing textbooks should familiarize themselves with cognitive demand levels.

Keywords:

TIMSS cognitive demand levels, 5-8th grade mathematics textbooks, comparison of mathematics textbooks, international comparisons in mathematics education, cognitive demand levels in algebra

JEL Classification: I29

KONSTANTIN ZAVERSHINSKIY**St. Petersburg State University, Russian Federation****ANTHROPOLOGICAL DIMENSIONS OF POLITICAL EDUCATION****Abstract:**

The disintegration of the USSR political monolith into a varied range of national communities, educational systems and structures of governance has highlighted a necessity to properly theorize anthropological dimensions of political education. Ideological priorities of intellectual and power elites certainly played a role in a course of this transformation, but it is symbolic structures and patterns of political memory within the larger society in the former Soviet state that have determined and directed a course of evolution of emergent educational systems. A necessity to closely examine anthropological dimensions of political education arises due to emerging forms of communications and identification in a contemporary world that no longer fit traditional models of political association and political legitimation accepted within a paradigm of the classical political science. Today, social identities multiply, diverge and intermix due to new political codes, network structures, technological and geopolitical transformations, thereby requiring a creation of new approaches to theorizing and describing political education. A periodically emerging interest in concepts of 'policy of memory', 'political memory', and 'politics of memory' in the contemporary interdisciplinary socio-cultural studies is congruent with this theoretical take on a role of anthropological dimensions of political education. Theoretical modeling of the ideal in political education with a help of a 'political memory' concept enables us to answer questions of 'how' and 'by what means' the ideal attains a culturally and historically specific in a course of political and social transformations of educational systems. Scientific studies of political education of transition societies should not be implicated in a search for 'value-based foundations' of democratic process or declaring a value consensus as an essential condition of democracy but should identify processes of 'setting up the time' in symbolic engineering of the educational reality and to delineate temporal horizons for those who "trigger a particular action, put forward an idea or a self-presentation and by so doing make others react" (Luhmann). Of course, such an agenda of anthropological examination of ideal components of educational systems and political education of change requires further justification and operationalization. However, one can hope that theoretical foundations and methodologies of interdisciplinary research outlined in this paper can serve as a starting point for this work.

Keywords:

anthropological dimensions, political education, political memory, political myth, educational policy

JEL Classification: I28, I21, I29