

13 - 16 MAY 2019
Athens, Greece

BOOK OF PROCEEDINGS:
**ABSTRACT
BOOK**
OF THE

INTERNATIONAL
CONFERENCE
ON
EDUCATION
EDU2019

with the endorsement of
the Faculty of Education of
Beijing Normal University



AN EVENT ORGANIZED BY



BOOK OF PROCEEDINGS
Abstract Book of the
International Conference on Education
13-16 May 2019, Athens, Greece

Edited by Dr Margarita Kefalaki

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Preface

This abstract book includes the abstracts of the papers presented at the International Conference on Education (EDU2019), 13-16 May 2019, Athens, Greece, organized by the Communication Institute of Greece and endorsed by the Faculty of Education, Beijing Normal University, China, the European Union Cooperation and Economic Development (EUCED), the Journal of Education, Innovation and Communication (JEICOM), the Journal of Applied Learning and Teaching (JALT), Cambridge Scholars, the Black Sea Scientific Journal of Academic Research, Journal of Management and Training for Industries, Journal of Media Critiques, Strategy and Development Review, the Global Listening Centre, and the Center of Intercultural Dialogue.

In total 80 papers were presented by over 110 presenters. Thanks to all the hard work of our international endorsers, conference leaders, ambassadors, academic and organizing committee, EDU2019 has welcomed academics from **21 different countries around the world** (USA, Australia, Spain, Thailand, China, Singapore, Italy, Israel, UK, France, Croatia, Ireland, Egypt, South Africa, UAE, Turkey, Hungary, Japan, Tunisia, Greece and Canada). This 'audience' comprised mainly professors, researchers, students and key people, interested by education, and its future.

This year, with the purpose to reply to the needs of our friends, endorsers and Ambassadors, we proposed 3 different International Conferences:

-the 5th International Conference on Communication and Management (ICCM2019), Athens, Greece, 15-18 April 2019,

-the International Hellenic Conference of Political Science: New Challenges, New Answers (HEPO2019), Athens Greece, 17-20 April 2019,
and

-the International Conference on Education (EDU2019), Athens, Greece, 13-16 May 2019.

The conference on Education was organized into twelve (12) sessions that included subjects like Technology and Interaction in Education, Augmented Reality perspectives, Teacher Education studies, Management, Curriculum and Market Development, Comparative studies in Education, Languages pedagogy in Education, Teachers' and students' interactions, New perspectives in Education, Policy, funding and administration in Education, Inclusive and Developmental Education. Among these sessions we had the Public Debate on Innovative Education and Pedagogy Worldwide, chaired by our Ambassador Ailson J. De Moraes, Lecturer, Royal Holloway School of Management, University of London, Egham, Surrey, UK. We wouldn't certainly neglect to mention the exceptional 'listeners' of this year's conference, *Dr Konstancija A deGoeij, Associate Coordinator, Administrator Assistance, The Alberta Teachers Association, Canada, *Dr Max Caruso, Western Co Principal, Yew Wah International Education School of Zhejiang Tongxiang, China, *Dr Yuan Ying Caruso, Chinese Co Principal YWIES Shanghai, China, and *Dr Spiros Protopsaltis, Associate Professor and Director EdPolicyForward: The Center for Education Policy, George Mason University, USA.

The communication Institute of Greece keeps growing, thanks to all of our endorsers and Ambassadors! As a result of this growth, our academic supporters, keep growing as well. So research and publication opportunities multiply. We are therefore very happy to announce the launch of our new international peer-reviewed journal, the Journal of Education, Innovation and Communication (JEICOM), where papers from this conference will also be considered for publication.

The Communication Institute of Greece is an International non-profit association, established to promote research, education and to facilitate communication among academics and people interested by the future of Communication and Education, around the world. It was established in 2003 in France and in 2013 in Greece as an independent association of academics and researchers who consider that education and intercultural communication can ameliorate our lives: educating ourselves is what we need to develop in a fruitful environment.

Academics can contribute significantly to the quality of "education". Educate, communicate, exchange, meet new cultures, create, collaborate (...) we can all have a part in this! The quality of education can promote, among other, intercultural communication and the academic community is the leader of education's content and quality. Academics, researchers, PhD students or people interested to create links with the academic community around the world, can become members of our association.

Our purpose is the conferences we organise to become opportunities for Academics, Professionals, Researchers, from all over the world, to meet, exchange ideas on their research, discuss the future developments in their disciplines and contribute to education's future. Such kind of interdisciplinary conferences will continue to be organized on the same base of purposes every year.

Last but not least, I would like to thank all the participants, the members of the conference organizing and academic committee and the administration staff of the Communication Institute of Greece, Ioanna (Anni), Louis, Eirini, Stavroula, Aria, and Roza, for putting this conference together and making this 'miracle' of interaction and Intercultural communication a reality.

Let's fix an appointment again for EDU2020, 3-7 May 2020, in Athens, Greece!

Dr Margarita K. Kefalaki
President
Communication Institute of Greece

MONDAY 13 MAY 2019

Conference Venue:

Room Vikos, The Stanley Hotel
1 Odisseos str, Karaiskaki Square, Athens, Greece

07:30 - 08:15 Registration and Refreshments

08:15 - 08:45 Welcome & Opening Remarks

Dr. Margarita Kefalaki, President, COMinG
Dr. Zhu Xudong, Ambassador COMinG & Professor & Dean/ Professor, Faculty of Education, Beijing Normal University, China

Professors from Beijing Normal University, China:
Dr Wang Yan, Dr Wu Fati & Dr Kan Wei

EDU2019 conference Leaders:

Dr. Fotini Diamantidou, Dr. Wang Chen, Alison J. De Moraes, Dr. Robert J. Bank & Dr. Jürgen Rudolph

08:45 - 10:30 Session I: Technology and Interaction in Education

Chair: Dr. Zhu Xudong, Ambassador COMinG & Dean/Professor, Faculty of Education,
Beijing Normal University, China

MOOCs as a Disruptive Innovation in Higher Education?

Jürgen Rudolph, Ambassador COMinG, Head of Research,
Senior Lecturer & Academic Partner Liaison, Kaplan Higher Education, Singapore.

Business Students' Experiences of Technology Tools and Applications in Higher Education

Matt Glowatz, Ambassador COMinG & Assistant Professor
& Linda Dowling-Hetherington, Director Assurance of Learning, University College Dublin, Ireland.

Technologically Enhanced Pedagogies in Professional Writing

Robert J. Bank, Ambassador COMinG & Professor, Widener University, USA.

Education Faculty Lived Experiences of Online Teaching and Learning - A Dual Autoethnographic Narrative

Kathrine Gutierrez, Associate Professor, The University of Oklahoma, USA
& Nikleia Eteokleous, Assistant Professor, Frederick University, Cyprus.

**Exploring the Relationship Between Students' Interaction in Smart Learning Environment and Various Variables
Through the Structural Equation Model**

Mengyao Zhang, Postgraduate & Fei Wang, Postgraduate & Xinrong Tao, Postgraduate
& Zeying Wang, Postgraduate & Ning Ma, Associate Professor, Faculty of Education, Beijing Normal University, China.

Blended Learning Activity Design for Online Courses: Taken Career-Planning Education as an Example

Wang Chaoyi, Master student & Guo Xingjun, Master student & Li Yushun, Professor, Beijing Normal University, China.

10:30 - 12:00 Session II: Augmented Reality perspectives

Chair: Dr Carmen Alvarez Alvarez, Ambassador COMinG & Professor, University of Cantabria, Spain

The Influence of Scaffolding Tools Based on Augmented Reality on Students' Learning Achievements and Cognitive Load

Changhao Liu, Postgraduate & Peng Jin, Postgraduate & Jiangxu Li, Undergraduate & Su Cai, Associate Professor,
Faculty of Education, Beijing Normal University, China.

A Contextual Learning Approach Based on Augmented Reality to Improve Students' Scientific Literacy

Yang Yang, Graduate & Enrui Liu, Graduate & Sining He, Undergraduate & Su Cai, Associate professor,
Beijing Normal University, China.

Inquiry-based Learning with Augmented Reality in Solid Geometry Lesson:

Effects to Students with Different Learning Achievement

Enrui Liu, Postgraduate & Yang Yang, Postgraduate & Su Cai, Associate Professor, Beijing Normal University, China.

**Developing Augmented Reality Storybooks to Promote Reading Ability in Primary School Students
with Specific Learning Disorder**

Kanokporn Vibulpatanavong, Assistant Prof., Chanida Mitranun, Assistant Prof.
& Propimpong Wattanarat, Assistant Prof. & Propimjai Piamkum, PhD & Sakol Woracharensri, Associate Professor
& Monthira Jarupeng, Assistant Prof., Srinakharinwirat University, Thailand.

The Effectiveness of Using Augmented Reality Applications in Auditory Training to: A Case Study in a Kindergarten

Peng Jin, Ambassador COMinG & Postgraduate & Changhao Liu, Postgraduate & Ying Jin, Teacher
& Su Cai, Associate Professor, Beijing Normal University, China.

12:00 - 13:30 Session III: Teacher Education studies

Chair: Dr Matt Glowatz, Ambassador COMinG & Assistant Professor, University College Dublin, Ireland.

What does it mean to be an Effective Educator?

Analysing the Qualities for a Successful and Interesting Career as an Educator in the 21st Century
Ailson J. De Moraes, Ambassador COMinG & Lecturer, Royal Holloway School of Management,
University of London, Egham, Surrey, UK

Online collaborative discussion of video cases in teacher education

Yiong Hwee Teo, Lecturer, Nanyang Technological University, Singapore.

Using student video to support active learning in fully online teacher education

Bill Baker, Ambassador COMinG & Lecturer, University of Tasmania, Australia.

Becoming a teacher educator – based on qualitative research on the construction of university-based teacher educators' identity
Wenjing Ma, Doctoral student & Yan Hu, Professor, Faculty of Education, Beijing Normal University, China.

Research on Reconstruction and Cultivation of Teacher Professional Knowledge in China below New Period Setting

Tingjie Yu, Ambassador COMinG & Associate professor, Zhejiang Normal University, China.

The impact of culture and values on reflective practice

Sarah Hyde, Lecturer, Dubai Women's College, Higher Colleges of Technology, United Arab Emirates.

13:30 - 14:30 Lunch

(included in the conference fee and served at the hotel's restaurant)

14:30 - 15:45 Session IV: Management, Curriculum and Market Development

Chair: Dr Jürgen Rudolph, Ambassador COMinG & Senior Lecturer & Academic Partner Liaison,
Kaplan Higher Education, Singapore

A New Funding Solution for Curriculum Development: positioning a new approach from the SAAS industry to drive more curriculum content

Alexander Ziegler, Ambassador COMinG & Program Director, Education Business Development, IBM, Germany.

Self-Organised Learning: empowering the most marginalised schools of rural Greece?

Lydia Lymperis, Ambassador COMinG & PhD Candidate & Teaching Assistant, Newcastle University, UK.

15:45 - 17:30 Session V: Comparative studies in Education

Chair: Dr. Robert J. Bonk, Ambassador COMinG & Leader EDU2019 & Professor, Widener University,
Chester, Pennsylvania, USA

Challenges and Solutions on Cross-Disciplinary Learning: A Comparative Case Study between China and US.

Wei Kan, Associate Professor, Beijing Normal University, China.

History of Education and Contemporary Education

Yehuda Bitty, Ambassador COMinG & Senior Lecturer, Herzog Academic College, Jerusalem, Israel.

Segregation or Integration:

Institutional game between Malaysia's national education system and Chinese educational system
Delin Liang, Ambassador COMinG & Graduate student, Beijing Normal University, China.

Tradition and Modernity: The Research of British Educational Conflicts in the 19th Century

Yan-yan Wang, PhD, Faculty of Education, Beijing Normal University, China.

Why and How does a Graduate Successfully Achieve the Transition?

A Qualitative Study about The Path and Influencing factors of Youth School-To-Work Transition
Shiyu He, PhD Student, Faculty of Education, Beijing Normal University, China

School Autonomy and Responsibility for Education Department in Primary and Secondary Education of China

Wenting Zeng, postgraduate, Faculty of Education, Beijing Normal University, China.

Comparison of education systems in Central and Eastern European countries - regulation and curriculum

Fanni Dudok, PhD Student, University of Szeged, Hungary.

17:30-19:00 Session VI: Public Debate on "Innovative Education and Pedagogy Worldwide"

Chair: Alison J. De Moraes, Ambassador COMinG & EDU2019 Leader & Lecturer,
Royal Holloway School of Management, University of London, Egham, Surrey, UK

Speakers:

Dr Jürgen Rudolph, Ambassador COMinG & Senior Lecturer & Academic Partner Liaison,
Kaplan Higher Education Singapore & Editor-in-chief, Journal of Applied Learning & Teaching
Teaching & Learning Innovations. Reflections on Higher Education in Singapore

Dr Julia V. Clark, Ambassador COMinG & Program Director,
Directorate for Education and Human Resources National Science Foundation, USA.
Promoting Effective Teaching and Learning in the United States Through Pedagogical Innovations in STEM

Dr Fotini Diamantidaki, Vice President of Research and Academic Affairs & Lecturer in Education,
UCL Institute of Education, University of London UK.
British teacher education model

Alexander Ziegler, Ambassador COMinG & Program Director, Business Development for Training & Skills, IBM, Germany.
New Collar and Badges: Building a bridge between educational institutions and the industry

Dr Bill Baker, Lecturer, University of Tasmania, College of Arts, Law and Education, School of Education, Australia.
Transforming student experience using video and active learning

21.00 - 22.30 Greek Symposium (traditional dinner and Greek Music)

(Note: The conference registration fee does not cover this activity; more details on this event can be found with the conference administration).

TUESDAY 14 MAY 2019

07:45 - 10:45 Session VII: Historical and Cultural tour of Athens, including the Acropolis

Visit to the Main Historical and Cultural Monuments of Athens

(Note: The conference registration fee does not cover the cost of this session, details can be found with the conference administration)

11:00 - 12:30 Session VIII: Languages pedagogy in Education

Chair: Dr. Margarita Kefalaki, President, COMinG & Professor, Hellenic Open University, Greece

Developing reading in Modern Foreign Languages: case studies from the classroom

Fotini Diamantidaki, Vice President of Research and Academic Affairs, COMinG & Leader EDU2019 & Ambassador COMinG
& Lecturer in Education, UCL Institute of Education, University of London UK.

The Issues of East Asian Language Programs at the University of Georgia

Masaki Mori, Ambassador COMinG & Associate Professor, Comparative Literature Department, University of Georgia, U.S.A.

Challenging Mandarin teachers' pedagogical approaches to the teaching of Chinese characters

Sophia Lam, PhD candidate, & Fotini Diamantidaki, Lecturer, University College London, UK
& Alan Huang, Lecturer, University of Strathclyde, Glasgow, UK

To do or not to do grammar in advanced level foreign language classes:

case study of teaching French in Flemish secondary school

Cyrielle Bortemps, PhD student & Katia Paykin, Associate Professor, University of Lille, France.

**Facilitating and Improving Speaking Accuracy through Self-Correction and Self-Awareness
in TOEFL Independent Speaking Tasks**

Davood Souri, PhD Candidate & Ali Merc, Assoc. Prof., Faculty of Education, Anadolu University, Turkey.

Developmental Profiles of Kindergarten Children's Vocabulary and Phonological Awareness Skills by Maternal Education Level

Cevriye Ergül, Associate Professor & Burcu Kılıç-Tülü, Instructor, Ankara University, Turkey
& Ergül Demir, Associate Professor & Gözde Akoglu, Associate Professor, Kırıkkale University, Turkey
& Meral Çilem Okçun-Akcamuş, Assistant Professor
& Zeynep Bahap-Kudret, Assistant Professor, Ankara University, Turkey.

12:30 - 14:45 Session IX: Teachers' and students' interactions

Chair: Dr Ilana Morgan, Assistant Professor, Texas Woman's University, USA

Innovating in university teaching through classroom interaction

Carmen Alvarez, Ambassador COMinG & Professor & Lidia Sanchez-Ruiz, Professor
& Javier Montoya del Corte, Professor, University of Cantabria, Spain.

The Evolving Classroom: Students as Co-Creators and Peer Instructors

Sophie Karanicalas, Ambassador COMinG & Associate Professor, University of Adelaide, Australia
& Paraskevi (Betty) Kontoleon, Lecturer, University of South Australia, Australia.

Exploring the Relationship among Teacher's General Agency, Technical Agency and Track

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Investigating the Relationships among College Students' Self-regulated Learning, Grit and 5C Competences

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The Construction of Students' subjective activities in Order to Cultivate Key Competencies

Chen Tingting, PhD student, Beijing Normal University, China.

Identifying Significant Indicators per Personality to Predict Student Achievement in OFDL Context.

Fati Wu, Professor, Faculty of Education, Beijing Normal University, China.

**The Effect of Face-to-Face Synchronously Collaborative Writing Environment
on Student Engagement and Academic Performance**

Mengying Han, Postgraduate, Beijing Normal University, China.

14:45 - 15:30 Lunch

(included in the conference fee and served at the hotel's restaurant)

15:30 - 18:00 Session X: New perspectives in Education

Chair: Sophia Lam, PhD candidate, University College London, UK

Primacy of Norms

John F. Covalesskie, Professor Emeritus, University of Oklahoma, USA

**Faces of a University as Gemeinschaft: Academic, Virtue and Politic—
An Interpretation of Edward Shils's Idea of a University in Sociological Tradition**

Chen Wang, Ambassador COMinG & Professor & Vice Dean, Faculty of Education, Beijing Normal University, Beijing, China.

Poetic Possibilities for Unveiling Hope in Troubling Times

Francine Hultgren, Professor and Chair, University of Maryland
& Debra Scardaville, Professor, New Jersey City University, USA.

A roadmap for integrating ATI Research Findings into Adaptive Learning Environments in Arab Countries Region

Nabil Gad Azmy, Ambassador COMinG & Professor, Educational Technology Dept., Helwan University, Cairo, Egypt.

**Teaching A Large Lecture Course: Pedagogical Features of Gaming, Group Engagement
and the Utilization of Complex Learning Outcomes**

Dean Cleavenger, Lecturer, University of Central Florida, USA.

Resurvey the Combination of Museum and School from the Perspective of Participatory Museum

Zhu Shi, Master Candidate & Binru Zhi, Master candidate, Beijing Normal University, China.

Towards Complete Knowledge for Complex Problems Resolution

Richard Gagnon, Professor & Bruno Santos Ferreira, Ph. D. student & Gilberto Lacerda dos Santos, Professor,
Université Laval, Québec, Canada.

Where is the way? - A case study of co-construction mode of turnaround schools

Erlin He, PhD Candidate, Beijing Normal University, China.

Teaching, Learning, and Creating Dance Together in a Texas Detention Center for Young Women

Ilana Morgan, Assistant Professor, Texas Woman's University, USA.

Teachers' Selection and Training Model in the Backward Areas of the United States and Its Enlightenment*

Zhu Yuehua, PhD student, Beijing Normal University, China.

18:00 - 19:00 Session XI: Policy, funding and administration in Education

Chair: Cyrielle Bontemps, PhD student, University of Lille, France

The change of educational equality policy orientation in reform of California high school
Geran Zhang, MSc, Beijing Normal University, China.

Study on the Functions of Educational Administration Departments in Districts and Counties under the Perspective of Education Governance-Taking District D of B City as an Example
Xin Li, MSc, Beijing Normal University, China.

Challenges experienced by students enrolled in the Extended Curriculum Programme (ECP) in a University of Technology
Misiwe Katiya, Senior Lecturer & Zinzi Magoda, Lecturer Cape Peninsula University of Technology, South Africa.

19:00 - 20: 30 Session XII: Inclusive and Developmental Education

Chair: Dr Fotini Diamantidaki, Vice President of Research and Academic Affairs, COMinG & Leader EDU2019
& Lecturer in Education,UCL Institute of Education, University of London, UK

Closing the STEM Achievement Gap from an International Perspective
Julia V. Clark, Ambassador COMinG & Program Director,
Directorate for Education and Human Resources National Science Foundation, USA.

The contribution of unique learning in an innovative environment brought to the Developmental Cognitive Disability course
Adva Zilberstein Haham, Ambassador COMinG & Head of the Special Education Faculty, Ohalo College, Israel.

Carry Forward with Loads: Analysis of Special Education Teachers' Professional Development and Dilemmas Based on Training Needs Survey
Ru Yang, PhD Student & Yan Wang, Professor, Beijing Normal University, Beijing, China.

The Evaluation of Thai Sign Language Curriculum of the National Association of the Deaf in Thailand
Chanida Mitranun, Assistant Prof., Srinakharinwirot University, Thailand
& Maliwan Thammasoeng, Special Education Program, Suan Dusit University, Thailand
& Warunyanit Jomklang, PhD Student & Pradubsri Pintuta, PhD Student, Srinakharinwirot University, Thailand.

The Dis (ease) Ability Theory - New Step.

The real Narration possible: resilient reaction thrust, constant condition over time, potential development potential
Raffaella Conversano, Ambassador COMinG & Media Educator, Specialized Teacher secondary school,
I.C. "De Amicis", Grottaglie (TA); Adjunct Professor of Laboratory of Special Education, For.Psi.Com., University of Bari, Italy.

21:30 - 22:30 Social Dinner

An opportunity to discuss and exchange ideas at the end of the academic part of the conference
(The original conference registration fee does not cover this activity: more details can be found with the conference administration)

WEDNESDAY 15 MAY 2019

07:40 - 19:30 Delphi Visit

Approximate time

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THURSDAY 16 MAY 2019

07:00 - 20:30 Cultural Islands Boat Tour

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A group photo of the EDU2019 participants.
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MOOCs as a Disruptive Innovation in Higher Education?

Jürgen Rudolph

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The aim of this paper is to explore whether Massive Open Online Courses (MOOCs) revolutionise higher education, are a disruptive innovation and / or open up opportunities for the base of the income pyramid.

The qualitative research methodology is a mix of convergent expert interviews and participant observation (in addition to a thorough review of the literature). In order to capture the rapid changes in the area and to gauge current thinking, there is a longitudinal aspect to the research, with interviews and observations having been conducted from 2014 to 2018.

The paper concludes that the over-hyped theoretical concept of disruptive innovation was found not to be applicable to MOOCs. It is argued that MOOCs are not revolutionary and are rather an incremental development within online learning (which was a greater innovation than MOOCs). MOOCs have not reached out much to the poor (or the bottom of the income pyramid) and less-educated because of a wide variety of reasons, one of them being the lack of requisite literacies.

Learning and teaching in Higher Education is rather different from recorded music, movies, newspapers and libraries, as it cannot be just transformed from atoms into bytes. Consequently, MOOCs are not a viable alternative to traditional higher education. There will be no 'death of the faculty', as human experts play a critical role in Higher Education.

Although MOOCs may not be a disruptive innovation, it is posited that innovations such as Open Educational Resources (OER) and MOOCs will be sustaining innovations in the sense that they will make Higher Education better and more open. They may complement Higher Education in blended learning.

Keywords: Blended learning, bottom of the pyramid, disruptive innovation, MOOCs, online education, open educational resources (OER).

Business Students' Experiences of Technology Tools and Applications in Higher Education

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There has been much debate in Higher Education (HE) about the use of technology to enhance student learning. While technology may not have fundamentally changed teaching practices (Henderson, Selwyn and Aston, 2017; Kirkwood and Price, 2013), students' report how several technologies and applications help with their learning, research and collaborative activities (Henderson *et al*, 2017). Through a survey of business students at an Irish university, this paper examines their expectations and experiences of faculty usage of technology tools and applications. While, on the surface, the findings provide some degree of confidence that students' expectations of technology usage are being met, students would, nonetheless, like to see faculty make even greater, and more effective, use of technology in the classroom. The study provides faculty with examples from students of technology usage that supports their learning and these examples may be useful for faculty when designing and delivering their courses.

Keywords: Technology, tools, learning, faculty, students, classroom, applications, business, higher education

Technologically Enhanced Pedagogies in Professional Writing

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Development of online or hybrid options for academic content often emphasizes product over process. Institutions may decide to join the latest movement without carefully considering whether particular content lends itself to such technologies. The question to be asked first is whether students in a specific discipline—business, science, or another—would benefit from technological pedagogies instead of, or in tandem with, traditional offerings. Even though the “classroom” now can be virtually recreated with hyperlinked readings, synchronous chats, and real-time interactions, the instructor must vouchsafe an enriching learning environment. One endeavor across many—if not all—academic disciplines is written communication, through which students explore course content, critically assess meaning, and construct cogent arguments. Applied writing, often termed Professional Writing, weaves through the curricula at Widener University; open-access modules for at-risk students seeking a college education are also being developed with a local not-for-profit agency. Before shifting courses or modules to online and/or hybrid formats directly, Professional Writing faculty are designing, implementing, and assessing various tools: blended course design, online writing resources, and open-access outreach. The core pedagogical issue remains the astute application of technological tools to achieve learning outcomes. This presentation highlights progress by the Professional Writing faculty at Widener University for enhancing pedagogies with technology while navigating climate and culture.

Key Words: Professional Writing, Curriculum Development, Hybrid Pedagogies

Education Faculty Lived Experiences of Online Teaching and Learning - A Dual Autoethnographic Narrative

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Assistant Professor, Frederick University, Cyprus

The presentation is to highlight an education faculty member's lived experience engaging in online teaching and learning, and to showcase the faculty experience facilitating graduate student learning in an online environment. The approach for the presentation is to depict personal experience and reflection of practice. Thus, the presentation is a telling of personal lived experience in describing the story of engaging in online teaching and learning. The aim of a study forward is to employ the method of "collaborative autoethnography" (see: Chang, Ngunjiri, & Hernandez, 2013). Hence, a study forward is to describe two faculty members' perspective to co-construct meaning of their individual lived experiences as education faculty, at two different institutions from different countries, who engage in online teaching and learning. The faculty experiences will be mainly derived from teaching graduate courses offered by their respective departments of education; and intends to portray individual unique faculty circumstances and link across faculty experiences.

Keywords: Online teaching and learning; education faculty experience in online learning

Reference cited in abstract:

Chang, H., Ngunjiri, F. W., & Hernandez, K.C. (2013). Collaborative Autoethnography. Walnut Creek: CA. Left Coast Press.

Exploring the Relationship Between Students' Interaction in Smart Learning Environment and Various Variables Through the Structural Equation Model

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Smart classroom is a kind of smart learning environment which enhances students' learning performance through introducing advanced technologies and equipment. In recent years, it has become a worldwide research issue. Previous researches have suggested a close link between smart classroom and classroom interaction. However, few quantitative studies investigated the relationship between smart classroom and students' interaction. This study was aimed to produce a model to determine what variables affect students' interaction in a smart learning environment. Two scales were adapted in this study as data instrument. The first one is "Smart Classroom Inventory". The second one is "Interaction and Student Satisfaction Scales". The instrument consists of 9 factors and 21 items. Study group consists of 254 college students who had taken a course in a smart classroom. Structural equation model(SEM) was used in this study for data analysis. Finally, it was came up with a model that explains and predicts the relations between students' interaction and various variables. According to the research results, we found that interaction in class was highly predicted by physical design of smart classroom, collaborative teaching and individualized teaching, interaction in online learning was highly predicted by learning data management of smart classroom and individualized teaching, interaction with learning resources was highly predicted by collaborative teaching and individualized teaching. Furthermore, the variables had comprehensive influence on students' interaction.

Keywords: smart classroom, smart learning environment, interaction, SEM

Blended Learning Activity Design for Online Courses: Taken Career-Planning Education as an Example

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With the development of the Internet and information technology, the ideas and methods of blended learning have also been improving. Nowadays, blended learning has attracted a wide range of scholars both at home and abroad. Blended learning can fuse the various learning elements and resources, help teachers to obtain learning resources and content easily while doing the instructional design. What's more, it can also help developing our learners' consciousness about learning and enhance learning engagement and learning effect.

Based on this, we designed a set of online courses about career planning for middle school students, according to the current social demand for career planning. Based on other researchers' excellent research about blended learning, this design begin with the up-front analysis, aiming at study purpose, study content and learners. Secondly, we choose specific activity based on activity theory and the activity-based pedagogical design theory. As for the study resources, digital multimedia resources are more considered. Meanwhile, we are aware of the significant influence which the appearance of courses has on our target group. The vividness of study content can link directly to the quality of participation of middle school students. So we mix icon, words and videos to verify the presenting of resources. At last, we design the standards to evaluate the effects of this course. The process and results are what value most in our standards. After the implementation, we interview the participants for feedback, thereby improving the course. We also design a questionnaire to verify the validity of this course.

In the field of education, design-based research is an essential educational empirical research method. Based on this, this study iterate the course 3 times. This paper also attempts to propose a process and analytical framework for the design of hybrid learning activities.

Keywords: Career education, blended learning, activity design

The Influence of Scaffolding Tools Based on Augmented Reality on Students' Learning Achievements and Cognitive Load

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The development of augmented reality (AR) technology has provided many inspirations for the abstract teaching content. AR presents the learning content in a tridimensional way, and promotes the implementation of teaching with vivid expression and natural interaction. However, some challenges to AR learning environments have been described, such as the ways to provide assistance in constructing the presented learning materials. In the meantime, researchers have also indicated that employing proper learning strategies could further improve students' performance. In this study, taking the secondary function of mathematics in junior high school as an example, a scaffolding tool was developed to offer feedbacks and assist students in their knowledge construction. Moreover, an experiment was conducted in the mathematics class. The 60 eighth graders who participated in this research were assigned to an experimental and a control group (Figure 1). It was found that the students who learned with the AR scaffolding tool approach had better learning achievement than those who learned with the general AR teaching system. And both groups were lower in cognitive load and there was no significant difference. Therefore, the development of AR teaching software should not be limited to the presentation of teaching content, but also should consider the use of teaching strategies to adapt to the teaching content, which provides a reference for future research directions.

Keywords: augmented reality, scaffolding tool, cognitive load, Teaching/learning strategies

A Contextual Learning Approach Based on Augmented Reality to Improve Students' Scientific Literacy

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Inquiry activities are important and challenging in primary science classes since it is not only related to scientific knowledge, but also to scientific literacy. However, with consideration of limited cost and risk issues, most of optical experiments are insufficient to implement in primary schools, so that students should rely on their own imagination to understand abstract concepts without inquiry activities. In this study, a contextual learning approach based on augmented reality (AR) technology was proposed to cope with this problem. A specially developed AR system created a virtual-reality combined environment for students taking an optical inquiry task about rainbow in grade 5. Moreover, a mixed methods research approach was used to analyze understanding about scientific concepts, use of inquiry process skills, and higher order thinking skills of the students who learned with the proposed approach. The experimental results revealed that the learning approach based on AR was able to assist in the construction of understandings about scientific concepts, provide students opportunities to use inquiry process skills, and develop students' higher order thinking skills. Furthermore, by interviewing the teacher, the benefits and challenges of using this contextual learning approach based on AR were reported. These findings could be valuable references for those who intend to implement contextual inquiry learning activities with AR systems to assist improve students' scientific literacy effectively.

Keywords: contextual learning, augmented reality, Inquiry activities, scientific literacy

Inquiry-based Learning with Augmented Reality in Solid Geometry Lesson: Effects to Students with Different Learning Achievement

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Augmented Reality (AR) was taken in to classroom teaching and learning for many years for its ability to combine the virtual objects to the real environments. Previous studies have demonstrated that AR contents in mathematic learning would improve students' motivation and learning performance, especially in the topic of geometry. Solid geometries and their three-view drawings are not easy to imagine and understand for beginning learners in the secondary level for their 3D shapes. Hence, AR is an alternative technology in the learning content about solid geometry in classroom to traditional technologies like projector, slides or videos and simulation software. In this study, an inquiry-based AR application on mobile devices was designed and implemented. The inquiry-based learning activity with this application about the solid geometries and their three-view drawings was designed. 75 students in junior high school were asked to explore the relationship between the geometries and the drawings in a mathematic lesson. The students' learning achievement were tested both before and after this inquiry-based lesson. According to their pre-test achievements, the changes in the post-test was analyzed. The results show that Augmented Reality could make students with low-achievement in pre-test gain more in the inquiry-based learning activity. Inquiry-based learning with AR could be seen as a valuable choice in the classroom teaching and learning context in the future study and practice.

Keywords: mathematics learning, solid geometry, Augmented Reality, inquiry-based learning

Developing Augmented Reality Storybooks to Promote Reading Ability in Primary School Students with Specific Learning Disorder

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The aims of the study were to develop augmented reality storybooks for promoting reading ability in Thai primary school students with specific learning disability. This study consisted of 3 phases: 1) the assessment of students with reading difficulty in the schools under the jurisdiction of Bangkok Primary Education Service Area Office in order to determine the population of students with reading difficulties in schools under Bangkok Primary Education Service Area Office and to determine the sample size. 2) the development and the try-out of the augmented reality storybooks, including focus groups with teachers of students with specific learning difficulties, and with experts in special education, children's literature, children's book illustration, Thai language, and education technology, 3) the experiment to determine the effectiveness of the augmented reality storybooks.

The presentation will focus on the result of the first phase, the assessment of students with reading difficulty, and the preliminary findings of the second phase, the development of the augmented reality books. It was found that out of the total of 6,017 Grade 3 - Grade 6 students from 19 schools under Bangkok Primary Education Service Area Office, there were the total of 58 students (0.84%), whose IQ score were not lower than average, but had difficulty reading words with simple structure.

The presentation highlights the challenges in designing and developing augmented reality books, emphasizing the importance of the research based knowledge in teaching reading in developing learning tools for promoting reading in the technology age.

Keywords: augmented reality, reading difficulty, primary school students

The Effectiveness of Using Augmented Reality Applications in Auditory Training: A Case Study in a Kindergarten

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In this study, an inquiry-based auditory training lesson with an AR application was designed and implemented in preschool. The aim of this study is to determine preschool children's attitudes towards auditory training and their learning achievement about knowledge of relationships between volume of sound and distance. This study compared two groups: the experimental group, inquiry-based teaching by using an AR application, and the control group, traditional inquiry-based learning. The sample consisted of 57 four-years-old children, in which 27 in the experimental group and 30 in the control group. An attitude form and interviews were used as data collection tools. The results revealed the following: in terms of attitude in acoustic learning, there were statistically significant differences between the experimental group and the control group in regard to children's enjoyment and happiness in auditory training lesson, and the experimental group had a higher degree of enjoyment and happiness; in terms of learning achievement, the children mastered the relationship between volume of sound and distance in the experimental group are better than that in the control group. Therefore, it is conclude that using augmented reality applications has positive effects on preschool children in training of auditory sense.

Keywords: augmented reality (AR), training of auditory sense, leaning effects, preschool children

What does it mean to be an Effective Educator? Critically Analysing the Qualities for a Successful and Interesting Career as an Educator in the 21st Century

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Teaching is the world's most important profession. As you know from your own experience, teachers make a difference in students' lives. Teaching is immensely satisfying and exciting. In today's climate of accountability, high-stakes testing, and legislation (Valid in different countries), however, becoming a successful teacher is challenging and requires professionalism and commitment (Parkay, 2020). What makes a successful teacher? If you were to ask any observer you may hear things like, the teacher kept the students engaged via unique teaching strategies, and the classroom basically ran by itself. But, if you were to ask a student, you'd probably hear a different response along the lines of "they (teachers) make learning fun" or "they (teachers) never give up on me." There are countless teaching strategies you can use to achieve success in the classroom, but no matter the teaching style, the most effective teachers have one thing in common—they know how to reach their students in a long-lasting, positive manner. In this presentation I will critically approach and discuss some of the qualities which it is believed to contribute to a long-lasting successful teaching career. To be honest, probably an exciting, successful and happy teaching career, no matter much the teaching style, seems to be offered by those teachers who have in common one mainly aspect - they impact student's life personally and professionally in a positive manner.

Online collaborative discussion of video cases in teacher education

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This study investigated the use of video cases of Singapore classroom scenarios and asynchronous online discussion (AOD) to enable student teachers to collaboratively develop multiple perspectives of their classroom management practices. This research is timely as the blended learning pedagogy compensated the inability to place student teachers in different classroom situations before their practicum and eventual school deployment.

An online discussion platform was designed to allow the use of sentence opener scaffolds to prompt participants to think and discuss classroom management issues from multiple perspectives using Socratic Thinking. Data collection instruments included an online survey, the online discussion log and interviews of 12 participants. The online survey sought participants' feedback on their perceptions regarding how this module helped them learn and apply relevant Classroom Management knowledge and skills. The quantitative questions measured the perceived benefits and limitations of online discussion and the use of video case study. The open-ended items asked for in-depth comments on how participants will incorporate their insights in the management of their future classrooms and their online discussion experience. The interviewees were asked to elaborate on their survey responses which were audio-recorded and transcribed. Findings revealed that student teachers perceived the use of video cases was authentic and felt that the online discussion helped them look at classroom management issues from multiple perspectives and made them aware of multiple ways of resolving these issues. The video cases enabled student teachers to identify what characteristics and practices they should avoid cultivating if they want to develop into positive thinking teachers. The sentence-openers scaffolded participants to focus thinking and to further generate their thoughts in the different aspects of Socratic Thinking. The blended learning pedagogy showed the benefits of how face-to-face lessons can be blended with online activities to better prepare student teachers with the skills to manage a class. The study concludes with a summary of implications and future directions.

Keywords: Classroom management, teacher education, video case, online discussion, Socratic Thinking.

Using student video to support active learning in fully online teacher education

William J. Baker

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How do students engage with active learning in Music and Visual Arts if they are fully online? How do they demonstrate their skills and understanding in authentic ways? How do they share their skills with other students? Can active learning change key understandings about learning content? These are the questions that have directed my use of Technology Enhanced Learning and Teaching (TELT) in music and visual arts education, and which have led to improved student learning and experience.

This paper presents the initial findings of an ongoing research project about fully online student experience of learning in a Bachelor of Education unit in music and visual arts education. The project investigates student perceptions of their distance/online learning in the unit, and their views about the ways in which technology has supported their learning. The application of technology to active arts-based learning (making music and making visual arts) featured student use of ubiquitous mobile video technology to record their Musical and Artistic creations and share these with other students and their tutors and submit these for assessment.

The results indicate that participants' learning and experience were significantly impacted and improved by their use of video in this unit. Furthermore it indicates that their experience of assessment through using video was overwhelmingly positive and that they were able to engage meaningfully with key learning content using the extensive video support materials provided by the author. Research around using video in student learning currently focuses around the provision of video based feedback to students. This project takes an alternate pathway, encouraging students to take ownership of their learning and assessment through using their existing mobile phone video skills to value-add to their learning. Findings thus far have been extremely encouraging and interesting and suggest the value of good TELT principles in improved pedagogy.

Keywords: eLearning; pre service teachers; initial teacher education students; Arts; active learning

Becoming a teacher educator Based on qualitative research on the construction of university- based teacher educators' identity

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The construction of teacher educators' identity is not only a crucial way to become a teacher educator, but also one of the elements to promote the professional development of teacher educators. According to Gee's identity construction theory, this research examines the construction of 12 Chinese university-based teacher educators' identity in their practice of teaching education. Qualitative research method is used to inquiry the construction of teacher educators' identity by interview as for data collection, and Nvivo12.0 for text analysis. The findings of this study show that the "university/college teacher", "researcher" and "teachers' of teachers" are the three sub-identities related to teacher educator; "university teacher" belongs to the institutional identity, which is the previous construction of the teacher educators, and "researcher" as well as "teachers' of teachers" belong to the discourse identity, which are formed in the dialogue of teacher education practice. Besides, teacher educators' nature identity and the ranking system in higher educational institutions may impact on their balancing the sub-identities. The study also indicates that the "affinity-group" which functions as a community is needed by the teacher educators as for the resource of their sustainable development and professional support.

Keywords: teacher education, university- based teacher educator, identity

Research on Reconstruction and Cultivation of Teacher Professional Knowledge in China below New Period Setting

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According to the 19th CPC National Congress in 2017, the whole society of China has entered to the development stage called the new period. The elements and structure of teacher professional knowledge has been endowed new requirements by the development situation and reform tendency of school education. The paper, which interviewed 8 high school teachers with 30 years' experience for average, is trying to analysis and to explore the constitution of professional knowledge for proficient teachers below the new period setting. The suggestions of cultivating of teacher professional knowledge for pre-service teacher education institutions will also be given finally.

Keywords: teacher professional knowledge, subject-involved knowledge, pedagogical content knowledge, reconstruction

The impact of culture and values on reflective practice

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This qualitative instrumental case study explores the impact of culture and values on preservice teacher's reflective practice. Pre-service teacher reflective practice is complex, the aims of this study are to explore perspectives of the reflective process students go through and how life experiences, culture and values impact this process. The study is based in Dubai, United Arab Emirates and focuses on Emirati student teachers undertaking a four-year undergraduate education course. Previous research in the region highlights opposing viewpoints on the impact of culture on reflective practice, while this paper suggests the reality is not is one extreme or the other. The research highlights the voices of pre-service student teachers and their mentors through focus groups and interviews. Data is also drawn from student's written reflections. The findings suggest background and culture have some impact on the ability to critically reflect. This has implications for those working with students who reflect on their practice and for institutions where reflective practice is embedded into courses rather than being mapped to the curriculum. The findings aim to inform teacher training institutions, so they are better equipped to support students to reflect effectively on their teaching.

Keywords: pre-service teacher education, reflective practice, culture.

Mapping Crowdsourcing Education Development Approaches: Positioning a new funding solution from the Cloud Industry

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In this paper, we describe a new approach of funding content development for education in the SaaS (Software as a Service) industry and how it can be positioned within the already-known crowdsourcing approaches. The new approach is currently rolled out by one of the largest SaaS vendors in the world.

Agile product development around SaaS is an already established successful approach to serve clients with better quality; however, the rapidity of the product release cycle presents challenges for education. Speed benefits customers, but challenges education and can raise the costs of material development.

Our investigation begins with a literature review so as to build a map of existing funding options for crowdsourcing. In addition to the literature, we also use web resources to capture recent evolutions in this topic.

After gathering an understanding of all options, we will then look at categorization. Independent of the new approach, this list will serve as an easy to use tool for decision-makers in the future.

Next, we will dive more deeply into the as yet untested new approach. We will cover a general discussion as well as the known limitations of the model.

In the final sections, we will integrate the new crowdsourcing funding into the existing list and discuss differences and similarities.

The primary audience is the SaaS industry, as the problem arose from its perspective. However, it could also be employed in various other areas, such as schools, universities, etc. We will outline the key prerequisites to transfer the approach outside of the industry.

Keywords: crowdsourcing, education development, SaaS

Self-Organized Learning: empowering the most marginalised schools of rural Greece?

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Despite increasing demands in the labour market for higher-order thinking skills, along with OECD reports highlighting an urgent need for a curriculum reform in the crisis-ridden country that will aim to adopt a more holistic approach to the education and development of its young people, Greece is still ranking among the lowest across 30 OECD countries in terms of performance on 21st century competencies, such as creativity, while also performing well below average on foundational literacies such as scientific and cultural and civic literacy. It should be hardly surprising that the structural constraints imposed by a debt-ridden economy seem to weigh heavily on the administrators, who, recognising the need for the nation to play catch-up, are currently amidst a curricular reform for a number of secondary school subjects, yet inevitably pushing over 500 of the most marginalised primary schools operating in rural and socioeconomically challenged parts of the country down the list of priorities. It is against this very backdrop, then, that questions such as "How can we do more with less?" have greater currency than ever. This scholarship investigates the design of a targeted intervention aiming to provide support for the more disadvantaged state schools where there is currently no provision for the teaching of English as a Foreign Language (EFL) due to geographical and socioeconomic barriers. 'Self-organised learning' as an alternative, cost-effective model for the enactment of the primary English curriculum to current approaches has been put to the test. More than 70 students from 11 such schools participated in a quasi-experiment consisting of weekly sessions where they were encouraged to self-organise, take responsibility for the direction of their own learning and demonstrate initiative, collaborate effectively as well as think critically. Preliminary findings are discussed in terms of: (a) progress achieved in participants' English competency, and (b) behavioural changes regarding their preparedness to self-direct.

Keywords: self-organised learning, personalisation, micro-schooling, cost-effectiveness, equitable educational provision

Challenges and solutions on cross-disciplinary learning: a comparative case study between China and US

Kan Wei

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Groups from the sixth grade of primary school classes who come from Beijing and public school in local school district of California, US respectively participated for 2 months in an experiment that examined the effects of the cross-disciplinary learning on students' performance, motivation and perceptions of their experience. A classroom observation and Harter's Motivation Questionnaire were administered before and after the experiment. Students from different curriculum and school culture also wrote emails telling what they thought about the cross-disciplinary learning. China students who had high achievement showed their high degree of participation, while US students had more engagement. Meanwhile Chinese students indicates their high exterior motivation as they focused achieving higher scores, while motivation inclined in the US experimental group compared to their counterparts. Students' emails revealed that more than 40% of the comments were critical, 50% were positive, and 10% were suggested ways of improving their learning in cross-disciplinary learning between China and US. The last part of the paper deeply analysis from different perspectives, including Polanyi's personal knowledge system and Direct-Indirect knowledge system.

History of Education and Contemporary Education

Yehuda Bitty

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It seems that the discipline of "the history of education" has no chance; it has no "home". Historians see it as a subject in the science of education, while education specialists see it as a category in the field of history. Even if some scholars are studying the history of education, who is interested in their research and who is interested in this field?

John S. Brubacher answers: "professional students of education will have an interest in the history of their profession because it illuminates the contemporary problems with which they have to deal".

This lecture aims to report on the evaluation of a course on the history of Jewish education, taught for several years as part of the master's studies tract at a Teacher College in Israel. Twenty teachers - men and women - participate each year in this course. They are general teachers in elementary schools or teach various subjects in high schools. Most of them have no previous knowledge in the field of history - let alone the history of Jewish education - other than what they learned while they were themselves in school. Each week during the course, they analyze a historical source that reveals an aspect of the history of Jewish education: from the Jewish communities of medieval Christian Europe to pre-modern North Africa, and from the Jewish school of the Italian Renaissance to the eighteenth century Jewish ghetto in Lublin. Using these historical sources, the students discover that the old and distant narrative is actually quite close to the reality that they face in their classrooms: the same dilemmas, the same difficulties and sometimes ... even the same educational solutions. Exposure to the history of Jewish education becomes an empowering experience and strengthens their professional identity as teachers.

To illustrate this argument, I will present two historical sources. The first, written 1,500 years ago, describes the transition from family education to institutional education in Ancient Israel. The second is an image of a class in a Jewish school in Lithuania, at the end of the 19th century.

Keywords: History of Education, Teacher Training, Case Studies, Jewish Education, Historical Sources

Segregation or Integration: Institutional game between Malaysian's national education system and Chinese educational system

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The structure of Malaysia's ethnic formed its multi-sources culture background. Such background built the foundation of Malaysia's educational tradition which different ethnic groups set up education system independently. After gained its independence in 1957, Malaysia first officially claimed to build a national education system in order to eliminate the differences between difference ethnic including Malaysian, Chinese and Indian people. Malaysia's Chinese rejected to abandon its tradition and decide to maintain its mother tongue teaching system which cause a long-lasting conflict between Malaysia's Chinese people and government since then, whereas began a game process between Chinese education system and National education system. Experiencing the early independence period, the post "May 13th Incident" period, Mahathir's ruling period, and the "2020 Vision" period, Malaysia has experienced four major political periods when the game process between the Chinese education system and the national education system differed in different periods. National education system shows stronger institutional inertia in game process while Chinese education system has a stronger institutional change dynamic. From the perspective of actor's conflict of interest, such game process is rooted in the diffusal inequality of resources, and the game is the process of balancing the interests of actors while stabilizing society. In terms of behavioral form, of complex cause, the game process between national education system and Chinese education system has both formal political form and controversial political form. Though ruling party changed in 2018, Malaysia's ethnic structure and its circumstance of political resources allocation remained constant. In that case, the game process between Chinese education system and national education system proceeds unless institutional break happened.

Keywords: Malaysia education; Education system; Institutional game; Ethnic education problem

Tradition and Modernity: The Research of British Educational Conflicts in the 19th Century

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In the 19th century, there were furious educational debates. Due to the great influence of educational debates in the mid-19th century, scholars' research mainly focuses on it, which leads to the incomplete understanding of educational debates in the 19th century. By literature method and historical analysis, the research tries to take the educational conflicts in the 19th century as a whole to hold the characteristics of British Education. Generally speaking, there were three main educational conflicts in 19th century: the first is the conflict between utilitarian education and conservative education (1802-1811). The focus is whether university education should be led by utilitarianism, and whether classics are useful. Edgeworth and Smith criticized the classical learning, especially the education of Greek and Latin became the sole criterion of a gentleman. Oppositely, Copstone and Davison wrote to defend classical education. Due to the strong power of the tradition, its influence was limited. The second is the conflict between classical subjects and modern subjects (1831-1837). The focus is on what should be the best disciplines. Hamilton and Whewell held different views on the priority of mathematics and philosophy. Hamilton criticized that the Oxford focused on religious discrimination and college system. While, Whewell, wrote to argue for mathematics as part of liberal education. However, they all believed that the basic purpose of university education was to cultivate reason. The third educational conflict is the conflict between science and theology (1851-1893), dominated by debates between the scientologists of Hamilton, Spencer, Huxley and the churchmen of Newman, Wilberforce and Arnold, etc. In the debate, classical education lost its leading role drastically in education. At the end of the 19th century, both people's idea and education itself have undergone great changes. The transition from traditional education to modern education have succeed.

Keywords: educational debates; educational conflicts; traditional education; modern education

Why and How Does A Layman Successfully Achieve The Transition From School To Work? A Qualitative Study About The Path, Influencing Factors And Mechanism Of Youth Transition

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The transition of young people from school to work has always been a hot topic aroused wide concern. It is becoming more and more common for graduates to return to vocational and technical schools or training institutions after graduating from college and to choose another area and relearn new technical skills. In order to answer the question "how does a layman successfully achieve the transition from school to work?", this study adopts qualitative research method, analyzes the college graduate Xiaoyuan's school to work (STW) transition experience, explores the path, influencing factors and mechanism of Youth transition from the perspective of Life-Span, Life-Space Theory; especially focuses on factors that contribute to a successful transition. It turns out that the process of Youth STW transition is quite complex and it is not a direct, linear path from school to work; there may also be a Reverse Transition from the workplace to the education state. Youth Reverse Transition begins with a fierce conflict between self-concept and the current professional role; 'Pursue the life you truly want', namely the strong interest and realization with self-needs are the inherent dynamic mechanism for youth to make reverse transition decision and successfully achieve transition later. Career adaptability is the important internal guarantee mechanism for young people to achieve a successful transition. The important personal factors above interact with contextual factors (family, peer group, school, social culture, labor market access mechanism, etc). And these factors work together in the transition process, leading to the continuous reconstruction and development of individual's self-concept. Finally, it discusses the value of college education and the complementary role of various forms of education; puts forward the necessity of professional career education and guidance for students' development and the significance of family and society's wide recognition and participation.

Keywords: Youth Transition, School To Work, Reverse Transition

School Autonomy and Responsibility for Education Department in Primary and Secondary Education of China

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Purpose- Local education departments take the main responsibility for school and students in China. However, too much "responsibility" could restrain the development of public schools as they are lacking in autonomy to determine important things which could influence student achievements. The purpose of this paper is to present the current situation of public school autonomy and the role of local education department in schools in China from the perspective of school principals.

Design/methodology/approach- Designed questionnaires were given to 529 primary and secondary school principals across China. Principals scored each item according to their own working experiences both inside and outside schools. Questionnaires were collected via online platform. One-way ANOVA analysis is used to investigate school autonomy and responsibility for education department among different regions. Finally, 3 principals were invited to an individual interview and 7 principals were invited to a group interview after the questionnaire collection process.

Findings- Primary and secondary schools in China are generally lacking in autonomy to determine their use of financial funds, teacher recruitment and dismissal as well as design of curriculum. Compared with their autonomy, however, schools overtake responsibility for their students' safety. Local education departments usually give order rather than instructions to schools. The responsibility boundaries among different branches inside departments are ambiguous, which could bring trouble for schools.

Implications- According to expectations of school principals, suggestions were made for more school autonomy as well as professional instructions and service from education department rather than order in all kinds of forms. Relevant education law and statutes should be made to establish the servant role of education department. Also, social institutions can serve as agencies between school and local education department.

Keywords: school, autonomy, education department

Comparison of education systems in Central and Eastern European countries - regulation and curriculum

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My presentation compares education systems in the East-Central European region from the aspect of regulation and curriculum. Curriculum regulation is one of the main tools of education management. Each country has its own legislation in public education having centrally developed curricula or standards. In my research, I am looking for the common features of these countries (Hungary, Romania, Serbia, Croatia, Slovenia, Austria, Slovakia, Czech Republic, Poland), which unify the region and assume similar functioning. My main question is: can we talk about unity in the regulation of education and curricula?

I compared these countries by the following aspects: Types of regulation and curriculum; Content of mathematics curricula; Evaluation system and exams. My research is based on document analysis. I rely on primary sources (educational laws, national curricula, regulations) and secondary sources (country reports, OECD publications). In my comparison, I identified the consistent aspects of the region, such as the strong central regulation through legislation, although the implementation of the laws is at a lower level leading to a different centralization in enforcement and control. Moreover, each country has a national core curriculum and local / school curricula providing the freedom of institutions, but its scale is different. In the second part of my study, I compared the mathematics curricula of the countries, since that subject is part of the international assessments (PISA, TIMSS). I pointed out the differences that may cause different results in international studies; the number of math lessons in primary school (Austria has 150 hours of mathematics a year, Hungary has only 81, and other countries have around 105 hours), and the different contents of 8th grade mathematics education (for example, in Romania, the topic of probability calculation does not appear in this grade). The results of my theoretical research help to illustrate the functioning and differences of the educational systems of the region and points out what makes them still unified, even though they have progressed in different ways.

Keywords: East-Central Europe, education system, comparative study, regulation, curriculum

Developing reading in Modern Foreign Languages: case studies from the classroom

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Reading in a Modern Foreign Language is not an easy task. In the most recent programme of study (DfE:2013, 1), students at KS3 are required to develop - amongst many other skills- reading. Desired skills include comprehension of original passages, from a range of different sources, with the view to not only understand the ideas communicated but also be able to translate them in accurate English. Furthermore, literary texts are to be used to 'stimulate ideas' and develop 'creative expression' (DfE: 2013, 1) with the aim to 'expand understanding of the language and culture'. Within this context, the article aims to discuss the need that teachers face to develop reading in their classrooms and how it can be achieved. As with every other skill - listening-writing-speaking-, it is important to nurture reading from a very early stage of learning. The case studies will demonstrate the possibility and accessibility of longer passages at an early stage of learning and will exemplify how to move the students away from rote learning and memorisation of vocabulary. Case studies will also show how reading can lead to the development of other skills such as speaking, listening and writing.

Keywords: reading, modern foreign languages, literary texts, reading strategies, progression

The Issues of East Asian Language Programs at the University of Georgia

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In the University of Georgia, U.S.A., four East Asian language programs, including Chinese, Japanese, Korean, and Vietnamese, have seen a healthy growth largely thanks to demographic changes that have taken place in the last few decades. Each program, however, has issues particular to it, and I aim to elucidate an individual case by comparing the four programs and support the findings with statistical evidence. For instance, reflective of the rapid increase of Korean population mainly in the suburbia of Atlanta, many students with a strong Korean familial background as well as those without it are taking a Korean language course. As a result, the Korean Program counted 220 enrollments in courses of the first three levels at the beginning of the fall semester, 2018. This means that all the eight classes were full or almost full, and the retention rates up to the third-year level were high. At the same time, a certain gap of proficiency exists between the two kinds of students in the second and third-year courses. To address such a discrepancy of language skills, the Program has divided students into two different classes within the same course over years. Then, I proposed the creation of four new Korean language courses to facilitate the placement of students and enhance their learning capabilities on those two levels. In this way, as new director of these four East Asian language programs since last fall, I have encountered problems specific to each language program and dealt with them to ensure the programs' continuation and their steady expansion. I will inform the audience of the current conditions of foreign language education at my university as a point of comparison with other academic institutions that offer similar language courses

Keywords: Chinese, Japanese, Korean, Vietnamese, Languages

Challenging Mandarin teachers' pedagogical approaches to the teaching of Chinese characters

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While there has been a rise in the demand of learning Mandarin in the United Kingdom in the last decade, the development of teaching Mandarin as a foreign language is still at its initial stage. In particular, research shows that there is inadequate continuous professional learning opportunities for in-service Mandarin teachers. Furthermore, as many of the Mandarin teachers are native-speakers without formal training prior to taking up their posts, they might not have the relevant Mandarin-specific pedagogical knowledge. This study aims to explore the impact of professional learning for Mandarin teachers using an intervention approach. Participants (N=50) will attend a whole day workshop on the teaching of Chinese characters. The workshop will be conducted in England and Scotland. Focusing on understanding teacher efficacy and possible changes of their pedagogical approaches, the data will be collected by administering surveys before and after the workshops and conducting semi-structured interviews of the teachers after the workshop as well as the artefacts developed by these teachers during the workshop. The design of the study was guided by Gregoire's (2003) cognitive-affective model of conceptual change (CAMCC), which teacher efficacy plays a key role in mediating teachers' conceptual change by the enhancement of subject knowledge. It is hoped that the findings can reveal the professional learning needs of in-service Mandarin teachers and provide insights into the different ways of improving in-service Mandarin teachers' efficacy as well as their knowledge and skills of teaching Chinese characters in the classroom.

Keywords: Mandarin teaching, Chinese character, teacher efficacy, continuous professional training, teacher education

To do or not to do grammar in advanced level foreign language classes: Case study of teaching French in Flemish secondary school

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Even though teaching grammar in a foreign language classroom has been studied under various theoretical frameworks and given rise to multiple debates (cf. for teaching French among many others, Besse & Porquier 1991; Puren 1994; Cuq 1996; Germain & Seguin 1998; Véronique et alii 2009; Beacco 2010), nobody argues against the importance of the integration of basic grammar rules by learners. However, once basic rules treated and years of foreign language teaching piled up, the question of remediation of persistent fundamental errors is rather pushed into the background. Our study investigates the place of grammar remediation in Flemish secondary school advanced-level French-as-a-foreign-language classes, centered around one of the most basic grammar points (cf. CEFR (Common European Framework of Reference for Languages)), i.e. the use of articles. We administered several tests (various tasks included spontaneous oral production and explicitly grammatical written exercises) to 33 B1 learners aged 16-17, in their 10th year of learning French. The results show that all learners have clear deficiency in their understanding of articles, the minimal number of article errors per learner being 17. Among the most frequent errors, we find, for example, the use of the definite article instead of no article, as in *pas beaucoup de la place* or *une formation de exception*. Having examined manuals used in class (Quartier Latin, ed. Pelckmans) and conducted interviews with teachers, we can conclude that grammar planification is essentially present in the first half of schooling with some margin left to teachers. The use of articles, however, is reserved for the first year of secondary school and is deemed acquired. Yet, our results show that there is still work to do. Thus, our answer to the title question is definitely yes, but our next question is how.

Keywords: French as foreign language, articles, grammar remediation, advanced learners, Flemish secondary school

Facilitating and Improving Speaking Accuracy through Self-Correction and Self-Awareness in TOEFL Independent Speaking Tasks

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Assessing the speaking skills of language learners have always been in the agenda considering the fact that speaking correspondingly involves comprehension, and interaction is almost impossible without comprehension in the target language. During the independent speaking tasks of the TOEFL-IBT test, candidates often make grammar mistakes, and since they have limited time for self-correction, they cannot answer the questions fully, and eventually they run out of time to finish the task completely. These mistakes directly affect candidates' speaking negatively, and they often seek ways to make fewer mistakes so that they can focus more on supporting their ideas and fluency. The purpose of this study is to find out if a TOEFL test candidate likely to use the target language more correctly in the successive and subsequent trials based on his self-correction and self-awareness of the errors. For this purpose, a Turkish learner of English preparing to take TOEFL iBT test in a private English language school was experimented on an 8-step speaking test trial for the 14 speaking questions for the independent speaking tasks of the TOEFL iBT test. After each trial, the participant's reflections were obtained and further analyzed through coding under three themes: lexis, elaboration, and structure. The results of this study indicated that, through awareness raising and self-correction, speaking skills of the participant TOEFL test candidate improved in terms of vocabulary range, elaboration, using discourse linkers based on the raters' judgments; however, there wasn't any noticeable improvement regarding sentence structure. Moreover, the participant reported that self-correction was an effective way to remember the errors and considered the raters' feedback useful in becoming more aware of certain areas. The interview results revealed that the learner preferred discovery learning rather than rote one.

Keywords: speaking accuracy, self-correction, self-awareness, TOEFL IBT testing

Developmental Profiles of Kindergarten Children's Vocabulary and Phonological Awareness Skills by Maternal Education Level

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In this study, it was aimed to examine the developmental profiles of vocabulary and phonological awareness skills of kindergarten children by their mother education level. These skills were evaluated at three points including the fall and spring of the kindergarten and fall of first year. The study included 531 children who attended kindergarten in Ankara. All children were Turkish speaking and with typical development. Children's vocabulary was evaluated by the Turkish Expressive and Receptive Language Test while the phonological awareness skills were evaluated by the Phonological Awareness subtests of the Early Literacy Test. Mother education levels were classified as primary school, secondary school, high school, undergraduate and graduate. Data were analyzed using the mixed model analysis of variance. As a result of the analyses, it was determined that children with different levels of mother education have a similar rate of change for the three periods in their vocabulary and phonological awareness skills. While children performing high at Time 1 continued to perform high at Time 2 and 3, children performing low at Time 1 continued to perform low at Time 2 and 3. In all three time points, there was a significant difference between high performance children and low performance children. In addition, the children of mothers who have graduated from undergraduate and graduate programs performed better in their vocabulary and phonological awareness skills in all three points than all other children. The findings show that children who started kindergarten with low performance in these skills continue to perform poorly in the later years of the school and therefore, they should be considered at-risk for academic failure and learning disabilities.

Keywords: Vocabulary, Phonological awareness, Developmental profile, Maternal education level

Innovating in university teaching through classroom interaction

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Previous research has shown that the best educational practices are built on the basis of interaction in the classrooms, whatever their level. However, the dialogue between the students and between them and the teacher is still more scarce than desirable, especially in the university context. Being aware of this weakness, the authors of this contribution propose a Teaching Innovation Project (TIP) to face the reality of this matter and advance in it through an interdisciplinary collaboration in which all the Faculties from the University of Cantabria (Spain), represented by 16 teachers who participate as external observers, are involved. In this communication, we present the design of the TIP that we are currently developing, the working methodology and an advance of the first partial results. Specifically, each of the 16 people involved in this TIP will submit to external evaluation 6 teachers from our field of knowledge. The aim is to identify varied interaction practices in the whole university. To develop this process we have designed three observation scales: one for students, another for the teacher in action and another for the external observer. Data will be collected between October 2018 and May 2019. The ultimate goal we pursue is to promote innovation in university teaching through interaction in the classrooms to achieve the active learning of the students. We hope to contribute to inspire other universities that may be interested in following our steps.

Keywords: Interaction, Innovation, Higher Education, university teaching, Spain.

The Evolving Classroom: Students as Co-Creators and Peer Instructors

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Introduction: Active learning strategies are recognised as a more effective way of delivering time intensive health sciences and professional programs, with the focus evolving on building work ready graduates. Co-creation and peer instruction are effective pedagogies to build students' self-regulation skills for graduate practice.

Aim: First, to evaluate the effectiveness of instructional videos developed by final year students as a means of preparing junior peers for clinical placements in oral health and law. Secondly, to evaluate the way in which co-creation builds self-regulation skills.

Method: Using the University of Adelaide's Flipped Classroom Framework, final year students worked with teachers on short instructional videos to flip the clinical placement experience in oral health and law. A qualitative study measured the student experience from both a mentor and mentee perspective. Data was extracted through course evaluations and focus group discussions.

Results: In oral health there was a 95% completion rate of the flipped co-created learning videos. Students found the co-created resources as a more engaging way of explaining complex concepts. The process of co-creation also enabled the development of reflective practice in the mentors.

Although not having as a high a completion rate of the co-created learning activities in law, students recognised the benefits of having peers explain concepts and clinical practices to them. The students developing the videos, found that the process of resource development reinforced principles of reflective practice.

Conclusion The study demonstrates that co-created learning resources can be an effective method in motivating and preparing students for clinical placements. At the same time, building critical self-regulated learning skills for the students involved in the co-creation process.

Keywords: active learning, flipped classroom, instructional videos, students as co-creators, peer instructors

Exploring the Relationship among Teacher's General Agency, Technical Agency and TPACK

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Agency is an important concept in the academic discussion of professional learning in the workplace. Research on Teachers' technical agency helps to improve teachers' use technology actively to improve teaching in class. The purpose of this study is to investigate the relationship between teacher's technical agency and general agency, and explore the relationship between teacher's technical agency and teacher TPACK. Data of 107 middle school teachers were collected through questionnaires, including male teachers (55,55.2%) and female teachers (49,44.8%). Undergraduate teachers (51.4%) and graduate teachers (47.6%). After exploratory factor analysis, five factors (TPACK, technical agency, teaching agency, reflective agency and management agency) were extracted in this study. The results are as follows: (1) the level of agency of the five factors is in order (management agency < technical agency < TPACK < teaching collaborative reflection agency < teaching agency); (2) the results of independent t test showed that male teachers were significantly higher than female in management agency, while there was no difference in the performance of the other four factors. Besides, teacher TPACK with bachelor's degree is significantly lower than master's degree. The teachers with bachelor's degree are more active in management than those with master's degree. (3) teachers' TPACK knowledge and their agency in teaching collaborative reflection significantly predict technical agency. The findings of this study provides suggestions for improving teacher's technical agency. The limitation of this study is the small sample size and further study with more data is needed to verify the results.

Keywords: Teacher's General Agency, Technical Agency, Tpack

Investigating the Relationships among College Students' Self-regulated Learning, Grit and 5C Competences

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The competences of communication, collaboration, critical thinking, complex problem solving and creativity (5C) have already been widely emphasized by scholars and educators as important abilities, which could determine the competitiveness and adaptability of a man in the 21st century society. Previous studies have already explored how to transfer the traditional teaching methods to innovative teaching approaches in order to improve students' competences of communication, collaboration, critical thinking, complex problem solving and creativity. However, previous researches ignored these two potential elements: grit and self-regulated learning. Findings in previous studies have suggested that students' grit and self-regulated learning have important effect on their final study achievements. Accordingly, this study aimed to investigate the effects of grit and self-regulated learning on learners' 5C competences in an online learning environment by conducting a quantitative survey, using the measuring tools of Grit scale (Duckworth, Peterson, Matthews, & Kelly, 2007), Online Self-regulated Learning Questionnaire (OSLQ) developed by Barnard et al. (2008) and the 5C ability questionnaire developed by Rubin et al. in 2008. There were 103 Higher Education students who had the experience of study online participated in the survey. From this study we find (1) communication can also be subdivided into two sub-dimensions: communication ways and communication feeling; (2) there were no significant differences with self-regulated learning, grit and 5C competences in terms of gender; (3) students' consistency of interests is not related to their self-regulated learning and 5C competences; (4) the results of linear regression indicated that students' perseverance of effort could predictor their 5C competences, and students' self-regulated learning especially goal setting, environment structuring, task strategies, help seeking and self-evaluation all positive impact their 5C competences. The findings suggested us the important meaning to develop students' characteristic and quality of grit to help students monitor, reflect and adjust their online learning, and develop their key skills ultimately. Implications of the findings for additional research and instruction are discussed.

Keywords: Self-regulated learning, grit, communication, collaboration, critical thinking, complex problem solving, creativity

The Teaching Effect Analysis and Frame Design of Serious Games

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In recent years, gamification learning are brought into focus by students, teachers and education experts. How to integrate games into education teaching activities in a natural and harmonious way is a major problem of gamification learning. As an important part of gamification learning, how serious games' teaching effect more needed assess. In this study, Gagne's information processing theory and Mayer's multimedia learning cognition theory were used to analyze the teaching process of serious games through content analysis. In this study, 102 cases of serious mathematical games were selected for analysis and evaluation. Through the overall data and case analysis, the present situation of the teaching effect of serious games is obtained. According to the analysis results, a widely applicable serious game teaching design model is proposed.

Keywords: serious game, content analysis, information processing theory, multimedia learning cognition theory

Effects of Different Teaching Methods on University Students' Achievement the Multiple Mediating Modes of Student Engagement

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With the expansion and the popularization of higher education, the academic foundation of students is declining and students have low levels of autonomy in academic engagement, therefore the quality of teaching and learning in the institution has become a strong concern. An investigation on the teaching and learning in the institution is of both guiding and practical significance. This paper mainly explores how universities influence students' achievement through different types of teaching methods, via mediate variable such as student engagement. This paper considers different types of institutions, such as project 985 institutions, project 211 institutions and general undergraduate institutions. Teaching methods can be divided into disciplined teaching, interactive teaching and feedback teaching. Student engagement also involves regular participation, process participation and autonomous participation. Agency indicators for academic achievement include professional competence and general ability. The research methods used in this paper include the structural equation model and the sub-sample regression. In the structural equation model, the paper explores the influences and its mechanisms on professional ability and general ability by different teaching methods, while different ways of student engagement play important roles of mediating variables. In the full sample regression, we explored the general situation, but we would like to know more about the situation of teaching and the effect of teaching in different types of institutions. What kind of teaching method can promote student engagement, that is, which teaching method is more effective under different levels of student engagement? These can be explored through subsamples from different institutions and different student categories. The vision of this paper is to provide evidences from theoretical and empirical perspectives for higher education institutions to improve teaching methods, promote student engagement and enhance quality improvement. Data used in this project includes institution level data and individual level student survey data from National Survey on College Teaching Quality and Student Development in China collected by Peking University.

Keywords: teaching methods, student engagement, student achievement

The Construction of Student's Activity in Order to Cultivate Key Competencies

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As the basic way of education, school teaching must play a role in the cultivation of key competencies. The realization of key competencies depends on the construction of students' activities, which is determined by the subject dependence of key competencies and the mechanism of student learning and development. The students' activity refers to the conscious action of the student operating the object (physical, symbolic or conceptual) under the guidance of the teacher, including external activities such as perception, operation, speech, and internal activities such as cognition, emotion, and will. Taking key competencies as a guide, it is conducive to cracking the dilemma faced by students, which is narrowing, generalized and passive. In order to better cultivate key competencies in teaching, student activities must be optimized based on the internal statutes of key competencies cultivation, highlighting disciplinary differences and segment characteristics. It is also necessary to take the task-driven path led by teachers, so that students can fully develop and construct the subjective activities in the process of completing the tasks, so as to enhance the cultivation efficiency of the students' activities.

Keywords: key competencies, student's activity, teacher-led, task-driven

Identifying Significant Indicators per Personality to Predict Student Achievement in OFDL Context

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Open, Flexible and Distance Learning (OFDL) has become part of mainstream education in China. Schools increasingly use Bring Your Own Device, cloud education platforms, and Small Private Online Courses to provide students flexibility to learn online. Using a blended learning program in a Chinese high school as the case, this study adopted data mining approaches to establish an early-stage predictive model using personality traits. Results have shown that, for students with high Openness to experience and high Extraversion, and students with low Openness to experience and low Extraversion, the number of postings in the digest and their after-class average test score are the two significant indicators predict students' achievement. As for students with low Openness to experience and high Extraversion, time spent on viewing course resources and the number of answers provided in the format of text were two significant indicators affect students' achievement. As for students with high Openness to experience and low Extraversion, time spent online and the number of questions raised in the format of hypermedia, the number of postings in digests and score of after-class tests were four significant indicators for students' achievement. In addition, for identification of at-risk students, the Deep Belief Networks consistently performed better than other baseline algorithms at each stage.

Keywords: OFDL; data mining; personality traits; significant predictors; achievement prediction

The Effect of Face-to-Face Synchronously Collaborative Writing Environment on Student Engagement and Academic Performance

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Collaborative Writing (CW) tools such as Google Docs provide an efficient way for students to perform collaborative writing tasks. This research is based on a novel CW tool called Cooperpad, with a group awareness functionality, which continuously gathers group members' writing behavior, analyzes and visualize their engagement intensity for group members to compare their participation with that of others. The comparative experiment is carried out in two different online learning environments: face-to-face and non-face-to-face, with an experimental group (N = 72) and a control group (N = 48). Through systematic data and post-test design we have examined in which environment the students showed more engagement in the group-writing task. The results showed that Cooperpad writing system is more helpful to enhance the student engagement and improve students' academic performance on certain levels in face-to-face online learning environment compared with non-face-to-face. Moreover, the student engagement was positively correlated to the academic performance. And students have a high degree of the system, which has a positive promoting effect on learning initiative and teamwork ability.

Keywords: collaborative learning, synchronously collaborative writing system of Cooperpad, study engagement, academic performance, learning environment, face-to-face

Primacy of Norms

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This paper examines the meaning of moral norms and their necessity for democratic life. As a philosopher, my task will be to clarify the meaning of norms, and specifically argue that while not all norms are necessarily moral, a moral community can elevate pretty much any norms to moral status, and it is important to differentiate. Often norms are deeply embedded in a culture's hidden curriculum, and the members of a moral community often do not know what their own norms are until they are violated. The relationship to democracy is sketched, and the process of moral education is briefly explored. The central thesis is that moral formation is a process of becoming a member of a morally normative community: the development of a well-formed conscience is an individual process, but it is a communal achievement. Another thesis is that democracy, even more than other forms of social life, requires a positive moral formation of the young; democracy requires that individual members of the polity will act in accordance with the political norms of the society voluntarily, not just under observation and coercion. The educational task is to form a community that children wish to be part of, and that exists by virtue of shared deep moral commitments. Mere rules will not do, and will work against development of a democratic conscience.

Examples of norms and their importance will mostly be drawn from the US context, but international news offers many examples of how moral norms shape a polity, and the damage done by their being broken.

Keywords: Moral Education, Democratic Education, Moral Norms

Faces of a University as Gemeinschaft: Academic, Virtue and Politic– An Interpretation of Edward Shils’s Idea of a University in Sociological Tradition

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According to his sociology horizon, Edward Shils saw universities as a Gemeinschaft of scholars, and combine scholars’ personality traits and individual relations with the community order isomorphic in the essential purpose of university for truth inquiry and spread, trying to establish the goodness of order and way of life of university community involved academic and virtue. Meanwhile Shils integrate the construction of university itself and the society through his core sociological concept "collective self-consciousness" and show the political form and process of the university as one of the core values in society and particularly concerned about the academic as a understanding of the world order and its standards as well as the moral and emotional dimensions of the Gemeinschaft as the representations of the nature will. Shils’s university thought embodied the issues of reason and the existence, individual and collective, institutional and moral, thought and society as well as sanctity of academic and salvation of education which give a deeper sight in the background of the history of idea.

Keywords: University Community Calling of Academic Virtue Order of Politic
Collective Self-Consciousness

Poetic Possibilities for Unveiling Hope in Troubling Times

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This presentation pursues the way in which a poetic pedagogy lends itself to transformative hope through education in these troubling times in which we live, brought about by our engagement with poetry and phenomenology. Just as Heidegger takes up the question, "What are poets for in a destitute time?" we are called by this question in relation to our present "destitute time" in education as well as our political climate in which pedagogy and poetry—much less philosophy—are "veiled over" to use Heidegger's words. We use an engagement with poetry to reimagine the language of schooling and the tired language that abounds in education, both in public schools, as well as higher education—in teacher and nurse preparation programs.

To bring the power of poetry, pedagogy and phenomenology into such transformative naming, we draw on such poets as Critchley, Rumi, Rilke, Celan, Stevenson, Angelou, Oliver, O'Donohue, and others. We play with the poetic to explore what it is to be human in this time and place as we seek to restore a sense of hope as an ontological need in order to live life genuinely. As such, we struggle with such questions as: How is the poetic able to carry genuine philosophic weight and yet translate what is impossible into prose and poetic naming, and then, in what way does the poetic become the pedagogic through the power of phenomenology? We pursue these questions through our meanderings through this terrain, where we draw upon poetic naming to illuminate our pedagogic world, the unseen condition for seeing anew. The sounds of this pedagogy brought forth from poetry, are within us: part of our life, breath, and way of being in teaching.

Keywords: Poetic Pedagogy, Phenomenology, Difficult Dialogue

A roadmap for integrating ATI Research Findings into Adaptive Learning Environments in Arab Countries Region

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Over the course of several years, Researches on the Learners' Attitudes and Treatments Interaction (ATI) has been dealt with from one angle, namely, the search for the most appropriate treatment for the identified Attitude, However, these findings have not been used, either in terms of Cognitive Styles, Learning Styles or the diverse Characteristics of Personality.

However, these results have not been compiled, categorized and identified in clear directions that can be used when designing Adaptive Learning Environments; despite advocating the need to Individualized Learning and provide what is appropriate for each learner according to his/her Characteristics and Personality Traits. Adaptive Learning Environments are based on the idea of developing Specific Paths according to tests and criteria that classify these Learners according to their Personal Traits, Learning Styles, Previous Experiences or Preferences that can be identified for each learner using Standardized Measures and Tests

The Current Research provides a Framework for how to compile and classify the Results of the Researches conducted in the Arab States Region, which were based on the Classification of Learners and gave them Experimental Treatments, then design and produce a huge database through which to merge any research result and compare it with other corresponding research using the same Treatment or using the same Personality Traits, thus provide a tool to facilitate the work of Instructional Designers of Adaptive Learning Environments through which to provide Experimental Treatment suited to each Learner separately according to the principle of learning Individualization.

Keywords: Adaptive Learning Environments, Learning Styles, Attitudes and Treatments Interaction (ATI), Instructional Design, Individualization

Teaching A Large Lecture Course: Pedagogical Features of Gaming, Group Engagement and the Utilization of Complex Learning Outcomes

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Teaching at one of the largest Universities in the United States, the School of Business finds that that it a practical necessity to have "large lecture" classes in all of our "core" courses (those required of all majors in business). With 9,600 business majors, the demand for these courses far exceeds the faculty capacity to deliver content in a more traditional format. This report explores some of the challenges we have faced over the past decade of my tenure, to include; the development of our current "state of the art" classroom technology and ergonomics, the automation and computerization of our testing facility, and the process of utilizing short "YouTube like" lectures in place of the standard lecture format most teacher are accustomed to.

Every instructor is challenged by the need to address course size, learning outcomes and pedagogical approaches to teaching that engage the students in the classroom experience to enhance the learning experience. I will describe the process of developing face-to-face interactive group sessions for a class of 1200 students (200 per session). A case study, developed by the author, will be presented to demonstrate the challenges in addressing both simple and complex learning outcomes, and a gaming exercises is described to highlight the benefits of engaging students through a competitive gaming sequence. The nature of these pedagogical approaches will be examine for their strengths and weaknesses.

Resurvey the Combination of Museum and School From the Perspective of Participatory Museum

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As an important supplement to formal education, combination of museum and school has attracted more and more attention in recent years. Schools around the world began to cooperate with such local cultural venues to carry out joint activities. However, it encountered a series of problems such as poor communication and disorganization. The concept of "participatory museum" proposed by American scholar Nina Simon defines a museum learning environment in which "the audience can create, share, and communicate with others". The participatory and interactive features of participatory museums are consistent with the education concepts of constructivism and empiricism in formal education. It provides new ideas for the operating mode of combination of museum and school. This paper introduces the basic connotation, four basic modes and its basic features of participatory museums, and elaborates on the guiding significance of the concept of participation in the activities of combination of museum and school based on the above contents. At last, the paper attempts to propose solutions to the problems encountered in the combination of museum and school from the perspective of participation.

Keywords: participatory museum, the cooperation of museums and schools, informal learning

Towards Complete Knowledge for Complex Problems Resolution

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Human being is complex. He learns through means of very different natures—thought, feeling, sensation, intuition—that complement each other without really understand one another. Truly ideal knowledge would nevertheless involve all these developed to their full potential and harmonized among them, which is almost impossible since, generally, one or two of these means overwhelm the others. However, all would be necessary to understand and solve the crucial and equally complex problems—such as the ones related to immigration and climate change— that only a fully integrated multidisciplinary approach would allow dealing with adequately. It is in this perspective that we explore various categories of knowledge (meaningful, encyclopedic, etc.), as well as how and to what extent we can promote the development of what we have called "complete knowledge", i.e., the richest and most complex that is accessible to an individual or a community. This would imply in practice to engage the learner with all the learning means available to him—they are associated respectively with speculation, appreciation, sensory experience and revelation. Despite the difficulty, an opening to other points of view could then take place, from the simple but already troubling tolerance of these points of view to their gradual integration in the learner's mind. We argue that if a traditional, mostly linear, deductive approach is appropriate for the development of meaningful knowledge—provided certain characteristics of the learner, related to relevance and epistemology, are taken into account—, a dialectical approach should better suit the gradual development of the comprehensive knowledge required to foster collaborative work when multiple disciplines are involved.

Keywords: Meaningful knowledge, complete knowledge, multidisciplinary, complex problems

Where is the way? -- A case study of co-construction mode of turnaround schools

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The improvement of turnaround rural schools is a realistic requirement for achieving equalization of compulsory education. Under the guidance of country policies, Funan County of Anhui Province began to implement inter-school co-construction in 2003. The research adopts the method of mixed research. The research results show that: A school through identity, self-identity and collective identity to achieve the role of the subsidiary into the role of collaborators. The co-construction of A school has improved the teaching ability of teachers and the academic performance of students. It has also improved the teaching quality of schools and the management style of leaders. A school's improvement from successful experience includes: If a turnaround rural school wants to improve should realize the identity of the participants base on emotions, and use discourse power as a means to achieve the self-identity of the weak schools. Also achieve collective recognition among the schools with the interaction as the guarantee.

Keywords: turnaround schools, Co-construction, Identity, Self-identification Collective-identification

Teaching, Learning, and Creating Dance Together in a Texas Detention Center for Young Women

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This paper presents teaching approaches and methodology used to work with teenaged women in a detention center in the US, in the state of Texas, during a year-long (2017-18 school year) choreography and dance class. The objective of this paper is to recount and analyze the pedagogy of dancemaking and choreographic choice-making as a way to think deeply about connections between arts education, social justice, and development of personal identity and collaborative community skills in a learner-centered and 'arts as inquiry' pedagogy. Of particular interest is evidence of student's increased ability to approach learning as a research endeavor, respect differences of others, and acknowledge failure as an opportunity for personal growth. This paper concludes that development of artistic, performance, and creative practices and processes have the capacity to advance skills necessary for positive community participation, productive collaboration, and self-identity. Specific lessons, classroom practices, and student outcomes will be shared alongside theoretical analysis. This research will be presented in relationship to the work of Maxine Greene, Brian Massumi, and John Dewey to illustrate and advance the philosophical concepts of arts as cognition, arts as development of citizenship, and arts as freedom and educative equity.

Keywords: Arts Education, Social Justice, Dance, Arts Pedagogy, Incarceration

Teachers' Selection and Training Model in the Backward Areas of the United States and Its Enlightenment –Based on the Analysis “Teach for America” Program

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This paper focuses on the selection and training of elementary education teachers in the backward areas of the United States. Taking "Teach for the United States" as an example, it explores a new mechanism to supplement elementary education teachers in the backward areas, and provides experience for the selection and training of teachers in rural and remote areas of China. The "Teach for America" program aims to train a group of outstanding teachers with a sense of historical mission and teaching leadership for the United States. Based on a series of measures, such as establishing strict selection criteria and procedures, combining theory with practice, humanized teacher placement mechanism and diversified sources of funds, the project can be implemented smoothly. Based on this, the selection and training of teachers in rural and remote areas of China can learn from their successful experience, strictly control the entrance of teachers, broaden the sources of teachers, improve the policy environment of "coming in"; innovate the training methods and contents of teachers, provide professional support of "teaching well"; build a diversified social support network to create a "retainable" working environment.

Keywords: Teach for America; America's backward areas; Teacher selection; Teacher training

The change of educational equality policy orientation in reform of California high school

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This study discusses education reform in California high schools from the perspective of fairness, aiming to analyze the influencing factors, specific measures and implementation effects of education reform in California comprehensive high schools, especially the multipath model in the field of career education.

This paper mainly studies the official documents of California government agencies and local schools, collecting relevant text materials to investigate the policy orientation and specific measures of high school reform in California. It also describes and analyses relevant data, compares the differences before and after the reform, in order to analyze the actual effects of these policies.

Studies show that the California department of education concerns about educational equality under the influence of the American affirmative action movement, education democratization trend and California's special demographic structure. But its educational equity policy has undergone a shift from obedience to the abolition of affirmative action. Despite the repeal of affirmative action, California still imposes education fairness policies on special groups and offers support services to individual students. In particular, the "multiple pathways" model is adopted to establish a multi-participatory education system at the stage of high school, which takes both college entrance participation and work participation into account, so it can be able to meet the personalized learning requirement of every student.

The change of education equality policies of California high school reform can reflect shifts in policy orientation as from focusing on race to focusing on individual student's requirement, from focusing on results to focusing on process. These education fair policies have achieved some positive results. However, with the increasing complexity of high school education system, the final realization of educational equality is still a long process.

Keywords: high school reform, educational equality, career education

Study on the Functions of Educational Administration Departments in Districts and Counties under the Perspective of Education Governance-Taking District D of B City as an Example

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The reform of the education administration department is the premise and foundation for building an education governance system. The education administrative department must grasp its role in the education governance system, get rid of the micro-transaction, do a good job in macro management, adopt pluralistic governance methods in order to guarantee school autonomy and provide support to social participation.

However, what are the functions of the current district and county education administrative departments in the actual work? What is its operating mechanism? Under the perspective of education governance, what problems exist in the performance of its functions? How should it be improved? These are the focus of this research.

This study uses content analysis method, taking B City D District Education Committee as an example. Through the analysis of a total of 1000 notification documents issued within 2016, it is proposed that the functions of the local education administrative department can be divided into five dimensions: "teaching and educating", "managing school", "party affairs management", "personnel management" and "financial management". Among them, "teaching and educating" as the core, holds about 70% together with "managing school". Under the perspective of education governance, the functions of the administrative departments of districts and counties are highly centralized and misplaced. The management methods are too micro and simple.

Finally, the study puts forward the following suggestions: first, standardize the administrative functions of education, and perform duties according to law; second, clarify the orientation of the administrative function of education, and assume the role of "meta-governance"; third, rationalize the relationship between the government, schools and society, and promote the separation of "management, organization and evaluation".

Keywords: Educational administrative functions, educational governance, district and county education administrative department

Challenges experienced by students enrolled in the Extended Curriculum Programme (ECP) in a University of Technology

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The main objective of the study is to explore the challenges experienced by students placed in the Extended Curriculum Programme (ECP).

Whilst there has been significant progress with regards to broadening access into higher education in South Africa, the pressure to demonstrate that these students are achieving success has been mounting. Low throughput in undergraduate higher education students, and the resultant shortage of graduates in the country, is a pervasive challenge facing the higher education sector. The (ECP) has been introduced by all universities to provide support for prospective first year students from previously disadvantaged educational background who had high probability of not completing their studies, those who had not met entrance requirements and those with poor results during their first term at tertiary institutions. It was argued that these students lacked the skills, the conceptual background and the language proficiency to succeed in higher education. The ECP would then make up for these "deficiencies" and provide intervention and support for them in order to address the challenges.

The data for this study is obtained predominantly from unstructured focus group interviews and questionnaires conducted in two faculties over two years. The results indicate that students lack academic and emotional support, personal advice, and access to some resources necessary to succeed. Also some academics teaching in the programme do not have the expertise and the necessary skills of mentoring and teaching students in the (ECP). The programme requires specialized support and ethics of care as well as differentiated teaching focusing on the needs of the students. Student engagement through critical discussions will go a long way in stimulating both academic and individual growth an important aspect at this stage as absence of it regarding their learning maybe compromised by authoritarian teaching methods.

Keywords: Extended Curriculum Programme, Challenges. Higher Education, Students

Closing the STEM Achievement Gap from an International Perspective

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The achievement gap is one of the most troubling problems facing education in schools in the world today. It is the observed disparity on a number of educational measures in academic performance between different groups of students, especially groups defined by race/ethnicity, gender, and socioeconomic status. In the United States (U.S.), achievement gap is typically used to describe the disparity in test scores between minorities, usually between Blacks and Hispanics and their White and Asian peers. Similar gaps exist more broadly between high-poverty students and their wealthy counterparts. At each grade level, racial disparities on an array of achievement variables demonstrate a wide gap in performance, especially in mathematics and science, particularly among disadvantaged minorities from urban and rural communities

The achievement gap in science, technology, engineering, and mathematics (STEM) education is not unique to the U. S. Research conducted on the achievement gap around the world (Australia, Brazil, Canada, China, UK, Korea, Mexico, Singapore, South Africa, Turkey, and the U.S (Clark, 2014) provide critical evidence that in both rich and poor nations a wide achievement gap among various groups of students exists and has become a focal point of education reform efforts. These countries struggle with educational and social-mobility gaps that divide members of disadvantaged groups from their more privileged peers. Data show inequity in access to qualified teachers, facilities, resources, challenging mathematics and science curricula, and opportunities. Qualitative and quantitative data provide evidence of not only of the problem, but also for the solution. Policies regarding teacher qualifications and curriculum vary from country-to-country, resulting in differences in access to high-quality teachers and higher-level mathematics and science courses. Information obtained provide ways in which various countries can share information and learn from and work with each other for addressing achievement gaps in STEM.

Keywords: Achievement Gap, equity, diversity, Socioeconomic, STEM

The contribution of unique learning in an innovative environment brought to the Developmental Cognitive Disability course

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One of the most prominent features of the 21st century is globalization, and as part of it the accelerated technological development, the dynamism and the wide and significant socio-economic change processes. The surveys conducted by the Center for Educational Technology (February 2010) show that the current generation of children is nowadays exposed, more than in the past, to intense changes. It is necessary to close this pedagogic-digital-technological gap by adapting the learning process to the challenges of the 21st century, along with changing and adapting the learning space to the challenges of tomorrow."

Research questions:

1. Does group research learning and peer education improve the learning abilities of special education students?
2. Does group research learning and peer education as a teaching method provide the students with tools that will assist them in their professional training?

The study examined the effectiveness and the influence of unique learning on the Mental Retardation course.

Research participants: 35 students studying special education. The research findings indicate that the innovative learning has a positive effect on education students. Over 70% of the students note that the group's research improves their learning abilities. According to them, the unique structure of the Developmental Cognitive Disability course helps them understand the learned material better than the regular learning. The learning atmosphere in the innovative environment, including computers, smart boards, group work boards, different seating styles, creates a different learning experience, more enjoyable than a regular class that inspires a desire for learning.

Carry Forward with Loads: Analysis of Special Education Teachers' Professional Development and Dilemmas Based on Training Needs Survey

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This study adopts a mixed-methods consistent parallel design in which two data collection phases, quantitative questionnaire survey and qualitative observation and interview methods are employed at the same time, in order to understand the special education teachers' professional development and dilemmas in Western China. The authors firstly described the overall status and professional qualities of special education teachers in Yunnan and Gansu Provinces, and then focused on the analysis of difficulties or problems in their daily working conditions, and analyzed their training needs objectively by looking for the performance gap, and accordingly explored the characteristics and difficulties of the professional development of special education teachers in these two provinces. The study reveals that the serious shortage of special education teachers in Yunnan and Gansu leads to teachers "muddling through their teaching work selectively"; a shortage of high level specialization for overall special education teachers; teachers' limited ability to translate special education theory into practice as well as their deeply mired professional development path in technical rationality. From the perspective of training content needs of teachers in two provinces, they only focus professional development on specific professional skills and techniques in the surface level, ignoring the cultivation of more important and valuable research-based practices, reflection ability, etc in the deeper level. All the above-mentioned indicates the current institutional dilemma facing the access mechanism and pre-service training mechanism of the professional development of special education teachers.

Keywords: teachers' professional development; survey on training needs analysis; mixed-methods consistent parallel design

The Evaluation of Thai Sign Language Curriculum of the National Association of the Deaf in Thailand

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The objectives of this research were to evaluate Thai sign language curriculum of the National Association of the Deaf in Thailand. The stakeholders/participants of this research consisted of one deaf expert from special education bureau, two administrators of school for the deaf, four deaf education teachers, one Thai sign language curriculum expert, one Thai sign language interpreter, and two parents of deaf children. The data were collected through documents, and focus group. The qualitative data were analyzed by content analysis. The evaluation results indicated that the Thai sign language curriculum of the National Association of the Deaf in Thailand is not suitable in many items in five areas which were the objectives of the curriculum, the structure of the curriculum, the content of the curriculum, the learning management and instructional activities, the instructional administration, and the measurement and evaluation. The information and recommendations from this research would be presented to the National Association of the Deaf in Thailand used as guidelines of improvement and development of the Thai sign language curriculum of the National Association of the Deaf in Thailand to be a quality and suitable curriculum, and in line with and respond to the needs of the stakeholders and participants to achieve a goal of curriculum.

Keywords: Evaluation, Thai Sign Language Curriculum, Deaf, Special Education, Thailand

The Dis (ease) Ability Theory - New Step. The real Narration possible: resilient reaction thrust, constant condition over time, potential development potential

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This new work starts from the contextual analysis that has always been disregarded in the effective functional investigation of those subjects who, with their difficulties of action, defined as a "disabled" commonplace, undermine educational applications in the classroom. In promoting a metamorphosis of thought that was a true change of attitudes functional to the promotion of the individual's autonomy, through the construction of skills to encourage the learning process, I contextualized that we are all subject to "resilient states" but, in clinical subjects certificates, in their narration, this state stands as the constant capacity in time to redesign the relationship with its environment of life - emotional, social, formative, affective - thus enhancing itself and its context. Therefore, the objective of the true narration is given by the analysis of the resilient reaction thrust that the individual matures in his life time, according to the various age groups, where each training step will have its relationship of resilient thrust or reaction the same, intended as a constant condition to achieve those that are its actual potential for development. In the educational field, therefore, the availability functional to learning, to achieve the maximum possible autonomy of the person is given by the resilient evolution of the same to his state where, the "Narration" is nothing more than the description of this evolution in connection with the residual operation determined in ICF-CY code. Only in this way will it be possible to organize appropriate methodological / didactic strategies at school level, empathetic at the affective / relational level and of conscious organization of the autonomy of the person in working contexts and the expected results will only be successful. Thus, the person's vision becomes "new" because it is analyzed as the result of a series of factors that represent the reference context in which it lives and expresses its capabilities;

Keywords: Disability, Narration, Education, Resilience, Thrust of reaction

BOOK OF PROCEEDINGS
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