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Proceedings of the Global Conference on Education and Research: Volume 1

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Preface

Welcome, Восхідний, Willkommen, Bienvenue, Добро пожаловать, 歡迎光臨, Bienvenido, Καλώς Ορίσατε, Benvenuto, ようこそ, 환영합니다, ลอฮา ฮีสู, ﺷﮭﻟﻮ, ٔﺎھﻻً, 歡迎光臨, to the Global Conference on Education and Research (GLOCER) here in sunny Sarasota, Florida, USA. The Association of North America Higher Education International (ANAHEI) is very honored and excited to host GLOCER. This is a special time for ANAHEI as it is the first time we are hosting this conference.

GLOCER received more than 250 abstracts/papers for the conference from 400+ authors. One hundred fifty-two of these presentations are accepted to be presented at GLOCER. GLOCER is a truly an interdisciplinary and global conference as we will host 200+ participants from 30+ countries and from different fields of studies. We would like to thank the authors for submitting their research papers to GLOCER.

As GLOCER was a peer-reviewed, double blind conference, the following track chairs worked diligently to ensure that the paper review process was a high quality and smooth:

- Adult Education: Dr. Leslie Cordie, Auburn University
- Curriculum and Instruction Development: Dr. Kelly McCarthy, University of South Florida
- Education in Other Specialties: Dr. Ersem Karadag, Robert Morris University
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We would like to thank University of South Florida Sarasota-Manatee for sponsoring GLOCER. Without their support, this conference would have not been possible. We would like to thank Presenting Sponsors: Bradenton Area Visitors and Conventions Bureau and IMG Golf Club. We also would like to take this opportunity to thank all of the academic and corporate sponsors for making this Conference possible. Also, we would like to extend our gratitude to the paper review committees and our keynote speakers: Dr. Terry Osborn, Dr. Marcie Boucouvalas, and Dr. Roger Brindley.

Moreover, we sincerely express our appreciation to all students in the Conventions and Exhibitions Management class in the College of Hospitality and Tourism Leadership at the University of South Florida Sarasota-Manatee who have volunteered their time to make this Conference a success. We also thank all other volunteers.

Co-chairs,

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Part 12: The Impact of Trump Administration

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The Debate Between Nationalism and Global Justice Behind Trump’s Executive Order on Immigration

Pang Yonghong¹ and Yang Jie²
Part 1: Adult Education
Abstract
The purpose for this poster presentation is to show what a growth mindset is, its relation to self-directed learning, explore some of the recent findings on growth mindset and other social-psychological interventions regarding bridging the achievement gap for disadvantaged adult learners, retention and suggest a way to explore the possibility that doing “in-depth, comprehensive training” of teachers in growth mindset strategies to support students in the classroom, in addition to online intervention with students, will intensify the decrease in achievement gap short term as well as increasing retention long term. Offering educators “in depth, comprehensive training with specific application to teaching and learning in the community college” (Auten, 2013, pg. 66) appeared to have had a positive effect on student success and retention during a one term, mindset intervention. Powers (2015) study including both faculty and students in a social-psychological intervention involving growth mindset showed changes in faculty and students. Yeager, et al. (2016) illustrated that a social-psychological intervention could be scaled up on-line and decrease the achievement gap for disadvantaged students. Pauneski (2013) and Pauneski, et al. (2015) show that the scaling up to a nationwide study still indicates a decrease in achievement gap. For the purpose of this poster presentation, adult learners are broadly defined to include college students over high school age, in or out of a formal school, with the primary focus being on college students.

Keywords: academic success, adult learner, growth mindset, retention, self-directed learning, achievement gap
Anne Frank as a Case Study to Learn About Human Development

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Abstract
Knowledge on human development entertains theories and research about the physiological, cognitive, and socio-emotional maturation and growth of human beings. In higher education, important objectives of a human development course are that students understand how developmental theories and research can be used intentionally for everyday decision-making of teachers and other human services professionals. The Anne Frank Assignment, which is the central focus of this paper, uses the authentic case of a teenage girl to learn to apply human development theory. Students analyze Anne’s diary entries from a human development perspective by identifying entries that are data examples of the concepts and theories introduced in their course and textbook. Furthermore, students compare and contrast Anne Frank’s case with their own case – their biographical adolescent development and experiences. Much can be learned from human development in Anne Frank and from Anne Frank in human development.

Keywords: human development, teacher education, case study, anne frank
Exploring Present and Future Possibilities in Global Technology Use for Workforce Training in Community College Settings

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Abstract
This proposed symposium presentation will showcase efforts of three community colleges within Northeastern Pennsylvania to specifically scale-up technology use in instruction related to workforce training (in diverse fields ranging from phlebotomy to welding) in concert with a federal grant. Although the initial grant work is largely complete (and we will introduce some of the ways we used existing globally available technology in curricular design and decisions at our respective institutions), the symposium’s primary focus is a nascent conversation regarding scale-up, and the intentional use of more global technologies moving forward. We contend that engagement in what global technologies are (and can be) will advance conversation circles within global, workforce, and community college education. Our teams want to foster that discourse moving forward and beyond the grant cycle itself, both for sustainability and as advocates for collaborative communities of practice. Presenters can highlight the ways in which global technologies (like synchronous meeting and cloud-based sharing tools) can connect community college faculty and students across institutions. If scaled further, these practices may effectively and essentially occur in global communities of practice as well as in innovative curricular and instructional design situations. This includes creating, authoring, and publically disclosing open educational resources and shared public curricular supports. In closing, we find it prudent to explore expansion of global technology integration both in Pennsylvania and in the larger American community college and higher education landscapes with regards to interdisciplinary and workforce education. After all, these tools and technologies are becoming the global industry and workforce standards or norms, and as such, are critical components for innovation within global, workforce, and community college education.

Keywords: workforce education, community college education, global education technologies
Continuing Professional Development (CPD) and Self-Directed Learning (SDL) in a Digital Age: Implications for Health Professional Adult Learners and CPD Providers

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Abstract
Self-directed learning (SDL) activities are a recognized type of informal adult learning across many continuing professional development (CPD) systems. Despite this, adult learners report barriers to SDL, including concerns with their access to information (including the Internet) and the ability to use systems effectively to search and locate information relevant to their needs. The latter is particularly important given the increasing use of digital technologies such as the Internet, mobile phones and tablets, and social media. The purpose of our study was to undertake a preliminary exploration of the use of digital, social and mobile technologies (DSMTs) by adult learners as part of their self-directed learning for meeting their CPD needs. A scoping review of the literature and semi-structured interviews with a purposive sample of health professional adult learners were conducted. A large proportion of articles reviewed were commentaries only (45.6%) or focused on satisfaction/reaction outcomes only (49.6%). Key themes identified from the scoping review of the literature included: the use of DSMTs as learning tools; key considerations for use; and benefits/successes of best practices. Interview respondents (N=14) identified a number of triggers and reasons for engaging in SDL, methods and resources for undertaking SDL, and barriers to SDL. There are limited models describing the SDL habits of adult learners in a digital age and there is limited evidence surrounding the use of social media and mobile technologies in mandatory CPD delivery systems. Further, little research has explored the unique contexts of adult learners working in rural and remote areas, their patterns and habits of SDL and the effect of barriers to SDL on professional isolation. While the use of social media and mobile technologies in adult learning is growing, its value in supporting life-long learning is not well understood. The study findings have implications for informing both post-secondary and adult education to improve the SDL skills of adult learners and enhancing CPD systems to better integrate SDL in a digital age.

Keywords: adult learning and continuing professional development, self-directed learning, mobile learning and social media
Principles of Adult Education: Examining Eating Disorders’ Effect on Parent/Adolescent Relationships With Strategies for Improvement

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Abstract
All (well, most) parents/guardians want what’s best for their teenagers, but not all of them know how to approach their adolescent or help them combat the biggest teen/adolescent behavior problems that occur so frequently as a result of societal pressures. These problems can affect adolescents for the rest of their lives, and thus the purpose of this ‘Principles of Adult Education: Examining Eating Disorders’ Effect on Parent/Adolescent Relationships’ workshop is to combat these common problems through the use of a multimedia presentation embedded in a discussion-based environment. Workshops provide a way to create an intensive educational experience in a short amount of time, when the time for a more comprehensive effort may not be available (Bobo, 1991). Seeing as this workshop is geared towards adults, participants may be working, they may be too far apart to gather together regularly, or may simply be unwilling to commit large amounts of time. Using the infusion of a multimedia presentation to view on their own time (for those who cannot attend a physical meeting), as well as incorporating said presentation into a workshop setting (for those who can attend), the workshop can introduce new concepts while demonstrating and encouraging practical application. Furthermore, it is a way for adult learners to create a sense of community in the pursuit of meeting common objectives (Bobo, 1991).

Three activities were created for the one ‘pilot’ workshop. The activities incorporate multimodal instructional strategies in order to stimulate the learners’ engagement, as well as foster an interpersonal, collaborative, discussion-based climate. Handouts with key information will be provided for participants to utilize in their transfer of knowledge (i.e. practical application of learned strategies), along with formative and summative evaluations for the purpose of determining participants’ attitudes and takeaways with regard to the workshop/instructor. These results will determine whether or not future workshops will be organized and hosted. With regard to selecting the workshop approach, University of Washington researchers evaluated about 20 parenting workshops and found five that are especially effective at helping parents and children at all risk levels avoid adolescent behavior problems that affect not only individuals, but entire communities (Haggerty, 2013). “With these programs, you see marked decreases in drug use, eating disorders, reduced aggression, reduced depression and anxiety, and better mental health,” said Kevin Haggerty, assistant director of the UW’s Social Development Research Group in the School of Social Work (Haggerty, 2013). “You see the impact of when parents get on the same page and work together to provide an environment that promotes wellbeing. You can make long-term impacts” (Haggerty, 2013). The philosophical basis for this project parallels with the philosophical position of Critical Action with an emphasis in Mindful and Timely Intervention. The adults attending this workshop will be parents and/or guardians suffering from a strained relationship with their adolescents who are struggling with an eating disorder(s). Often times these strained relationships occur as a result of not understanding one another’s perspective on a given situation—in this particular situation, parents/guardians not understanding the negative attitudinal and behavioral effects of eating disorder(s) on their adolescents. Critical thinking involves practicing the ability to assess your assumptions, beliefs, and actions (Merriam and Bierema, 2014). Furthermore, the practice of critical thinking skills requires active self-correction and reflexivity, all of which—if performed correctly as outlined in
the workshop’s content—will bolster an improved relationship between parents/guardians and their adolescents (Merriam and Bierema, 2014). “If you are not able to think critically, you will not be able to defend yourself [against your adolescent’s behaviors] or ultimately get the outcomes you desire [from said adolescent(s)]” (Merriam and Bierema, 2014). Effective critical thinking is important to making good decisions throughout life, especially when confronting strained relationships. In accordance, the adults participating in this workshop will learn the practice of critical thinking and application, which they may be able to teach their adolescents and, in turn, present said adolescents with strategies for managing their eating disorders. In accordance with the overarching concept of critical thinking, two additional philosophies serving as the infrastructure for this workshop are the social cognitive and constructivist philosophies. While the social cognitive philosophy states that people learn from observing others in a social setting, the constructivist philosophy states that attaining newfound knowledge is the first step in assigning revised meanings to our original preconceived notions about the social world around us (Merriam and Bierema, 2014). Thus, as the two philosophies overlap, their incorporation will be seen through the skit and role play activities, as well as the group discussions which will offer up diverse perspectives. The primary theory used throughout this workshop is the Transformative Learning Theory, which essentially encompasses critical awareness and the importance of becoming aware of one’s own implicit assumptions; furthermore, in turn, it emphasizes the vitality of using that power to unlock the meaning of the world around them (Merriam and Bierema, 2014). While the instructor will take on the role of establishing a trusting, welcoming, and considerate environment for all learners, the learner population is expected to engage in a sharing of experiences while also analyzing the most effective/productive solution to a specific scenario. Through role-play activities, skits, and open discussions, learners will have the opportunity to view a multitude of comparing/contrasting scenarios, all the while dissecting productive approaches in pursuit of a common objective—in this particular case, improving their relationships with their children suffering from eating disorders. Knud Illeris’ Three Dimensions of Learning Model, with a contemporary focus on cognition, emotion, and society, serves to improve parents and guardians relationships with their adolescents by channeling all three human processes in unity (Merriam and Bierema, 2014). By presenting a workshop environment for learners that accesses personal, social, and emotional processes, participants will not only be granted the opportunity to reflectively analyze their belief systems and interpersonal relationships with their respective, affected adolescents, but also learn from the experiences and ideas of the participants around them—the learning is as emotional as it is rational. Through this workshop, the model-based objectives for students are comprised of the following: 1) cognition objective: the ability to understand themselves and their adolescents’ thought processes, 2) emotion objective: the ability to maintain balance with personal issues relating to their relationships with their adolescents, and 3) social objective: the ability to bounce ideas off of one another against cultural/social norms and, moreover, reconcile them with strategies for improvement (Merriam and Bierema, 2014). In sum, through incorporating all of the aforementioned approaches, philosophies, theories, and models, participants in this workshop will be guided by the workshop instructor and multimedia presentation to participating in a variety of activities that develop a sense of community in the pursuit of meeting common objectives. Activities will mainly be interactive, including, but not limited to: presenting original as well as assigned skits, engaging in role-play scenarios with diverse workshop participants, and participating in a question/answer discussion with all workshop participants but led/directed by the workshop instructor.

Keywords: adult education, adolescent behaviors, critical action
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Relationship Between Training Methods and Transfer Self-efficacy: Exploring the Moderating Effects of Information Processing Mode

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Abstract

Training is considered as one of the most efficient approaches to continuously improve the capacities and competencies of employees, helping organizations to remain competitive. However, training is sometimes a very costly investment. With limited resources and tight budgets, optimizing the effectiveness and efficiency of training becomes an increasingly important issue in HRM either in private or public sectors.

Many andragogical theorists argue that with a greater volume of experience than the young ones, adult learners tend to apply their experience to the learning process. While the best resources for learning lie with adult learners themselves, the best training method is to tap into their own experiences, such as group discussion, simulation exercises, problem solving activities, case methods, and laboratory methods instead of traditional lecture method (Knowles et al, 2005). Some previous studies also provided empirical evidences to support the andragogical assumption. Gist et al., for instance, proved that trainees in a behavioral modeling training program exhibit better performance in an objective test of software mastery compared with trainees in a tutorial training program (Gist et al., 1989).

However, Callahan et al. indicated that all the lecture, modeling, and active participation method yield significant and positive changes in older learner training performance (Callahan et al., 2003). Likewise, Beers found there was no significant differences in test scores whether the student participated in the course using problem-based learning or lecture (Beers, 2005). Since the empirical findings are conflicting and mixed, the relationship between training method and training outcome in adult training context is still not well understood.

Furthermore, some researchers proposed that different learning style has different training delivery mode preference (Buch & Bartley, 2002; Karns, 2006). Nonetheless, there is little empirical study examining the moderating effects of learning style on the relationship between training methods and training outcomes.

This study measured transfer self-efficacy as training outcome to examine the influence of training methods on transfer self-efficacy in adult training. In addition, it examines the moderating effect of learning style on the relationship between training methods and transfer self-efficacy. 4 hypotheses were proposed in this study:

H1: Compared with trainees in a lecture training program, trainees in behavioral modeling training programs will exhibit higher transfer self-efficacy.

H2: Compared with trainees in a lecture training program, trainees in experiential learning training programs will exhibit higher transfer self-efficacy.
H3: Compared with trainees in a lecture training program, trainees in small group work training programs will exhibit higher transfer self-efficacy.

H4a: The learning style (preference for Information perception mode) will have a moderating effect on the relationship between training method and transfer self-efficacy. Relative to lecture training program, trainees with a higher score in information perception mode will exhibit lower transfer self-efficacy in training programs using behavioral modeling, experiential learning, and small group work.

H4b: The learning style (preference for information processing mode) will have a moderating effect on the relationship between training method and transfer self-efficacy. Relative to traditional lecture, trainees with higher score in information processing mode will exhibit higher transfer self-efficacy in training programs using behavioral modeling, experiential learning, and small group work.

The study was conducted in a training institute for public servants in Taiwan. A total of 259 self-administrated questionnaires was collected from 9 different training programs, with 220 usable responses analyzed in this study.

Measurements of transfer self-efficacy were adopted from the work of Washington (2002). The transfer self-efficacy contains two dimensions: (1) self-efficacy toward maintaining learning and (2) self-efficacy toward generalizing learning. The Cronbach’s α for self-efficacy toward maintaining learning and toward generalizing learning were 0.895 and 0.886, respectively. The Kolb Learning Style Inventory Version 3 was used to measure the preference for learning process of respondents. It is a 12-item self-assessment instrument to evaluate individual preference for information perception and information processing mode.

The hypotheses were tested by using hierarchical regression analysis. The results indicate that the transfer self-efficacy of trainees in training programs using behavior modeling, experiential learning, and small group work is significantly higher than that in training programs using lecture method. H1, H2, and H3 have been supported.

However, the interactions between information perception mode and training methods were not significant. Hypothesis 4a is rejected. According to the learning style theory, trainees with a higher score in preference for information perception mode are more likely to prefer abstractness over concreteness, reluctant to learn through action or active participation. However, the study result demonstrated that even trainees, who prefer abstractness over concreteness, exhibit higher transfer self-efficacy in training programs using behavioral modeling, experiential learning, and small group work.

The interactions are significant between information processing mode and behavioral modeling, experiential learning while the interactions between information processing mode and small group work is not as significant as expected. In other words, Hypothesis 4b is partially supported. According to the previous studies, trainees with higher score in preference for action over reflection tend to actively engage in learning process via practices, stimulations, games and exercise (Buch & Bartley, 2002; Karns, 2006). The high level of engagement consequently leads to better training outcomes, resulting in higher scores of transfer self-efficacy.
This study provides empirical evidence to support the argument that adult learners achieved better training outcome through observation, practice, experience and discussion. These findings are important to HRD professionals in several ways. First, the results suggest that practitioners should pay more attention to training methods while designing training programs. Second, the analytic results of this study indicate that the adult learners achieve better outcomes in training programs using behavioral modeling, experiential learning, and small group work despite of their natural preferences for abstractness over concreteness. On the flip side, trainees with higher score in preference for action over reflection achieve better outcomes only in training programs using behavioral modeling and experiential learning. Therefore, in a lecture-only training program, learning style should be taken into serious consideration.

**Keywords:** training method, transfer self-efficacy, learning style

**References**


Community Engagement Model for Course and Program Development

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Abstract
This retrospective case study documents the development of a unique model for community engagement and engaged scholarship in higher education. The primary novel aspect of the model is participatory involvement of both the target audience for the program and representatives of various stakeholder groups in all aspects of program initiation, development, implementation, and evaluation. The model emerged while developing the Informal Science Institutions Environmental Education Graduate Certificate Program (ISI) at the University of South Florida. Also reported are sample benefits accrued to learners in the program, to the ISI community, to the community at large, and to the University.

Keywords: community engagement, engaged scholarship, informal science education, professional development, program development
Emotional Intelligence and Adult Learners

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Abstract
This presentation will discuss the use of emotional intelligence (EI) to enhance the teaching and learning environment for adult learners in higher education. Several studies have examined the impact of EI on the workplace in areas such as: occupational performance, leadership and organizational productivity (Bharwaney, Bar-On & MacKinlay, 2011; Galley & Heilmann, 2016; Krishnaveni & Deepa, 2011; Kulow, 2012), but fewer studies have examined emotional intelligence and the development in the adult learner (Brookfield, 1995). Boyatzis, Stubbs and Taylor (2002) suggest graduate programs may indirectly foster an environment to exposure of the emotional competencies of emotional intelligence. Graduate programs have many objectives regarding the successful completion and matriculation of students, but one of the primary goals of a program is to create a future generation of competent and successful researchers, scholars and practitioners for the current workforce. It is not surprising to find that Merriam and Bierma (2014) suggested the need for adult educators and practitioners to further investigate the role emotional intelligence may assume in the development of leaders and their remarkable interpersonal skills.

Decades of research and assumptions of common success in work and school environments have long been defined by the intelligence quotient (IQ) and is based on an extensive body of research. However, scholars began to view this narrow perspective of intelligence as an outdated conceptualization. Publication of Salovey and Mayer’s (1990) article, Emotional Intelligence prompted researchers to take a more critical view of what factors may be contributable to success. While other scholars reevaluated the preeminence once held by IQ as the standard by which to measure success, Goleman (1995) seized the opportunity to expound upon the ideas of his colleagues Mayer and Salovey and publish several best-selling books regarding the concept of emotional intelligence. Recent studies within the field of adult education has challenged that this success may be more attributed to emotional intelligence (i.e. EQ), rather than general intelligence (i.e., IQ) (Buvoltz, Powell, Solan, & Longbotham, 2008; Gardner, 1995; Sternberg & Lubart, 1996). With some studies suggesting that IQ, at best, only accounts for approximately 50% of academic achievement and 20% related to factors of life success (Elias et al., 1997; Goleman, 1995). Emotional intelligence as a construct has many tenets, therefore,

The most basic definition of emotional intelligence can be described as a complex toolkit which includes both interpersonal and intrapersonal skills, which allow individuals to identify, interpret and manage their own emotions, while simultaneously influencing others (Bar-On, 1997; Goleman, 1995; Mayer & Salovey, 1997). For this presentation, we will focus on the original model developed by Salovey and Mayer (1990) which consisted of four areas of aptitude within the emotional intelligence model. In their model, they highlight four distinct areas of ability regarding emotional intelligence: perceiving, using, understanding and managing emotions. It is important to note here that emotional intelligence in this capacity is a hierarchical progression, with management of emotions being the highest order of functioning, much like Bloom’s taxonomy and its progressive levels (Mayer, Salovey, Caruso, & Sitarenios, 2001).
To better understand the definition, it is critical to examine the theoretical underpinnings of emotional intelligence as a psychological theory when first presented by Salovey and Mayer (1990). Individuals with high emotional intelligence are often able to quickly adapt and mobilize, regardless of the stressors or demands of the environment. Thus, these individuals who demonstrate higher emotional intelligence have been found to be more successful in both their professional and personal roles (Sener, Demirel, & Sarlak, 2009). With an increasingly high demand from the job market, industries and corporations alike are looking for, not only the most competent and highly-skilled individuals, but also for those who possess the soft-skills necessary for effectively leading teams (Bharwaney, Bar-On, & MacKinlay, 2007). Therefore, adult educators are tasked with creating an environment, where these skills can be fostered and developed.

There is empirically based evidence for applying emotional intelligence competencies in higher education settings. Several studies have discussed emotional intelligence competencies and the positive correlation and improvement in soft-skills and relational skills such as: leadership, initiative, and self-confidence (Anderson, 2016; Berenson, Boyles & Weaver, 2008; Boyatzis, Stubbs, and Taylor, 2002; Freshwater & Stickley, 2003; Jaeger, 2003). The research has demonstrated student success is often attributable to teacher involvement in the educational setting and as one study found instructors who were knowledgeable of their own emotions could enable learning retention in their students through self-knowledge (Freshwater & Stickley, 2004). Yet, instructors consistently report high levels of stress, fatigue and burnout, which have been shown to [linked to poor academic achievement] discourage academic learning efforts in the classroom environment. Helping both instructors and adult learners achieve a better work-life balance may be helpful in the teaching and learning process. There are five skill sets within emotional intelligence that can help in developing prosocial and emotional behaviors which are beneficial such as increased motivation, self-control and favorably received by colleagues and teams (Zeidner & Olnick-Shemesh, 2010). These benefits can be directly tied to an increase in academic achievement and the facilitation of teaching and learning in the classroom. To integrate these components in the teaching and learning environments of adult learners, we must first identify the integral components which are the foundational tenets of emotional intelligence. Thus, emotional intelligence defines these abilities as: self-awareness, management of personal emotions, self-motivation, empathy, and social skills.

The research for this presentation has highlighted the limited studies connecting the ability to use emotional intelligence competencies as enhancements in teaching and learning. Other studies which focus on professions where emotions are a critical function of the job (i.e. therapists, counselors, and teachers) would show support and bolster student success. Emotional intelligence in these areas would be vital to balance the various and potentially stressful relationships which may be encountered. Each profession would be better served with graduates who feel empowered with these added relational and soft-skills. Knowledge regarding how these competencies should be implemented and their influence on student outcomes is still relatively untapped. While much of the information shared is a review of emotional intelligence it clearly identifies a gap in the literature that needs to be addressed regarding empirical focus on the role of emotional intelligence in higher education, what that should be and how instructors and practitioners can implement this into current programs and curricula.

**Keywords:** emotional intelligence, adult learner, higher education
References


Experiential Learning Opportunities in the Area of Energy and the Environment

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Abstract
This proposal presents research on experiential learning opportunities for undergraduate students in the area of Energy and Environment at Drexel University conducted in part through a National Science Foundation Research Experience for Undergraduates (xREU) grant. Both qualitative and quantitative data have been collected and analyzed to determine the effect on the participants learning outcomes and skills through a summer program that focused on experiential learning.

It is known that science, technology, engineering and mathematics (STEM) education is vital to our nation’s interests, and will be an integral part of maintaining the United States’ leadership when tackling the impending grand challenges associated with energy and the environment. One means recognized by the National Academy of Sciences to improve the retention of STEM students and advocate learning paths for successful future STEM careers is through experiential learning (Freeman et al., 2014; Thiry, Laursen, & Hunter, 2011). Broadly speaking, experiential learning is the process of generating meaning and gaining knowledge from direct experiences that combine applied and theoretical concepts with real-world implications. Direct experiences can come from hands-on projects and real life learning skills that go beyond core subjects taught in a traditional lecture environment (Gentry, 1990). In this regard, experiential learning can play a pivotal role in addressing one of the most important strategic needs of our nation, both attracting and retaining the best, brightest minds for careers in advancing science and technology.

One significant facet of experiential learning is providing undergraduate research opportunities for relevant global scientific challenges such as the delicate interplay between energy needs and environmental implications (Hunter, Laursen, & Seymour, 2007). Undergraduate research opportunities have long been recognized as an important tool for improving enrollment, learning experience, retention, and graduation rates in STEM fields; and similar benefits have also been shown for under-represented minority groups (Carter, Mandell, & Maton, 2009).

The 2013 Annual Report from the Center for Measuring University Performance, a federal research expenditure report, qualifies only 171 institutions out of the 659 institutions that receive federal grants as the Top American Research Universities; yet these 171 institutions account for over 90% of all reported academic federal research expenditures. This data demonstrates that more than 500 institutions of higher learning may not have the resources to offer essential opportunities for research experiences to their undergraduate students; not to mention experiential learning based opportunities on relevant grand
engineering challenges. Consequently, it is imperative for universities identified as the Top American Research Universities, such as Drexel University, to provide high impact summer research experiences for undergraduates who may not be able to gain these experiences at their home academic institutions.

Several metrics were used to determine how the experiential learning program (xREU) can enhance student’s performance. A major evaluation focus was placed on learning outcomes and skills gained by participants as a result of their experience over the summer program. The specific research questions guiding the evaluation process are:

- What are participants’ learning outcomes (cognitive, affective, social, professional) and skill gains?
- What variations (positive or negative) are discernable in learning outcomes of diverse student groups (based on gender, ethnicity, academic level, etc.) during the xREU experience?

To answer the above questions, the evaluation strategy was to use a pre and post survey instrument called the National Engineering Students’ Learning Outcomes Survey (NESLOS), derived from ABET criteria and an extensive literature review, that allows participants to self-assess their learning outcomes as a result of their experiences. The survey emphasized assessing knowledge and skills pertaining but not limited to: (a) problem-solving; (b) writing and communication skills; (c) teamwork; (d) confidence gains; (e) organization and management skills; and (f) interest and engagement with a research project.

Other evaluation instruments included demographic instrument, student surveys, and a mentor questionnaire regarding satisfaction with and perception of their mentors and their own performance. The surveys revealed attitudes and understanding among participants, knowledge outcomes and skill development in instructional materials and strategies that were in research educational modules. The evaluation focused on several measures and tools to be able to: 1) obtain information about the participants’ learning outcomes; and 2) detect changes in learner experiences throughout the program. The analysis of the demographic data revealed baseline information about the sample characteristics. Some of these included the participants’ academic status, professional and social abilities and skills, as well as motivation to learn and engage in course-related activities.

Overall, the learners seemed to be rather self-confident in their domain-specific knowledge, problem-solving and critical thinking skills, as well as social abilities. They also reported being able to handle workload despite the fact that it was perceived as stressful by all the participants. Both intrinsic and extrinsic factors, such as curiosity and peer recognition, were found to play a major role in motivating the participants to engage in academic content. The analysis of the quantitative data obtained from the pre and post survey instrument (NESLOS) did not show any significant differences. One possible explanation might be that the sample size was too small to be able to detect any significant differences. However, analysis of the qualitative instrument did yield some interesting findings regarding students’ attitudes and perceptions. More specifically, students enjoyed hands-on activities over 8 weeks and named it the most useful activity in their statements. In addition, the results showed that the students enjoyed the content and procedural knowledge, yet had some difficulties in confronting terminologies and definitions.
One of the objectives of the proposed experiential learning (xRUE) program was to empower the faculty as well as students with experiential learning opportunities. The analysis of both open-ended and demographic features showed that teachers have used traditional methods of teaching. This means that the teachers used traditional lecturing in their classrooms and rarely used other activities such as guided questioning and small group discussions. In line with implementing traditional methods of teaching, teachers had also used traditional methods of assessing by having multiple quizzes during the quarter.

**Keywords:** experiential, self-directed learning, learning styles

**References:**
Part 2: Curriculum and Instruction Development
A Pedagogical Approach Towards Assembly Language

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Abstract
Assembly Language Programming is an important Core Course in the department of computer science. The authors hope that this article can crucially help the instructor as a pedagogical tool for teaching most fundamental principle behind assembly language. Moreover, it provides the most appropriate sequence in which assembly concept should be deliberated that makes it more meaningful and easy to grasp.

Keywords: appropriate sequence, interrupt, string, structure of program, addressing modes

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A Discussion for Instructing the Math Methods Course

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Abstract

Many of the textbooks designed for mathematics methods courses discuss the National Council of Teachers of Mathematics’ Process Standards, the National Research Council’s attributes that compose Mathematical Proficiency, and the definitions of effective instruction from the Eight Mathematical Practices of the Common. However, the author finds these principals and standards are usually discussed in the earlier chapters of the texts, disconnected from the activities and suggestions later presented for teaching various topics. Boyer discussed the need for a “scholarship of integration” to provide, among other benefits, a coherent model for students to organize knowledge. The author suggests a pedagogical model emphasizing said principals and standards evident within the design of activities described to teach specific content. The author seeks to discuss how methods shown in the college methods course can be explicitly centered about these concepts, and the benefits for presenting such courses in this manner. Finally, the author seeks to identify other concepts appropriate for this pedagogical approach, and better methods of integrating these types of concepts into a methods course.

Much research continues and has been completed concerning methods for teaching various mathematical topics. However, not much “quality” empirical studies have been completed that attempt to understand the impact teacher preparation programs have for student achievement (Conference Board of the Mathematical Sciences, 2012).

Given the sparse quality empirical guidance and standards for math instruction in the methods classroom in terms of K-12 student achievement, instructors may rely upon methods textbooks as well as personal experience to meet classroom needs. Many of the methods textbooks follow a format where fundamental concepts underlying quality instruction are introduced, followed by specific activities designed to teach content. Often, these introductory concepts center about standards and definitions developed by various organizations such as the National Council of Teachers of Mathematics’ Process Standards (National Council for Teachers of Mathematics, 2000), the National Research Council’s attributes comprising Mathematical Proficiency (2001), and the Common Core State Standards Initiative (2012). However, the textbooks usually fail to discuss these standards in terms of how they are evident in the design of the educational activities and tasks for various topic instruction.

For example, Van de Walle, Karp, and Bay-Williams’ (2010) text introduces the standards and what they might look like in a class setting through the first three chapters of the text. Reys, Lindquist, Lambdin, and Smith (2007) take a similar approach, introducing standards in Chapters 2, 5, and 6. Though both texts provide excellent coverage and discussion of the fundamental concepts for teaching mathematics, little mention of these concepts ensues in the remaining chapters where particular methods for teaching number, the operations, measurement, etc. are discussed.

Bringing theory and practice together may be a challenge for students in these methods courses, as the concepts discussed in the opening part of the text/course are often isolated and disconnected.
from the activities that were designed upon these very concepts. However, a line of research identified by Boyer (1990) discusses such disconnects between theory and practice, and stresses the need to bring both together for students. Called the “scholarship of integration,” Boyer emphasizes the need to provide students with a more coherent view of knowledge – for scholars to go beyond the discussion of theories and collected facts and toward the integration of them into daily practice. For math methods courses and textbooks, this could be interpreted as integrating fundamental ideas for learning math and the practical recommendations shown to pre-service teachers.

In line with Boyer’s research, the author identifies several fundamental concepts behind the Process Standards, attributes of Mathematical Proficiency, and the Eight Mathematical Practices: Concrete to Abstract; Contextualized to Decontextualized; Conceptual Introductions; Explore – Patterns – Conjectures – Test Conjectures; and implementation of Bloom’s Taxonomy.

Using these fundamental concepts, the author’s methods courses begin as most courses: with an overview of the concepts. However, the author integrates the fundamental concepts throughout the course as various teaching strategies and methods aimed at particular mathematical content are introduced. For example, when strategies to help students learn how to add fractions are taught, the author will challenge students to find the fundamental concepts behind the activities. As students analyze and evaluate the activities in light of the fundamental concepts, they develop a better understanding for the meaning of the concepts, the importance of the concepts for mathematics teaching, and begin to integrate the theory of teaching with day-to-day classroom activities.

The author proposes a roundtable discussion to review this application of “integration of knowledge.” Once a basic understanding of the methodology of the courses are completed, the following questions would drive the discussion: Evaluate the potential benefits of such a methodology. Are the concepts representative of current research? Are the concepts inclusive of all major, fundamental beliefs about quality mathematics instruction? Does this method of teaching mathematics methods offer students tangible benefits as Boyer’s research envisions? Such a discussion holds power for further research into practices in higher education that may have a positive impact for the K-12 student.

Keywords: mathematics, methods, pedagogy, curriculum, instruction

References
Young Children’s Playful Aggression: Removing the Ban From Early Childhood Policy and Practice

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Abstract

Young children’s play has been extensively studied in an effort to identify the specific behaviors of various types of play and corresponding developmental benefits to better understand how children learn, and to guide educators’ decision making when creating and implementing early childhood curricula, frameworks, and policies. Due to a growing number of preschool-age children enrolled in early childhood programs—more than 60% in the United States, 80% in Australia, and 90% in the United Kingdom (OECD, 2012)—numerous government initiatives to provide higher quality and more equitable learning experiences within safe and supportive early learning environments for children across locations, cultures, and abilities continue to be implemented, analyzed, and improved. The United States’ Developmentally Appropriate Practice (DAP), Australia’s Early Years Learning Framework (EYLF), and the United Kingdom’s Early Years Foundation Stage (EYFS) are three examples of national efforts to provide research-based principles and best practice guidance for educators’ delivery of quality educational experiences for the young children and families they serve. Underpinned by decades of research DAP, the EYLF, and the EYFS are highly regarded resources that aim to support early childhood educators, educational policy makers, and children and their families to the highest standard by having play and play-based learning at the forefront of children’s educational and care experiences. Because children’s play involves a multitude of behaviors, purposes, and benefits researchers continue to add new knowledge that builds upon the historical theoretical perspectives that serve as the foundation for 21st century education and care. More specifically, decades of research demonstrate discrete types of social play that are omitted from DAP, the EYLF, and the EYFS. With the exception of rough-and-tumble deemed appropriate for children’s healthy development within DAP, highly beneficial play types that fall under the umbrella term of “playful aggression” continue to be perceived negatively, in part due to their blatant exclusion (Hart, 2016). Playful aggression is defined as “verbally and physically cooperative play behaviour involving at least two children, where all participants enjoyably and voluntarily engage in reciprocal role-playing that includes aggressive make-believe themes, actions, and words; yet lacks intent to harm either emotionally or physically” (Hart & Tannock, 2013). Rough-and-tumble play (Jarvis, 2007; Pellegrini, 1987; Smith & Lewis, 1984; Tannock, 2008), risky play (Sandseter, 2009), superhero play (Bauer & Dettore, 1997), “bad guy” play (Logue & Detour, 2011), active play (Logue & Harvey, 2010), play fighting (Hart & Tannock, 2013; Pellis & Pellis, 2007), big body play (Carlson, 2011b), war play (Levin & Carlsson-Paige, 2006; Hellendoorn & Harinck, 1997; Malloy & McMurtry-Schwarz, 2004), and physically active and imaginative play (Parsons & Howe, 2006) are types of playful aggression due to their similar playful aggressive behavioral characteristics (Hart & Tannock, 2013). Hart and Nagel (2017) demonstrate researchers’ efforts to offer support strategies for the inclusion of all aggressive play types in early learning environments (see Bauer & Dettore, 1997; Calabrese, 2003; Carlson, 2011b; Freeman & Brown, 2004; Hart & Tannock 2013; Parsons & Howe, 2006; Pellegrini, 1987; Reed et al., 2000), and argue for the appropriateness of embedding prosocial skill development into an activity young children find enjoyable. As playful aggression remains prohibited within educational policies (Boyd, 1997; Freeman & Brown, 2004; Reed et al.,
2000), in part due to adults’ intolerance of the violent nature of the play (Hart & Tannock, 2013), playful aggression is prevalent despite efforts to ban it (Logues & Detour, 2011; Tannock, 2008). While males predominantly perceive playful aggression as beneficial to child development (Fletcher et al., 2011), females make up the majority of childcare workers in the U.S. (U.S. Bureau of Labor Statistics, 2011; Weldon, 2015), Australia (Werner, 2015), and the U.K. (Jackson, 2014) and are prone to creating learning environments that reflect and value feminine ways of interacting and behaving (Freeman & Brown, 2004). Sutton-Smith (1975) suggests that the restriction of play types in any educational program will foster play deficits. The elimination of playful aggression is particularly detrimental to young boys’ growth and development (DiPietro, 1981) as they engage in aggressive play more often than girls (Carlson, 2011b; DiPietro; 1981; Freeman & Brown, 2004; Hewes & McEwan, 2006; Levin & Carlsson-Paige, 2006; Reed et al., 2000; Sutton-Smith, 1988). Adults should create settings that welcome and encourage such play, however, the lack of support by female educators may be a result of aggressive play being outside of their personal experience (Freeman & Brown, 2004). This article serves to advocate for young boys’ social play choices by demonstrating playful aggression as beneficial play behavior in need of removal from the school policies that ban it, and for its inclusion in early childhood curricula to support young children internationally.

**Keywords:** play, aggression, fighting, boys, behavior
Examining Effective Teaching Methods and the Use of Materials in Math Teaching for Hearing Impaired Students: From Turkish Teachers' Perspectives

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Abstract
Mathematics is an important field for students with hearing impairments which is necessary for being independent and successful individuals both in daily and in academic life. The nature of maths and also difficulties experienced by the hearing impaired on the issue of linguistic deficiencies and reading comprehension make learning difficult. In this concept, the quality of math teaching and the use of teaching methods, techniques and materials for hearing impaired students within the class are becoming important issues. However, studies about teachers' perspectives on their effective teaching methods, techniques and materials in math teaching for hearing impaired students are limited. The aim of the study is to find out about what teaching methods, techniques and materials which teachers use for educating the hearing impaired in math teaching. The study group consists of 21 teachers of the hearing impaired selected from the School for the Hearing Impaired. In the study, "Semi-Structured Interview Technique", as one of the qualitative research techniques, was used. Three main itemed "Semi-Structured Interview Form" was developed by the researchers, which was used and the data collected from the study were analysed by using 'Content Analysis Technique". The research findings will be presented in details at Congress in America because the data analysis process is continuing.

Keywords: hearing impaired students math teaching special education
Non-Linear Disruptive Curriculum Approach

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Abstract
Non-linear Disruptive Curriculum approach is a yet-to-be-researched idea that challenges the traditional linear, incremental, piece-meal, industrial revolution driven, one-rung-at-a-time approach. Here, learners pick an item from a pool ranging from songs, paintings, current news, engineering design products, cutting-edge technologies, new discoveries, modern innovations, literary pieces, and so on. They get a few keywords that provide clues on starting points to kick off exploration. Starting points are threads that branch off extensively into multiple areas touching upon seemingly unrelated fields, offering an enriching exploratory experience that moves non-linearly between simple and complex concepts. (a) The purpose of this document is to propose an innovative approach to curriculum design that has intricate inter-disciplinary links with no definite compartmentalization into traditional scholastic subjects, nor rigid chronological age level grouping. The curriculum thus designed is wide in scope, covers large areas of study linked to a specific kick-off point of exploration, and progresses as per student aptitude and drive. It is highly adaptive, personalized and relevant to the student’s requirements and interest. (b) Problem: Most educators at K-12 level approach curriculum design linearly based on the understanding that learning should always progress from known to unknown in an incremental fashion. It is believed that students learn best by building upon previous knowledge by adding new information systematically to old. (c) Challenge that the idea addresses: New research shows that modern curriculum has to be adaptive, dynamic, personalized, exploration-based and oriented towards discovery, innovation, invention, extrapolation and new knowledge creation. Consequently, assessment of student achievements need to shift from standardized testing to focus on growth and progress of each student, irrespective of where the child started. Curriculum needs to shift to close collaboration between students and teachers who design assessment strategies that provide immediate actionable feedback to improve student learning experience. (d) Idea: Non-linear Disruptive Curriculum is an approach that leaves behind the traditional safety of the current familiar one-step-of-the-ladder-at-a-time approach. Here, a learner picks from a pool of topics an interesting real-world one and begins exploring it using a given keyword phrase list that provides clues on starting points or clues on where to begin. The starting points are threads that branch off into multiple areas touching upon seemingly unrelated fields, offering a rich exploratory experience. Kids essentially build up their knowledge base on the go as they explore. For example, one such starting point is a song the time signatures of which are related to the Fibonacci sequence and hence the Golden Ratio. The interdisciplinary links begin from music and touch mathematics (irrational numbers, geometric shapes), anthropology, aesthetics, art, architecture, history (Egyptian pyramids, Greek Parthenon statues), living world (arrangement of leaves and branches, veins, skeleton, patterns in nature), everyday design (TV, books, playing cards, book design), chemistry (geometry of crystals, proportions of chemical compounds), atoms (magnetic resonance of spins in Cobalt nitrate crystals), and human genome (DNA). In addition, an exciting possibility for the next generation curriculum design is to increase effectiveness of this curriculum approach by incorporating augmented reality in learning to provide an immersive learning experience where kids learn from explorations based on elements of gaming using virtual reality. (e) Conclusion: The non-linear disruptive curriculum approach would promote resourcefulness, personal initiative, critical and creative thinking, ingenuity, scientific temper, flexibility of thought, creatively linking seemingly unrelated information, and knowledge creation with a deep understanding, making learners future-ready.

Keywords: curriculum innovation, personalized learning, adaptive curriculum, non-linear disruptive curriculum, VR in learning, augmented reality and gaming in learning.
Developing Pre-Service Teacher Identity: A Theoretical Collaboration Between College Student Development Theory and Teacher Preparation Standards

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Abstract
Teacher preparation programs that are housed in liberal arts institutions are often closely tied to a mission of “transformation” and an emergence into one’s own self-hood. What we all share in common is that the goal of the student learning experience is to expand one’s mind -- to learn to think critically and to, through effective communication, consider and express one’s purpose in life and to claim (with conviction) one’s identity.

This symposium/presentation will extend the thinking of teacher preparation programs at liberal arts’ institutions as we struggle to develop in our candidates the critical qualities/dispositions that we cannot even truly define. The work moves toward reconciling the cognitive dissonance inherent in the tension between the liberal arts’ mission of identity development and transformation and the on-going challenge from our accrediting bodies to reduce teacher preparation programs to a collection of data that falls way short of evaluating who, among our candidates, has the heart and mind of a teacher. Identity development is a critical attribute for a successful teacher candidate; applying the body of work offered by college student development educators allows us, as teacher preparation educators, to facilitate the work of self-authorship and identity development into our programs and to truly commit to the mission of developing the whole person.

Identity development theorist, Ruthellen Josselson, (1996) posits, “Identity is what we make of ourselves within a society that is making something of us” (p. 28). Teacher preparation programs are committed to developing candidates’ natural dispositions to teach; liberal arts institutions have the added responsibility of facilitating the development of a candidate’s self-hood and understanding of purpose (Daloz Parks, 2000). Sadly, accrediting bodies’ definitions of dispositions often drive our instruction away from the purposeful facilitation of teacher identity development and engagement of the natural “teacher within” our candidates. Instead, we often instruct candidates as to what they “ought to do” and what “they ought to know” (Hare, 2007 [cited in Diez and Raths, 2007] Palmer, 1998). With our teacher candidates, we rarely point to the question, “Who are you as a person/teacher?” – and when we do ask a candidate to make meaning of an experience in the context of who they are, it is often a superficial exercise that lacks the integrity of facilitating true meaning-making. It is, therefore necessary to not only reclaim our own teacher identity and integrity in order to model and expose our inner teacher, it is critical to assist, nurture, and develop the emerging teacher inside each of our candidates.

The literature establishes that the formation of a unique adult identity is a major developmental task of late adolescence and early adulthood (Chickering, 1969; Chickering & Reisser, 1993; Erikson, 1968; Marcia, 1980) and yet, paradoxically, several life-span theorists have described college attendance as a period of psychological moratorium (Erikson, 1968; Josselson, 1987; Marcia, 1980) in which adulthood is delayed. These theorists posit that college is a time when the student is constantly forced to respond and react to the environment in the struggle to establish
his/her adult identity. Consequently, this tension challenges students to seize the opportunity to explore and experiment. This period of exploration, identity development, and broadening of horizons can be a period of considerable adult life construction and reconstruction (Chickering, 1969; Chickering & Reisser, 1993).

The literature establishes that the formation of a unique adult identity is a major developmental task of late adolescence and early adulthood (Baxter Magolda, 2004; Chickering, 1969; Chickering & Reisser, 1993; Erikson, 1968; Marcia, 1980) and yet, paradoxically, several life-span theorists have described college attendance as a period of psychological moratorium (Erikson, 1968; Josselson, 1987; Marcia, 1980) in which adulthood is delayed. These theorists posit that college is a time when the student is constantly forced to respond and react to the environment in the struggle to establish his/her adult identity. Consequently, this tension challenges students to seize the opportunity to explore and experiment. This period of exploration, identity development, and broadening of horizons can be a period of considerable adult life construction and reconstruction (Baxter, 1999; Chickering, 1969; Chickering & Reisser, 1993; Sanford, 1962). Baxter Magolda (2009) asserts that much of the development of traditional-aged students has to do with the increasingly complex meaning-making structures used to “understanding oneself and one’s relationships with others” (as cited in Jones & Abes, 2013, p. 99). Baxter Magolda posits that process of meaning-making shifts from external to internal and that it is in that transition that students find themselves at a critical juncture in their own development and that it is at this juncture, that self-authorship begins to unfold. Jones and Abes (2013) cite Kegan, Baxter Magolda’s (1999) key influence on self-authorship, as suggesting “we use a particular meaning making structure until doing so no longer makes sense for us as a result of differences between that meaning-making structure and our current reality,” (p. 98). Teacher candidates are raised in their profession; this experience of apprenticeship of observation (Lortie, 1975 [cited by Borg, 2004] greatly influences candidates’ meaning making. It is the opinion of these researchers that through using the understanding of college student identity development theory we, as teacher preparation educators, can deeply impact candidate teacher identity and self-authorship.

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The Analysis of the Usage Level of Metacognition Strategies by Instructors in Learning-teaching Environments in Terms of Various Factors

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Abstract
This study is prepared to determine the usage level of metacognitive strategies in learning-teaching environments by instructors in Gaziantep University Higher School of Foreign Languages. In this study, which is an example of descriptive work, survey method is used. As data collection tool, a questionnaire which has been made up of items related to instructors' personal information and the usage level of metacognition strategies in teaching-learning environments is used. The reliability studies are done for the scale. The questionnaire has been applied to 77 instructors in Higher School of Foreign Languages and the results were evaluated with SPSS Standard Statistics 22.0 for Mac program. The results of the study reveals that the instructors generally use the metacognitive strategies but in some dimensions of the metacognitive strategies there are differences according to the levels they teach and the number of students in their classrooms. It is revealed that the instructors who teach in first classes use some strategies less than the instructors who teach in preparatory classes. However; there is no difference about using metacognitive strategies among instructors according to their gender, the departments they graduated and their seniority.

Keywords: metacognitive strategies, language teaching, instructor
Effects of Field Trip and Cooperative Learning Strategies on Junior Secondary School Students Concept Attainment in Social Studies.

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Abstract
Social Studies, as a distinct school subject in Nigeria, had witnessed several stages in its developmental process and as a result of these changes; there is a continued debate about the most appropriate pedagogical technique in the teaching-learning of the subject at the Junior Secondary School level of education in Nigeria. This study then assessed the effects of two of the new pedagogical philosophy of field trip and cooperative learning strategies on students’ concepts attainment in Social Studies at the Junior Secondary School level in Nigeria. The study adopted a 2x2 matrix design; a criterion sampling technique was used in selecting four hundred and eighty students (480) from Six (6) Junior Secondary schools in Abeokuta metropolis. Two instruments used were: Social Studies Performance Achievement Test (SSPAT) and Social Studies Attitude Scale (SSAS) and four hypotheses were formulated and tested at 0.05 level of significance with the use of independent t-test. The result showed that there was equality of instructional potency in the two techniques of teaching with a slight upward trajectory superiority of field trip technique over cooperative learning technique. On this predication, it was recommended that Social Studies teachers should get acquainted with the use of the two pedagogical strategies of field trip and cooperative learning to enhance good citizens and adequate internalisation of concepts in social studies in our schools.

Keywords: field trip, cooperative learning, concept attainment, social studies.
Using Makerspace Resources to Make Mathematics Real

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Abstract
As students prepare to be 21st century global citizens, it is crucial that they see the connections between what they are learning in school and what they see as a future for themselves and their families. This has never been more critical as we see the significant influence of STEM/STEAM initiatives integrated across content areas. The Makerspace (makerspace.com) movement has taken innovation to a new level and offers the opportunity for children, teacher candidates, teachers, community mentors and university faculty to engage in innovative instruction that connects creative efforts using all levels of technology. This project shares how teacher candidates are designing and implementing mathematics lessons using Makerspace activities that encourage their students to think innovatively about mathematics and the real world.

It is important that all students are prepared for today’s world and the future to think critically about issues that will be challenging at local, national, and global levels. Schools must offer access to effective instruction to quality STEM/STEAM learning opportunities that provide the beginning to engaging careers that will assist them in becoming leaders and innovators (Jolly, 2014; U.S. Department of Education, n.d.).

In the U.S., only 16 percent of high school seniors are proficient in math and interested in a STEM career (U.S. Department of Education, n.d.). In order to ensure that students are competitive in a global economy, effective instruction in mathematics instruction that provides engaging and innovative approaches to meeting diverse learner interests is needed. The Makerspace movement meets just such a need as mathematics teachers turn to hands-on instructional activities that offer students opportunities to explore, research, design, create, and produce.

Makerspaces are a 21st century twist on manufacturing. A makerspace is a community setting where students receive supports and guidance from parents, community mentors and area experts on creating, problem solving and developing skills that promote advance critical thinking (Preddy, 2013). Participants can interact with various tools, objects and high tech software to design, invent and explore possibilities through experimentation (Canino-Fluit, 2014; Lang, 2013). An entrepreneurial spirit is cultivated in students through activities that a Makerspace can provide (Britton, 2012; Glago, Mastropieri, & Scruggs, 2009).

Teacher candidates in a southeastern university in the U.S. have developed engaging and innovative mathematics lesson plans that are implemented using their university’s Makerspace. These teacher candidates in elementary education and special education have worked to connect the U.S. Common Core in mathematics to creativity in and outside the classroom.

In this project, lesson plans at all levels are shared with explicit descriptions of how resources and materials are used to deliver mathematics instruction as well as provide students opportunities to
engage in learning activities that increase the use of innovative technology. In addition, teacher candidates’ lesson plans are supported by the framework of Universal Design for Learning (UDL), a set of principles that guide the design of learning environments that are accessible and effective for all students (Basham & Marino, 2013; CAST, 2011; Courey, Tappe, Siker, & LePage, 2012).

This project using Makerspace resources and materials to create engaging mathematics lessons that address 21st century skills has created opportunities for teacher candidates to use the Makerspace to make better connections between university methods classes and field-based experiences in schools. These opportunities to explore, research, design, create, and produce have also offered numerous occasions to collaborate with one another as they prepared and implemented their lesson plans.

The project also offered a better understanding of the use of the makerspace to support initiatives between school partners, university partners, and community members.

**Keywords:** makerspace, support initiatives, school partners, university partners, community members

**References**


Ebbing the Flow

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Abstract
Public school districts across the United States face a dilemma of epic proportions (Mazin, 2011; Leko&Smith, 2010; Duesberg & Werblow, 2008). Accredited teachers are exiting the teaching profession in record numbers. Decades of high attrition rates have created an inadequate provision of qualified teachers coupled with an increase in demand creating an imbalance necessitating immediate action (Provost, 2009). Billingsley, (2004), also indicated that high attrition rates show that many teachers do not survive the initial growth from bright-eyed beginner to the highly qualified, experienced teacher that ensures student learning (Billingsley, 2004). This departure creates critical shortages in many areas of teaching. Nowhere is this exodus more keenly felt than in the field of special education (Connelly & Graham, 2009; Mershon, 2016). What will it take to curtail the flow of highly qualified teachers in the field of special education? What steps will need to be taken to increase the quantity of competent special educators? How can school districts hire and retain more quality teachers to ensure higher student outcomes?

Given our societal propensity to treat systemic educational issues by placing a Band-Aid on it without due consideration of the complex root cause, there is little doubt that the issue of teacher critical shortage areas will continue to exist and even expand. According to a report printed in March 2015, the areas of Math, Science and Special Education have experienced a critical shortage in teachers since 1990 (Education, 2015; Thornton, Peltier, & Medina, 2007; McLeskey, Tyler, & Flippin, 2004; McKenna, 2015). Special Education continues, even after many years, as areas of specific critical shortage (Ward & Wells, 2001). Identification of this chronic and critical area makes it is imperative that colleges, administrators, supervisors, and superintendents gather information to find a solution to this plaguing enigma. During the 2016-2017 school year, nearly fifteen percent of the 2,800 special education teachers were on waivers from the state (Mershon, 2016).

Teacher critical shortages create far-reaching repercussions some of which include ineffective instruction, diminished student achievement and deficient proficiency of students in the workforce (Billingsley, 2004; Ward & Wells, 2001). The loss of special education teachers during the formative beginning years of teaching blocks the formation of experiences that helps them become the highly qualified professionals mandated by IDEIA (Darling-Hammond, 2003; DeNik, 2008; Kohl, 2013). Research shows that 25 to 50 percent of teachers in the United States abandon the teaching profession during the first three years of teaching due to their lack of skill set to handle the stress of teaching in this specialty area (Janik & Rothmann, 2015; Hentges, 2012; Kohl, 2013). According to a study completed by Kuehn, (2013), some districts were forced to fill approximately one-third of the special education positions with non-certified teachers during the 1990-91 school year (Kuehn, 2013; Billingsley, 2004; Prater, Harris, & Fisher, 2007). High attrition rates create a fragile substructure that leads to a disintegration in scaffolding necessary for increased student learning (Hentges, 2012; Wasburn-Moses, 2005). The exigency for special educators continues to escalate due to continued growth in the identification of pupils with disabilities and high teacher attrition rates (Prather-Jones, 2011; DeMik, 2008; Connelly & Graham, 2009; Mershon, 2016;
O’Donovan, 2011). The critical shortage of highly qualified special education teachers, as well as the increased growth in identification, have created a crisis within the special education classrooms (Kuehn, 2013; Mazin, 2011; Connelly & Graham, 2009; Yaffe, 2016; O’Donovan, 2011). Because of the deficiencies created by the lack of highly qualified teachers, the mandated quality education is not being received by students under IDEIA (Kuehn, 2013; Mershon, 2016).

Research on the topic of why special education teachers leave the profession within the first five years creating a vacuum of highly qualified teachers in the classroom has been extensive. However, the studies and articles, to date, failed to compile a comprehensive list of reasons for low retention rates or to present a feasible model to alleviate the critical shortage of special education teachers in Arkansas. The purpose of this study is two-fold. First, this study determined the top five reasons why special education teacher attrition rates remain high in Arkansas. By inviting special education teachers from the 238 public school districts across Arkansas to express their perceptions of why special education teachers choose to leave the field of special education or abandon the profession altogether; the researchers created a summary of the top five reasons shared by the teachers. Secondly, based on the research results of this study and a close study of the literature, the researchers constructed a sustainable state-wide model to assist in the recruitment and retention of new generations of special educators in Arkansas over the next decade.

The long-term goal of the research was to develop a sustainable model that reduced the departure of highly qualified special education teachers in Arkansas over the next decade. Retention of qualified special education teachers in Arkansas is imperative to providing the exactitudes of instruction indicated in IDEIA. The sub-objective of the current study is:

1. Based on the survey results, to compose a comprehensive list of reasons why special educators leave the profession within the first five years of teaching.
2. To develop an awareness of the detrimental effects of teacher attrition rates for student achievement, school districts, and teacher education programs.
3. To determine, based on the results of the study, how special education teacher perceptions of teacher program training correlates to attrition rates in Arkansas.

The results of this study will provide a valuable tool to assist colleges/ universities, administrators, school districts and community leaders in identifying best practices to train, hire and retain highly qualified special teachers.

Through this study many themes have emerged to help districts, schools and college preparatory programs meet the needs of new and pre-service special education teachers. Through the use of the models developed as a result of this study and a review of the literature, administrators and teacher education programs should work together to increase the number of teacher candidates that successfully enter the work force. Administrators and school districts should then work closely with new special education teachers to meet their unique needs of assimilating into the world of special education. Providing for a smooth transition from pre-service to highly qualified teacher helps not only the district recruitment and retention efforts, but ensures higher student learning outcomes.

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Macao Secondary Teachers’ Professional Development and Job Satisfaction: Evidences From the PISA 2015 Teacher Survey

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Abstract
In the Programme for International Student Assessment (PISA) 2015 Scientific Literacy Study hosted by Organisation for Economic and Co-operation Development (OECD), Macao-China collected data from all its science teachers, as well as the general non-science teachers teaching in the secondary schools. The data collected, amongst others, comprise teacher background information, classroom teaching practices, teacher professional development, and teacher job satisfaction. This study reports the profile of science and general non-science secondary teachers in PISA 2015 – gender, age, employment status, work status, highest level of formal education, teacher preparation in specialized subjects, teacher qualifications for teaching the three school subjects, teaching experience, and responsibility for decision-making. In addition, this study reports in-depth a number of indicators of teacher professional development – engagement in exchanges and co-ordination activities, engagement in professional collaboration activities, topics included in teacher’s formal education and training, topics included in teacher’s recent professional development, and teacher’s view on school leadership. Last, this report summarizes the findings of teacher’s job satisfaction with current working environment and with the teaching profession. The implications of the findings for the betterment of classroom practices in Macao schools are discussed, emphasizing the build-up of professional learning communities of teachers with satisfactory job satisfaction in Macao, special administrative region of People’s Republic of China.

Keywords: teacher professional development, classroom practice, job satisfaction, Macao, PISA
Teaching Values and Resilience From Eastern and Western Perspectives Through Literary Analysis

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Abstract
A global priority is for teachers not only to teach academic skills, but to nurture students’ resilience, and values. Accumulating evidence suggests that storytelling may be related to personal values and provide an important role in promoting resilience. A line of previous research studies conducted by the investigators and others was reviewed to serve as an empirical framework for the present study. The present study builds upon previous research to investigate the practical applications of teaching values and resilience through storytelling using literary analysis for Western adolescents (American and German) versus Eastern (Vietnamese) adolescents. Vietnamese college students of three majors, business n = 258, educational management n = 284 and education n = 365 (total n = 907) were asked to respond to survey items on a predictor of value preferences. Analysis of variance (ANOVA) established significant value preference differences between the three majors. The data suggested that education majors tended to prefer openness to change values more than business and educational management majors and therefore are more likely to draw upon storytelling as a teaching method. Comparing Eastern versus Western prospective teachers’ values preferences across studies revealed interesting cross cultural differences when approaching the challenge of teaching adolescents’ values and resilience. Preliminary findings on the potential effectiveness of teaching American and Vietnamese educators how to teach adolescents storytelling and the literary analysis of novels for fostering the development of values and resilience are discussed.

Keywords: culture, values, storytelling
Equity and Innovation: Teaching for Talent Development

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Abstract
Current research that shows even our best K-12 schools may not be preparing students for the challenges of the 21st century global economy (Hargreaves & Shirley, 2012; Ripley, 2013; Wagner, 2008, 2012; Zhao, 2012). The Global Education Reform Movement with its emphases on standardization, accountability, and testing has left many of our students disengaged, unmotivated and underachieving (Robinson & Aronica, 2015; Sahlberg, 2015). The most serious crises occur among poor and minority students with potential for high achievement but little opportunity to develop it (Plucker, Hardesty & Borroughs, 2013; Tough, 2012, 2016). The report Talent on the Sidelines: Excellence Gaps and the Persistent Talent Underclass identified a national crisis: an “excellence gap,” which denotes a persistent achievement gap that exists at the higher levels of academic performance (Plucker, Hardesty, & Borroughs, 2013). They conclude that clearly different approaches are needed to develop talent to advanced levels in order for all students to reach their true potentials. “What we urgently need is a new engine of economic growth… and there is general agreement as to what that new economy must be based on: innovation” (Wagner, 2012, p. 2).

How can we design engaging and motivating curriculum, instruction, and assessment in order to equitably educate future innovators for success in the new economy? One promising new approach is Talent-Targeted Teaching and Learning, a brain-based model for talent development that fosters students’ talent aptitudes for content expertise, metacognition, and creative problem solving. All of us have talent potential, capacities or aptitudes that can be developed (Duckworth, 2016). An aptitude is an innate or acquired capacity, a fitness or inclination (Merriam-Webster, n.d.). The use of “aptitude” as a synonym for talent captures its dynamic nature. In Talent-Targeted Teaching and Learning, teachers and students set “talent development goals” which align explicitly targeted talent aptitudes with content standards in English language arts, mathematics, social studies, and the arts. Using the Talent-Targeted Teaching and Learning approach, we expect students to achieve the required standards but also to work toward long-range aims for talent development. The learning experiences and performance assessments explicitly target the development of specific aptitudes such as creativity, insight, persistence or logical reasoning which undergird student engagement, motivation, and achievement (Figure 1).

<table>
<thead>
<tr>
<th>Talent Development Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-Created</td>
</tr>
<tr>
<td>Use creativity to identify a topic of interest and communicate at least three different perspectives and corresponding perceptions on that topic (Talent Program Solutions, 2016).</td>
</tr>
<tr>
<td>Student-Directed</td>
</tr>
<tr>
<td>I demonstrate creativity through new or unusual ideas that are imaginative or inventive.</td>
</tr>
</tbody>
</table>

Figure 1. Teacher and student talent goals aligned with English language arts standard

The Talent-Targeted Teaching and Learning Models in elementary and secondary-level STEM and the humanities integrate research-based instructional design principles and essential strategies
that are transferrable across the curriculum. They explicitly integrate the *Design for Innovation Framework*, 15 evidence-based instructional design principles (Figure 2). Each principle targets authentic processes designed to develop future innovators, such as “structure learning around open-ended problems,” “challenge critical and creative thinking” and “design authentic performances for real audiences” (Talent Program Solutions, 2016). The STEM and humanities studies demonstrate key essential strategies for talent development such as arts integration, concept development, and personalization of standards-based curriculum using local issues and community resources. Students develop a sense of purpose as they see that their efforts can make a difference and that they have a role, starting in their local community, in making the world a better place.

**Content Design Principle: Engage Differing Perspectives**

*Perspective* can be defined as a point of view, viewpoint, position, stance, stand, or attitude. Lessons that provide opportunities for students to engage in differing perspectives develop flexibility, one of the four creative thinking abilities (fluency, flexibility, originality and elaboration). E. Paul Torrance, known as the “Father of Modern Creativity” derived the four creative thinking abilities from studying the real-life creative achievements of famous scientists and inventors as well as from examples of “everyday creativity.” He maintained that creative thinking abilities can be improved through “creative teaching.”

*Talent Development Continuum for Creativity*

<table>
<thead>
<tr>
<th>Teacher Rubric: Based on the talent development tasks in this lesson module, the student</th>
<th>Emerging</th>
<th>Progressing</th>
<th>Advancing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates typical ideas; makes literal connections.</td>
<td>Demonstrates some divergent thinking; makes appropriate, if expected, connections.</td>
<td>Demonstrates divergent thinking through unusual or clever ideas; makes unexpected or imaginative connections.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Rubric: My work on the talent development tasks in this lesson module shows that</th>
<th>Emerging</th>
<th>Progressing</th>
<th>Advancing</th>
</tr>
</thead>
<tbody>
<tr>
<td>I sometimes think of new ideas and how things could be improved. I prefer to follow a model or pattern that already exists.</td>
<td>I think of ideas for new projects and can imagine how things could be improved. I sometimes put these new ideas into practice.</td>
<td>I enjoy thinking of many, different and unusual ideas. I often imagine what could be and discover original ideas for new projects or how to improve things.</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 2.** Example of the evidence-based design for innovation framework principles.

The Talent-Targeted Teaching and Learning Studies use authentic performance tasks to assess students’ talent development and mastery of the content standards. Product-based Learning (PBL) is key to fostering student autonomy, engagement, and content mastery (Zhao, 2012).

**Figure 3.** Rubric for learning progressions in creativity aptitude, teacher and student versions

Teachers assess students’ growth using a *Talent Development Continuum* rubric (Figure 3). Students use corresponding rubrics to self-assess, reflect, and record their progress in their Talent Development portfolios. The Talent Development rubrics define the learning progressions for each talent aptitude, thus acting as formative assessments for future instruction.

Creating and assessing talent development goals personalizes instruction and develops a growth mindset (Dweck, 2006). The Talent-Targeted Teaching and Learning Model can be used with gifted students to advance their identified talents, in grade-level groups to challenge talents of
progressing students, and with at risk students as a catalyst for identifying emerging talents. All students are more motivated to face tough challenges because their aptitudes and interests are engaged. The model recognizes a broad range of talents and presents a continuum of growth so that students have clear targets for deliberate practice and improvement (Duckworth, 2016).

Teachers are enthusiastic about using the Talent-Targeted Teaching and Learning model. One fifth grade teacher in an inner city school found that one of the most valuable aspects was having the language of the talent aptitudes for the students to internalize their higher order thinking. Students reported that they had a new language that “made them feel challenged” and that “gave new meaning to their lives.” They came to use talent aptitude terms like creativity and empathy with ease. Students used the Talent Development Continuum rubrics to self-assess their progress and were able to explain why they chose the levels of emerging, progressing, or advancing in each talent aptitude. “The lessons were different. The kids were into it” (A. Lannigan, personal communication, January 31, 2017). Students find that Talent-Targeted Teaching and Learning is engaging and empowering. They reflect on their progress in each lesson module’s targeted talent aptitudes. For example, the targeted aptitudes in one Perspectives in Art and Culture humanities task are curiosity, persistence, and metacognition (Talent Program Solutions, 2016). One inner city fifth grade student, who is an above grade level reader but who is not identified for the school’s gifted program, wrote in her reflection:

I was interested because we got to use art to express our opinions. I was very motivated to make a point and show how we can change. I learned that I was good at showing the real-world problems… I worked well with my photo subjects and I took the lead. I was a little bossy, so I could have been nicer. Metacognition was my strong point, and persistence needs to be developed.

Talent-Targeted Teaching and Learning engages and advances students’ talents in STEM and the humanities by aiming beyond content mastery to target the development of specific aptitudes essential for success in life and career. All students have opportunities to develop and progress so that every child is challenged, every day (TPS, 2016).

References
Assessing the Alignment of Curricula, Internships, Industry Certifications and Employer Perceptions to Job Standards

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Abstract
As part of the Florida Information Technology Career (FITC) Alliance, researchers assessed the high school-to-college pipeline and subsequent technology and computing education career pathways. Researchers examined and compared:
• curricula from participating institutions’ information technology (IT), computer engineering (CE), computer science (CS), and information systems (IS) programs;
• job postings from two of the college campus career resource centers; reviewed internship posting from one university career center;
• IT industry certification standards; and
• IT employer interview data.

With these comparisons, researchers sought to document the extent to which select Florida institutions were preparing students for college and career in IT and related fields. In the study reported here, the researchers focused on the alignment between two and four-year programs and employer needs.

Table 1. Reviewed Syllabi by Institution and Program (N=245)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program</th>
<th>Syllabi (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Information Technology</td>
<td>26</td>
</tr>
<tr>
<td>A</td>
<td>BA - Computer Science</td>
<td>29</td>
</tr>
<tr>
<td>B</td>
<td>Computer Science</td>
<td>15</td>
</tr>
<tr>
<td>B</td>
<td>Information Technology</td>
<td>15</td>
</tr>
<tr>
<td>A-B</td>
<td>Computer Engineering</td>
<td>21</td>
</tr>
<tr>
<td>B</td>
<td>Information Science</td>
<td>14</td>
</tr>
<tr>
<td>C</td>
<td>Computer Information Technology</td>
<td>31</td>
</tr>
<tr>
<td>C</td>
<td>Networking Systems Technology</td>
<td>50</td>
</tr>
<tr>
<td>C</td>
<td>Information Technology Management</td>
<td>24</td>
</tr>
<tr>
<td>C</td>
<td>Computer Systems Networking</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>245</td>
</tr>
</tbody>
</table>

The researchers began by identifying academic competencies listed in the syllabi from courses at participating state colleges and universities. These competencies were drawn from the Florida Department of Education (FLDOE) Information Technology standards for both secondary and post-secondary education; Association for Computing Machinery (ACM)/Institute of Electrical and Electronic Engineering (IEEE) computing standards for Information Technology (2008), Computer Science (2013), and Computer Engineering (2004); and ACM and Information Systems Association (IAS) standards for Information Systems (2010). The research team analyzed a total
of 245 syllabi from 10 programs, as illustrated in Table 1. The researchers used the same competencies to examine job and internship postings extracted from university career centers. After removing duplicate postings, the researchers analyzed 134 unique job postings and 82 unique internship postings. The job posting and internship analyses are depicted in Table 2.

Table 2. Job and Internship Postings by Institution and Program Area

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program Area</th>
<th>Job (n)</th>
<th>Internship (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Computer Engineering</td>
<td>82</td>
<td>30</td>
</tr>
<tr>
<td>A</td>
<td>Computer Science</td>
<td>126</td>
<td>73</td>
</tr>
<tr>
<td>A</td>
<td>Information Systems</td>
<td>33</td>
<td>17</td>
</tr>
<tr>
<td>A</td>
<td>Information Technology</td>
<td>66</td>
<td>48</td>
</tr>
<tr>
<td>C</td>
<td>Combined Networking</td>
<td>73</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Information Technology Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer Systems Networking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>380</td>
<td>168</td>
</tr>
</tbody>
</table>

The final data set also included data from interviews with 16 IT employers. After data were recorded and transcribed, researchers coded the transcripts for employer-identified competencies. The codebook derived from the ACM/IEEE IT Body of Knowledge framework augmented with high-frequency competencies that emerged from the quantitative data. The competency frequencies from the interviews were then compared to the competencies derived from the job and internship posting analyses as well as those expressed in syllabi. From these analyses, researchers concluded that the two-year and four-year programs under study imparted key technical competencies required by FLDOE Career and Technical Education (CTE) frameworks and ACM/IEEE IT curricula recommendations. These competencies were also required to prepare candidates to qualify for the high need IT jobs delineated by the Florida Board of Governors (BOG): Computer Network Architects, Computer Systems Analysts, Computer Programmers, Applications Software Developers, Systems Software Developers, and Graphic Designers (Florida Board of Governors, 2013). However, the literature review, interview data analysis, regional job and internship posting analyses also suggested that applied skills such as critical thinking, problem solving, teamwork, and written and verbal communication were just as important for job success as technical skills. Although applied skills were more difficult to detect in learning outcomes, determining the extent to which technical preparation programs foster these skills presents a fertile area for further research. The specific role of high school programs in readying students for IT careers is also an area for additional investigation.

**Keywords:** STEM, technology, curricula, employers, internships, industry certifications

**References**


Teacher Efficacy as a Driving Force to the Democratization of Education

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Abstract
The big question of ownership of learning has been widely debated in the field of teacher education with scholars such as Deborah Meier, Ron Berger, Dylan Wiliam, Carol-Ann Tomlinson, and Alfie Kohn, for example, arguing for the democratization of education where students have more voice and choice in the process of learning. Under this broad topic come related questions: What is democratic teaching and learning? What is student-driven learning? Are they the same thing? What is the impact of student voice and choice in the classroom on student learning? What role does the teacher play when power is shared with students? Based on our years of experience as classroom teachers where students were integral players in the decision-making processes around how and what was learned in our respective classrooms (one in elementary and one in secondary in a publicly funded Catholic school board in Ontario, Canada), our belief in the benefits of the democratic classroom on student learning, not to mention our perceived comfort level with its implementation, was high. Even though we were developing our classroom practices in different settings and at different time periods, each of us were defining for ourselves and with our students what a democratic classroom looked like, how it differed from the conventional classroom experience, how community and relationship building was fundamental to our practice, and what attitudes, skills, and knowledge were essential in its implementation. What we learned when we began collaborating with one another at the university level was that while we were working as classroom teachers in the public system, both of us had been operating in isolation, with little/no support from colleagues. We were the outlier, the renegade teacher who was experimenting with innovative instructional practices that we had heretofore had only read about in educational texts. As educators we wanted to be agents of change and transform education by empowering students who were often tuned out, disconnected, struggling or simply complying and playing school to want more and to demand their voices be heard. We witnessed the powerful effects of inviting students to co-learn with us in a safe and caring learning community where the students’ curiosity and questions and not content drove instruction thus resulting in deeper learning that was intrinsically motivated and ignited students’ passion for learning. In this environment, the learning in community mattered and was valued more than simply achieving grades. We were genuinely excited about the potential for students and teachers alike, but also knew that despite this real potential, this type of democratic teaching and learning was happening in classrooms few and far between. We experienced, first hand, the transformative effect democratic teaching practices had on our students, both as learners and as citizens. As a result of our implementation of this teaching and learning approach, we were able to witness our students’ levels of engagement increase in demonstrable ways, their critical thinking and interpersonal communication skills improve dramatically over time, we saw an increase in the number of students taking responsibility of their own learning resulting in better overall learning outcomes, and we experienced the benefits of creating a positive, collaborative, safe, and inclusive learning community, where all students were...
able to learn, grow, and thrive. In order to break the inevitability of isolationism for future teachers who might be willing to attempt this teaching and learning approach, we were convinced that by modeling the democratic classroom at the faculty level we could embolden more teacher candidates to embrace this approach and bring it into their future practices in larger numbers than previously seen and not feel the burden of being the "few and far between" teachers who are willing to challenge the status quo. By seeing the benefits of the democratic classroom themselves as learners, our expectation was that teacher candidates would whole-heartedly want to implement this approach in their own teaching practices. By sharing our journeys as instructors at a faculty of education in Toronto, Ontario, Canada, we will be disclosing our challenged assumptions, teacher candidate push-back, collegial pressures to conform, and how our co-dependence on one another served to buoy us forward against the resistance to change we encountered along the way. At the same time, our goal is to honour multiple perspectives on the issue, and create an opportunity for deep and rich learning for both our participants and us.

**Keywords:** democratic education, teacher efficacy, teacher education
Global Leadership Competency Development in Adult Education Graduate Programs

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Abstract
This paper presents the results of a multiple-case study describing the curricular and co-curricular practices to incorporate global leadership competencies in selected adult education graduate programs in the United States and Western Europe. In 2014, the Commission of Professors of Adult Education (CPAE) published updated Standards for Graduate Programs in Adult Education, which included two standards addressing globalization and leadership. The global leadership competencies described in this study are defined by Bird’s (2013) framework of nested global leadership competencies. Faculty participants in the selected adult education graduate programs reported eleven curricular (within the classroom) themes as well as eleven co-curricular (programmatic) themes. The curricular themes included embedded discussions, writing exercises, selection of readings/texts, targeted assignments, presentations, teamwork, self-directed learning, online learning, personalized projects, use of guest speakers, and innovative use of technology. The co-curricular themes included developing a research agenda, providing specific courses, encouraging attendance at conferences, engaging in mentoring, accepting more international students, expanding study abroad opportunities, coordinating alumni support, offering professional development opportunities, encouraging volunteering/campus involvement, and increasing awareness at admissions.

Keywords: global leadership, curriculum development, program development
The Impact of New Teacher Mentoring Programs: A Mentor’s Perspective

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Abstract
High attrition rates among new teachers are negatively impacting the stability and continuity of school-based instruction. The U.S. Department of Education federal initiatives (e.g., No Child Left Behind, Race to the Top, and Common Core) as well as district-based mandates have increased the attention and demands on recruiting and supporting high quality teachers. Mentoring programs are a feasible and practical venue to significantly increase teacher retention, increase stability and collegiality in local schools and districts, and create effective strategies to increase new teacher confidence and competencies. This study explored the experiences of seven new teacher mentors. Data was collected through focus group sessions. During these sessions, the mentors identified characteristics and competencies for new teachers and mentors, shared some of the personal successes and challenges they experienced as a mentor, explained the key professional responsibilities and interpersonal aspects necessary to make the mentor/mentee relationship flourish, and shared some positive outcomes that resulted from the mentor experience. Findings from this study can be used by the education and research communities to improve the induction experiences of new teachers, increase the commitment and engagement of veteran teachers, and reduce the attrition rates of dissatisfied teachers who choose to leave the field.

Keywords: mentoring, new teacher induction, professional development, training

Acknowledgements
The researcher would like to thank Richard E. Osorio for his assistance with the development of the interview protocol and the facilitation of the focus group sessions for this study.
Clinical Supervision Model: Mentors’ and Teacher Trainees’ Journey in Teaching Practicum

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Abstract
Constructive feedback is one of the crucial components of teacher education process. The Clinical Supervision Model (CSM) is a collaborative supervision model which allows active participation of the teacher trainee and supports the quality of pre-service teacher education with reflective and constructive feedback. Four trainees were observed for 10-week during the teaching practicum in 2015-2016 spring semester using CSM’s observation and conferencing techniques. The reflection papers, in-class notes, voice recordings and interview results were analyzed. Three out of four trainees were positive about the process. The mentors were happy to be trained to use CSM. Only one pair reported negative reflections about the communication between us. Overall, CSM process was a helpful and supportive side of the teaching practicum experience.

Keywords: teacher education, teaching practicum, clinical supervision model, constructive feedback, reflection
Determining the Musical Competencies of Classroom Teacher Candidates in Turkey by Using the Delphi Method

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Abstract
Beginning from the 1990s, a number of standards have been developed about the qualifications of teachers and their competencies in Turkey. The special field competencies for classroom teachers consist of eight dimensions. One of the dimensions is ‘Art and Aesthetic’. The competencies of ‘Art and Aesthetic’ have been defined under four titles and each title consists performance indicators of three levels. However, ‘Art and Aesthetic’ competencies and performance indicators are more in context with visual arts. Therefore, it is needed to define the musical competencies of classroom teachers. In this research, to determine the musical competencies for classroom teacher candidates, a Delphi study had been conducted in three rounds whether there is a consensus among experts or not. After three rounds of Delphi application, the findings indicate that there has not been reached a consensus on: “following the art activities and publications” and “composing music pieces” competencies. At the end of this research, musical competencies for classroom teacher candidates were determined. Taking these competencies into consideration is recommended to create and develop effective arts education programs in teacher training programs in Turkey.

Keywords: musical competencies, classroom teacher candidates, “art and aesthetic” competencies, delphi method
Part 3: Education in Other Specialties
“There Is Nothing That I Learnt in Sport That Doesn't Apply to Business, or Life”: The Continued Education and Career Development of Professional Sports People

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Abstract

The business of sport has always been popular in countries all over the world. This research shows the success of organisations such as RUPA (Rugby Union Players Association), Universities, Industry and Players of Rugby when they play together off the field in educating professional sports people. This research was completed over 3 years, with 2 different rugby organisations, the NSW Waratahs and the 2016 Olympic qualifying Australian Rugby 7s'. The use of the Curriculum, Assessment and Pedagogy (CAP) model, shows a tailored education program designed specifically for professional sportspeople, not used to sitting in a classroom for any length of time. The CAP model provided rugby players/students with guest lectures by industry experts and using their industry partners enabled students to tour major industry facilities to cement their classroom learning. Outcomes included 20 rugby players graduating from the advanced diploma of management program over a 3-year period. The collaboration of such organisations over a 3-year period also resulted in reciprocal university research for these sporting clubs, and their industry partners. The CAP model designed for professional sports people bring sport, industry and education together off the field, a collaboration resulting in win-win outcomes for all.

Hayes (2003) sees curriculum as a shared vision for classroom learning, she also believes there is a strong link and commitment to be able to align curriculum, assessment and pedagogy. Bernstein (1973) says “curriculum defines what counts as valid knowledge, pedagogy defines what counts as valid transmission of knowledge and assessment defines what counts as valid realisation of this knowledge”. Allen (2004) defined pedagogy as is “the art of teaching where different practices are informed by different educational philosophies”. Gore (2001, p.124) refers to pedagogy as “to what takes place in the classroom and other teaching sites”. Pedagogy can “provide the university and the school communities with unique perspectives on teaching and learning” (Lytle and Cochran-Smith, 1994, p.24). Studies by and Newmann and Associates (1996); Avery (1999); Avery and Palmer (2001) all state authentic pedagogy in conjunction with assessment has a positively link to authentic performance of students.

Traditionally assessment has been used to grade students or satisfy the demands of external parties via a form of accountability (Shepard, 2000). Assessment however, should also be used to support the learning of students and encourage an enhancement of understanding of course materials. Some academics have shown a shift in traditional assessment methods to what is known as a type of continuous quality improvement known as learner centred instruction and assessment. This type of assessment involves classroom assessment techniques (CATS) which attempt to shift the focus from teaching to learning by linking it with various assessment tools.

However, current research has found that the link of the three criteria is not being used by teachers in the classroom in terms of the “framework of intellectual quality, relevance, supportive
classroom environment and recognition of differences” (Gore 2001p.124). Current and new teachers according to Gore (2001) are not producing what she coins “Productive Pedagogy” or student learning outcomes that can be measured. In fact, research by Newmann and Associates (1996) found in the United States that it was rare to find authentic pedagogy. This leads to the research problem: “Can a course be delivered to professional sports people using the CAP model?”.

The research problem then led to each of the following research questions:

- RQ1: Can Curriculum be tailored to meet the needs of professional sports people?
- RQ2: Can Assessment be tailored to meet the needs of professional sports people?
- RQ3: Can Pedagogy be tailored to meet the needs of professional sports people?

The challenge for teaching professional sports people is that they are not used to long periods of time sitting in a classroom, so careful planning was essential in the delivery and course content organisation. This paper reports on the findings from two case studies, the NSW Waratahs and the Australian Rugby 7’s, who undertook further education by selected players in 2014 and 2016. Case studies are useful when the “boundaries between phenomenon and context are not clearly evident” (Yin 2003, 13) and is therefore appropriate given the inextricable connection of curriculum, assessment and pedagogy (CAP). Eisenhardt (1989) defines case study as “a research strategy which focuses on understanding the dynamics present within single settings”. Merriam (2009:40) defines case study as “an in-depth description and analysis of a bounded system”. Convenience sampling was used to select these cases with the intention of extending current theory (Eisenhardt 1989) by exploring this phenomena in sporting organisations, with varying organisational contexts. All case organisations were based in one NSW region in Australia (Sydney CBD), students were all paying members of RUPA, and operated in the professional sports sector (rugby). The two cases discussed in this paper were selected as they provided interesting contextual contrast in terms of players, the game and location of delivery.

After the first 2014 delivery of the advanced diploma of management to the NSW Waratah players, academics from the UON business school were able to form a close network between RUPA and the NSW Waratahs players and their business stakeholders. During 2015 and 2016, UON academics were able to use these networks for research, and university student learning. Students undertaking the bachelor of Business or Commerce at the University of Newcastle (Ourimbah Campus) who were undertaking the Work Integrated Learning Unit of Project in Business BUSN3001 are sourced from all disciplines. As part of their learning, they were invited by RUPA and the NSW Waratahs to tour their training facility and to gain an understanding of the running of a professional sporting club where revenue was from members, television rights, ticket and gate sales as well as merchandise. Due to the close relationship that professional sporting clubs have at Alliance stadium in Sydney, students were also invited to tour the Sydney Roosters facility and talk to the Chief Financial Officer (CFO) regarding the differences in revenue streams by Rugby Leagues clubs. QANTAS also invited the UON students to tour their training facility. The Australian Rugby 7’s also invited a student in to research the possibility of a membership base for the 7’s. The relationships were now becoming truly reciprocal. This reciprocal collaboration has resulted in students undertaking projects as part of their work integrated learning (WIL) with both the NSW Waratahs and Sydney Roosters. The NSW Waratahs project saw a student review the current membership initiatives and research other possible initiatives.
The case studies of the NSW Waratahs and the Australian Rugby 7’s shows that this CAP model suits their style of learning. Students like that the curriculum is designed with their future careers in mind, that the assessment tasks enable them to write business plans and deliver presentations as both a group and as an individual. Finally, the use of guest speakers and excursions compliments the theory learnt in the classroom. The CAP model in particular suits professional sports people not used to spending huge amounts of time in a classroom. The model compliments their physical needs with their educational needs by stimulating them with a combination of classroom learning, guest speakers and excursions, and led to the unexpected external engagement with stakeholders from the University, Sports, and Industry. Truly a win-win situation for all parties.

Keywords: collaboration, curriculum, assessment and pedagogy.

References

Truancy in Secondary Schools: A Case Study

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\textbf{Abstract}

Truancy is any intentional unauthourized or illegal absence from compulsory education. It is absence caused by students of their own free will and usually does not refer to legitimate absences such as one related to medical conditions. What makes them to do such behavior? What can we, as adults, do as conditions? These are the questions the researchers wish to find answers in this study. As a disorder, truancy causes many anti-social problems in all societies. Many students are deprived of education. This is a research about truancy in secondary schools in Konya in Turkey. In this study, Case Study Method is used. The researchers interviewed 20 male students selected from 1st and 3rd grades in one of secondary schools in Konya to understand the reasons which made them to escape from their schools. In addition, the researchers will suggest some implications for practice about problems which the researchers believe to solve. Details about the findings of this research will be presented in the congress.

\textbf{Keywords:} truancy, school absences, secondary schools, case study, behavioural problems
Perceptions vs. Reality in MVPA for College Students

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Abstract
The primary purpose was to investigate Early Childhood Educator (ECE) students’ perceptions of their own physical activity (PA) levels while supervising preschoolers on the playground; additionally examining preschoolers PA levels during playground time. ECE students cite lack of training in PA/physical education as a barrier to promoting PA to preschoolers on the playground, and perceive safety and supervision as their main role rather than the promotion of PA (Lanigan, 2014; Wright, 2013). Twelve ECE students were given instructions to engage with the children and to support safety. ECE students were questioned as to their perceived moderate to vigorous physical activity (MVPA) prior to wearing an Actiheart® monitor during three sessions on the playground. Ten of the ECE students believed they would maintain MVPA levels for the majority of the outdoor session but only 36% engaged in MVPA at all, most for only a short time. ECE students have inaccurate perceptions of their level of physical activity while on the playground and are not stimulating high levels of physical activity in the children during playground time. Preschoolers (15 males; 14 females) were videotaped over 13 sessions and PA behavior analyzed using System for Observing Play and Leisure Activities (SOPLAY). Preschoolers were only in MVPA an average of 55% of the playground session. Previous studies have shown that preschoolers mimic the behaviors displayed by adults (Dyment & Coleman, 2012; Gehris, et al. 2014). However, when the ECE’s perception of PA and the actual PA does not coincide, the preschoolers are not receiving the adequate example needed to engage in MVPA for the recommended time each day. This study emphasizes the need for Teacher Education programs to include more information on motor skills, PA, and MVPA to the current undergraduates studying to become teachers.

Keywords: early childhood educators, teacher education, physical activity, moderate to vigorous physical activity, preschool activity levels
Examining Teachers’ Readiness for Using Technology in ECE in Turkey

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Abstract
Nowadays, technology has become an indispensable part of our lives as well as education, and majority countries are striving to catch up recent changes in technology and integrate it with education. “In Turkey, like many other countries in the world, the implementation of educational technology is the central focus right now” (Kurt, 2010, p. 68). The potential and promise of technology to promote enhanced learning has growing support in the research literature. Holden and Rada (2011) have noted that actively using technology as an educational tool in classrooms helps to make learning more effective. The results of their study also showed that teachers’ attitudes have a major role in the effectiveness of technology use in schools. Confident teachers who are early adopters of technology into instruction can positively affect students’ academic achievements. Thus, the purpose of this study was to examine teachers’ readiness to use technology in early childhood classrooms in Turkey. This study is significant to determine the level of teachers’ readiness to use technology in early childhood classrooms and their attitudes towards using technology as educational tools in the classrooms in Turkey. For the purposes of the study one kindergarten teacher who is working in Turkey currently was selected as a participant, and was conducted in interviews via Skype. She is living in a small city that is located in the middle of Turkey. She is teaching at a public kindergarten classroom, and her students are 6-years old. In addition, she has 5-years teaching experiences. The results showed that although Ministry of Education in Turkey has been creating a project to improve technology integration in early childhood classrooms, and providing classrooms with technological devices, teachers are not ready to use technology as educational tool because of different reasons such as preparing at university levels, age and personal attitudes towards technology.

Keywords: technology, early childhood education, teachers’ readiness
Gamification and Training

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Abstract
A game is simply an engaging activity where players interact, governed by a set of rules, receive feedback, and produce quantifiable results. The process may also elevate the emotional levels of the participants. "Gamification" is using game-based mechanics to engage, motivate and promote learning and solve problems. This abstract will address the history and background of gaming, gaming in the work setting, gaming in an educational setting, and the future of gaming. These concepts provide additional reasoning behind and critique of current and future Federal Aviation Agency (FAA) training efforts.

These processes and procedures involved in producing a game-based training program has significant effects for Federal Aviation Agency air traffic controllers. Air traffic control in the United States began at the St Louis, Missouri airfield in 1929, when Archie League stood by the runway waving a red flag (meaning hold) and a checkered flag (meaning go). From that humble beginning, a modern system of air traffic has evolved and continues to reach new heights in complexity, demanding equally new training innovations based on gamifications so that the air traffic controllers may serve the public in the best way possible.

The practice of “gamification” is of interest to professionals and leaders in academia, business, engineering and health. Coined by a British computer programmer and inventor Nick Pelling in 2002, the term gamification only began to be widely used in 2010 and referred to the reward aspect of software games (Kamasheve, Valeev, Yagudin, & Makismova, 2015). Since then, the term has evolved to encompass many environments. Some marketing companies use gamification as a tool for customer engagement. An example is customer loyalty programs and discounts to those customers who participate in incentives available through apps (Kleinberg, 2011). Gamification techniques can be applied to any learning application in any industry, from the military, to business, to education.

Gamification in the workplace is typically multi-faceted. It may involve widely diverse areas like sales training, job training, customer service or even project management. In addition to its flexible content, the use of gaming is enhanced by the use of e-learning venues. Given its positive attributes, the question remains: Is gaming prevalent in the workplace? In response to that question, Penenberg (2013) indicated that the list of corporations engaged in gamification is practically endless. Businesses such as Google, Microsoft, Cisco, Deloitte, Sun Microsystems, IBM, L’Oreal, Canon, Lexus, FedEx, UPS, Wells Fargo and others are using games to engage workers and as a result are more satisfied, better-trained, and focused on their jobs, as well they are improving products and services. Specifically, Google and Microsoft have created games to increase worker morale, quality control, and productivity. Canon’s repair technicians have learned trade skills by literally dragging and dropping parts into place on a virtual copier. Cisco has developed a “sim” called myPlanNet, in which players become CEOs of service providers. Gaming strategies are...
being used to enhance virtual global sales meeting and call centers which has reduced call times by 15 percent and are improving sales by 8-12 percent. IBM created a game that allows players to manage and run entire cities. L’Oreal created games for recruiting purposes and for gauging the skills of potential employees and helping them discover where in the corporation they would most like to work. Sun Microsystems has games for employee training. Lexus safety tests vehicles in a sophisticated driving simulator at its Toyota research campus in Japan. FedEx and airlines deploy game simulations to train pilots. UPS has its own version for new drivers and one game simulation mimics the experience of walking on ice. Penenberg also supported Entertainment Software Association’s claim that 70% of major employers use interactive software and games for training.

It should be noted that gamification in the workplace is not necessarily an attempt to create a true reality, rather it is a means to engage the learner in a competitive activity where skill and knowledge result in an evaluation where an individual’s performance can be compared one or more other players. Simulations, a forming of gamification, are common place throughout industry. Hi-fidelity manikins representing patients are routinely used to train nurses and allow doctors to perform surgery by looking at a computer screen rather than the patient. Airline pilots can qualify to fly a new type of aircraft in a simulator and the first time they touch the controls of a real aircraft is on a scheduled flight.

Gamification is also occurring in educational settings. Watson, Hancock and Mandryk (2013) showed that non-intrinsically motivating self-study activities can be turned into engaging experiences by introducing gamification. The researchers rewarded students with virtual currency, which they could invest into planting flowers and trees. After a certain period, the flowers and fruits could be harvested, which was accompanied by a visually rewarding explosion of stars. The gamification system also employed content unlocking, a complex point system, which provided a vast number of choices and social mechanisms such as watering other students’ gardens. Thus the system successfully addressed the player’s needs as described in the self-determination theory, i.e. competence, autonomy and relatedness.

There are intrinsic benefits to gamification in education. These benefits include students feeling ownership over their learning; a more relaxed atmosphere in regard to failure, since learners can simply try again; more fun in the classroom; learning becomes visible through progress indicators; students may uncover intrinsic motivation for learning; students can explore different identities through different avatars/characters; and students often are more comfortable in gaming environments.

In support of these benefits, there are three main ways that gamification can be applied to a learning environment. These include adapting grades, changing the classroom language, and modifying the structure of the class. Instead of solely using letter grades, there might be a ladder of experience points (XP) that the student climbs. These experience points might then translate to letter grades that are assigned based on how many points each student has accrued. With respect to changing the language that is used in the classroom, completing an assignment might be referred to as “embarking on a quest.” To gamify the structure of the classroom, a teacher might organize students into teams that work together to complete tasks and score points. A structural narrative can also function as a strong motivator and as reinforcement for the learning material, especially if the narrative fits the learning content. A unit on world geography, for example, might divide students into teams of explorers that are each assigned a country to explore and report back to the class.
The future of gamification is yet to be defined. There is strong evidence that the use of gamification in both education and training environments will continue to evolve and thrive. Wider applications such as found in the game “The World without Oil” which addressed potential world-wide problems. As gamification continues to grow, there should be room in the overall pro/con discussion for reflection and academic investigation as a means to identify best practices, application, and value of gaming in education and the workplace. If gamification is misused, it can lead to exploitation. On the other hand, properly employed gamification can result in added learning value not realized in other teaching/learning settings.

**Keywords:** gaming, gamification, education, training

**References**


21st Century Trends for Workforce Development

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Abstract
Creating a workplace setting that would incorporate 21st-Century Trends in Workforce Development is an invaluable topic and process because we are asking our businesses, companies, organizations and public and private educational institutions at all levels to meet these growing demands. While striving to cultivate the workplace setting, these trends will also assist in bridging the gap between the four generations that are currently working in the labor market. Also, these trends will guide the direction for economic impact on global, federal, state and local levels. The trends that are affecting our society and economic development are recruiting skilled workers, flexibility in the workplace, and technology innovation.

The ability to recruit skilled workers has declined because occupational requirements have changed and employees now need more formal education and training. The United States Department of Labor (1999) states that “while many workers will continue to be in occupations that do not require a bachelor’s degree, the best jobs will be those requiring education and training.” (p. 4). Understanding this shift in the restructuring of occupational requirements leads to the discussion of how do we address the issue of recruiting skilled workers, how do we attract the Generation Y and how do we retain the Baby Boomers already in the workforce?

First, we address the issue of recruiting skilled workers by soliciting buy-in from organizations to restructure their employee’s training development and learning frameworks to include informal learning along with formal learning (Dann, 2012). Within this framework, Dann (2012) took the approach that learning frameworks should provide a holistic approach to meet the demands of the 21st-century workers. Next, it was recommended to evaluate the organizations to ensure the skilled workers will be able to compete at global, federal, state and local levels. In 2011, Ouye stated that “a looming shortage of skilled workers will require both the embrace of Generation Y’s distinct workstyle expectations and, also, the active participation of older worker” (p. 4). So, to recruit the Generation Y group, employers must be able to embrace their unique ability to multi-task, non-traditional settings, and to be equipped with the latest technology (Ouye, 2011). The Baby Boomers need financial stability, health care, satisfaction with the jobs and work environment and are focused on consideration of family (Symer & Pitt-Catsouphes, 2007). The means to recruit the Generation Y group while retaining Baby Boomers require different strategies which may leave the labor market with a deficit in recruiting and retaining qualified applicants.

Flexibility in the workplace has become a prominent topic during the recruiting phase of the hiring process. As the work environment has shifted, people are seeking more flexibility with their work schedules and alternative work situations to meet the needs of their families. Hill, Grzywacz, Allen, Blanchard, Matz-Costa, Shulkin and Pitt-Catsouphes (2008) defined workplace flexibility as the opportunity for the employees to influence when, where and how they engage in the work-related task. To further clarify this finding, McNamara, Brown, and Pitt-Catsouphes (2012) provided the motivators and barriers for implementing flexibility in the workplace. The motivators are to assist with recruitment, influence the organizational performance by allowing them to
compete with other organizations during the hiring phase and have employees’ best interest at heart (McNamaraa et al., 2012). The barriers are financial obligations associated with implementing workplace flexibility, concerns about administering flexible options, and various other issues associated with flexible options (McNamaraa et al., 2012). Although flexibility in the workplace is a great option to offer employees, it is a relatively new concept in the labor market which is still being developing.

Technology innovation has become an integral component for recruiting skilled workers and offering flexibility in the workplace. The trend for implementing the latest technology tools in the workplace has awarded the employer and employees the opportunity to utilize these tools to communicate, store, and manage shared data without having a face-to-face meeting (Ouye, 2011). Also, technology has allowed employees to utilize telecommunication components as a method to establish convenient office locations (U.S. Labor Department, 1999). Offering telecommunication as a component during the hiring phrase makes employers appear to favor balancing family dynamics with work obligations. Although the integration of technology in the workplace has offered a lot of advantages for both the employer and the employee, there are some drawbacks to implementing technology. Some drawbacks for integrating technology in the workplace are that virtual office never closes, access to technology is constant and social interaction among employees may decline (U.S. Labor Department, 1999).

Recruiting skilled workers, flexibility in the workplace and technology innovation are three recent trends facing the 21-st Century Workforce. These trends need to be recognized because they offered great benefits to the employees, but they also may cause undue burdens on the employers. Although, these trends reflect the directions in which our workforce is head it still requires a great deal of research to evaluate their effectiveness and validity within the workplace. Our workforce is moving in the right directions to ensure that the economic development remains intact and produce steady growth while incorporating these trends into our workplace.

**Keywords:** recruiting, skilled workers, flexibility in workplace, technology innovation, workforce development

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The Moderating Effect of Educational Involvement on the Relationship Between Flow Experience and Vocational Well-being

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Abstract
This study examines the moderating effect of educational involvement (active vs passive) on the relationship between flow experience (cognitive absorption, time transformation, loss of self-consciousness, and autotelic experience) and vocational well-being. The EduFlow Scale and Scale of Psychological Well-Being for Adolescents were adopted for the study. The sample consisted of two groups: the basic cooking techniques course’s students (n=70) from gastronomy and culinary arts department and tourism management’s students (n=100). The data were collected by face to face questionnaire technique. A pilot study was conducted to evaluate scale validity. Furthermore, partial least squares structural equation modelling (PLS SEM) was applied for data analysis because of the data were non-normally distributed and sample size was small. Flow experience in teaching and learning in specific areas like music (Custoredo, 2002; 2005); computer programming (Wang and Chen 2010), and online-learning. Though, to our knowledge, the flow experience in tourism education is quite limited. Although reducing the experience on education to flow may have drawbacks, it is still a very explicative tool to ascertain the learning experience of the students. In their pioneering religion sociology study, Neitz and Spickard (1990:25). try to comprehend why some people experience flow in religious settings and others not, which practices, institutional structures, and beliefs facilitate flow experiences and which inhibit it, and how socio-cultural differences play a role in perceptions of flow? In the same vein, we adapt these questions to the educational settings, particularly in tourism education. How some students experiencing flow that impacts vocational well-being? Although there are various responses to this very question, flow literature suggests the involvement can explain the relationship among the flow and well-being.

Optimal experience is a concept emphasize on the individual actions to seek for happiness excluding the external conditions. Deriving upon the optimal experience, a distinguished state was conceptualized by Csiksentmihalyi (1990) called “flow”. He describes flow as a state which people so involved in an activity that nothing else seems to matter, for the sake of enjoyment, people pursue that activity even at great cost. The optimal experience then, is characterized as a perceived balance during the activity between personal skills and situational challenge. Hereby, the flow state as a form of optimal experience enlightens the reason and the function of meaningful experience. Flow exists when the personal skills are equal to required challenges and the performer of the activity is connected to the given performance. (Heo et al, 2010:209; Jackson and Marsh, 1996:17). The research of flow aims to ascertain the state apart from its consequences (the end product) or the extrinsic good provided from the activity but the intrinsically motivated, autotelic (auto: self, telos: goal) activity. The characteristics of flow experience are listed below: (Nakamura and Csikszentmihalyi, 2002: 89).
• Intense and focused concentration on what one is doing in the present moment
• Merging of action and awareness
• Loss of reflective self-consciousness (i.e., loss of awareness of oneself as a social actor)
• A sense that one can control one’s actions; that is, a sense that one can in principle deal with the situation because one knows how to respond to whatever happens next
• Distortion of temporal experience (typically, a sense that time has passed faster than normal)
• Experience of the activity as intrinsically rewarding such that often the end goal is just an excuse for the Process.

Nakamura and Csikszentmihalyi (2002: 91) state that every person is able to experience flow in any activity. From ironing clothes to playing chess, the activity varies. It depends on the conditions and the given individual’s history. Adversely, activities can bore or create anxiety depending on the same variables. Hence, the subjective challenges and subjective skills, impact on the quality of a person’s experience. Regardless of cultural and demographic differences optimal experiences described in the same way by participants of the seminal study all over the world (Csikszentmihalyi, 1990:4). The studies on flow validates that the concept of flow is universal and can be experienced in any activity, including sports (Jackson and Marsh 1996), tourism and leisure (Coffey and Csikszentmihalyi, 2016), information technology usage (Agarwal and Karahanna 2000). In this study, drawing on the flow in education literature, four dimensions of flow was adapted. These are; cognitive absorption, time transformation, loss of self-consciousness, and autotelic experience (Heutte et al., 2016). Cognitive absorption is the state of deep involvement in an activity focused on understanding with—or without—software (Heutte et al., 2016). Time transformation, the experience of complete absorption in the present moment. Loss of self-consciousness is concern for the self disappears during flow as the person becomes one with the activity (Jackson and Marsh, 1996: 19). Autotelic experience: It is a gratifying state of deep involvement and absorption that individuals report when facing a challenging activity and they perceive adequate abilities to cope with these challenges (Heutte et al., 2016).

Aiming to determine the effects of macrolevel social changes on individual’s sense of well-being, Ryff (1989) elucidates the given literature and suggests 6 dimensions to operationalize the concept. The dimensions are summarized below: (Ryff, 1989: 1071; Ryff and Keyes, 1995: 720).

• Self-Acceptance is the central feature of the mental health and health as well as a characteristic of self-actualization, optimal functioning, and maturity. The positive evaluations of oneself and one's past life.
• Positive relations with others is posed as a criterion of maturity. Drawing upon the developmental stage theories, this dimension stresses achievement of close unions with others (intimacy) and the guidance and direction of others (generativity). The possession of quality relations with others.
• Autonomy refers to the independence of an individual who focuses on the internal locus of control and connected to her own moral standards, a sense of self-determination.
• Environmental mastery is the extent to determine the ability of an individual to manipulate the complex environments. The capacity to manage effectively one's life and surrounding World.
• Purpose in life predicates the beliefs that give one the feeling there is purpose in and meaning to life. The belief that one's life is purposeful and meaningful.
Personal growth investigates if the one continue to develop one's potential, continued growth and development as a person.

Other approaches to well-being a balance between the resources of a person and the challenges that person faces. In other saying, psychological, social and physical resources need to meet a particular psychological, social and/or physical challenge. When individuals have more challenges than resources, the stability of well-being possibly fails (Dodge et al., 2012: 230). Parallel to the flow state, the well-being also depends on the balance with the challenge. In flow experience, the factor sustains the equilibrium is challenge. The perceived challenge of a given task affects both the flow and the well-being. Optimal experience in flow was characterized by high cognitive involvement. Studies show that the subjects who experienced flow as optimal experience score significantly higher on measures of psychological well-being than those who did not experience flow as highly enjoyable (Clarke and Haworth, 1994). Schmidt (2010: 608) asserts that the active learning environments which students involve relatively more when compared to traditional learning environments stimulates flow experience more. Csikszentmihalyi (1997) also notes that the involvement is related to flow experience and feeling positive. Accordingly, the flow experience has impacts on psychological well-being (vocational well-being in this study) and the active involvement seems to moderate the relationship between flow and well-being.

Keywords: flow, tourism education, involvement, well-being

References
Analyzing the Mission of Tourism Management Programs in Turkey

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Abstract
Tourism education is a unique phenomenon surrounded by various stakeholders with conflicting interests. The interests of stakeholders overlaps in the education given in tourism education institutions. The development of tourism education is therefore vary in the given context. Airey (2008) asserts that the tourism education in a formal schedule started at 1960s as a discrete domain. Drawing upon Jafari’s (1990) four platform, he identifies the distinct feature of development process relevant to tourism education in UK. The first one is the industrial stage depicting the economist view in tourism education. The latter one is the benchmark stage that provides education that does not directed to sole pragmatic reasons but also focuses on philosophical and longer term perspective. The last one is so called the mature stage that shows that the tourism education is now in a self-reflecting stage. The stage that deals with the sophisticated issues in teaching, curriculum, and the education strategies. From this point on, it is important to know the developmental process of the educational institutions in different parts of the world and differentiated tourism education strategies. This paper examines the tourism education. The driver of the study is to comprehend the strategies through the universities:

• What are the mission, vision, values, and the purposes?
• Which are the predominant stakeholders?
• Is it possible to determine some patterns in educational approaches?

This study seeks the answers of the questions above via content analysis. The analysis is consisted of value, purpose, and the vision and mission statements of graduate tourism schools in Turkey. The official websites were examined and the data were classified thematically. The sample of the study consisted of 48 tourism management programs. The total tourism management programs in Turkey is 63. Some universities have more than one program in different campuses and some have evening education. Extracting those and the programs in North Cyprus (3 programs), the sample represents the all present tourism management programs in Turkey. The data for the use of the analysis were compiled between January 2015 and April 2015 by the authors. The data were collected from the official websites of the tourism faculties in Turkey. The statements of mission, vision, values, and targets were included in the data analysis. Statements were examined via content analysis. Analysis were conducted by three researchers (one independent researcher as a judge position). The data were examined via content analysis. Drawing upon the content analysis literature (Camprubi and Coromina, 2016), we conducted the following categories, namely, topical issues, sampling method, objectivity, systematisation, and reliability. A pre-test of the analysis were on the tourism school’s patterns according to their generation classification. Then the codes were deduced. The codes were discussed and some categories created. Finally, we reached four basic themes to explicate the missions of tourism programs. The sampling method was to provide data from each university having a tourism program in whole country. In order to achieve
objectivity, after coding separately, authors compare the analysis with an independent researcher (the judge) who did not take role as an author in the study. The systematization was provided by the analysis units of the study. There were two main units: the tourism faculties and the tourism management programs. Each unit was examined separately. Then the overlapping statements were identified and consolidated in common categories. The reliability of the analysis were provided via the researchers’ and the judge’s reviews and the double checking of the data. Table 1 shows the findings of the study.

**Table 1: The Findings**

<table>
<thead>
<tr>
<th>Themes</th>
<th>Categories</th>
<th>Codes</th>
<th>Frequency</th>
<th>Stakeholder</th>
</tr>
</thead>
<tbody>
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<td>Knowledge</td>
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<td>ACADEMY</td>
</tr>
<tr>
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<td></td>
<td>Theoretical</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>Academic</td>
<td>12</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>Scientific</td>
<td>17</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Foreign language</td>
<td>24</td>
<td></td>
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<td></td>
<td></td>
<td>Tourism knowledge</td>
<td>6</td>
<td></td>
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<tr>
<td>Vocational</td>
<td>Management knowledge</td>
<td></td>
<td>8</td>
<td></td>
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<tr>
<td></td>
<td>Information technologies</td>
<td></td>
<td>15</td>
<td></td>
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<tr>
<td></td>
<td>Practice</td>
<td></td>
<td>26</td>
<td></td>
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<tr>
<td></td>
<td>Training</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experience</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practical information</td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Career</td>
<td>Employment opportunities</td>
<td>Manager</td>
<td>50</td>
<td>STUDENT</td>
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<td>Employment positions</td>
<td>Manager Candidate</td>
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<tr>
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<td></td>
<td>Middle Level Manager</td>
<td>17</td>
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<td>Top Level Manager</td>
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<td>Leader</td>
<td>13</td>
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<td>Entrepreneur</td>
<td>9</td>
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<td></td>
<td></td>
<td>Employee</td>
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<td>Workforce</td>
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<td>Qualifications</td>
<td>27</td>
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<td>Skill</td>
<td>12</td>
<td></td>
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<td></td>
<td></td>
<td>Quality</td>
<td>9</td>
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<tr>
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<td></td>
<td>Tourism vocation</td>
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<td></td>
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<td>Profession</td>
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<td></td>
<td>Career</td>
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<td>Employment in</td>
<td>11</td>
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<td>Public Employment</td>
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<td></td>
<td></td>
<td>Ministry of Tourism</td>
<td>5</td>
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<tr>
<td>Sector</td>
<td>The structure of the sector</td>
<td>Tourism</td>
<td>79</td>
<td>TOURISM</td>
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<td></td>
<td>Tourist</td>
<td>4</td>
<td>ORGANIZA</td>
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<td></td>
<td></td>
<td>Consumer</td>
<td>3</td>
<td>TIONS</td>
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<td></td>
<td></td>
<td>Tourism professional</td>
<td>1</td>
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<td></td>
<td></td>
<td>Tourism manager</td>
<td>7</td>
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<td></td>
<td></td>
<td>Tourism domains</td>
<td>4</td>
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<td></td>
<td>Hotel</td>
<td>11</td>
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<td></td>
<td>Sector</td>
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<td></td>
<td></td>
<td>Competition</td>
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<tr>
<td>Paradigm</td>
<td>Modernity</td>
<td>Values</td>
<td>7</td>
<td>STATE AND</td>
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<td></td>
<td></td>
<td>Modern</td>
<td>20</td>
<td>SECTOR</td>
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<tr>
<td></td>
<td>Scope</td>
<td>Current</td>
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<td></td>
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<td>International</td>
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<td></td>
<td></td>
<td>National</td>
<td>9</td>
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<td></td>
<td></td>
<td>Local</td>
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<td></td>
<td></td>
<td>Universal</td>
<td>8</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Social Capital</td>
<td>9</td>
<td></td>
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</tbody>
</table>
As seen Table 1, four main themes were found in the study. The first theme deduced from the study is called “knowledge”. This theme was consisted of two conflicting categories. The universities tend to respond the expectations of the other academic institutions in order to gain legitimacy. To amalgamate both the academic and vocational skills were consolidated in a single term: knowledge. This is a conciliatory way of communicating with the stakeholders with different expectations. The second theme found in the study was “career”. The featured categories were employment opportunities, employment positions, and students’ expectations. This theme interplays with the first theme. The career addresses the purposes of the tourism programs. The majority of the programs focus on raising managers of the tourism, particularly hospitality, sector. To the extent of raising managers vary from faculty to faculty. Some refer to the manager candidates, some emphasize the lower positions and some targets the upper management positions. The third theme became “sector”. The sector theme consisted of two categories: The structure of sector and sector focus. The prominent codes were tourism and sector. This theme underlines that the legitimacy of tourism schools were derived from the sector orientation. The final theme called “paradigm”. The highlighted categories were modernity and scope. Both two categories imply that the tourism management programs tend to accumulate social capital and try to synchronize with the current universal education trends. This study depicts the Turkish tourism management programs through website content. The analysis show that vocational education still predominant in Turkish context. Additionally, sector driven, pragmatic approach to tourism is visible. The mainstream paradigm is careerism and the research orientation and interdisciplinary knowledge creation is quite limited.

**Keywords:** tourism education, mission statements, content analysis

**References**

**Acknowledgements**
You may enter any acknowledgements here if applicable. Authors want to thank Dr. Ozan Aglargoz for his efforts in content analysis process.
Part 4: Educational Technology
Abstract
This study focuses on efforts to implement the Google CS First curriculum in two middle schools in Fall 2015. Widely used throughout U.S. schools and informal learning environments, CS First is designed to increase confidence, develop educational risk taking, grow perseverance, and provide a sense of belonging within and among learners (Google CS First, 2017). To participate, educator facilitators register, set course dates, and specify the number of participants; Google then provides learning materials and lesson guides. The lessons are taught exclusively online and are designed to require minimal instruction; educator facilitators are most active beginning and end of the CS First learning events to provide feedback on student work and answer basic computer troubleshooting questions. Not only does this learner-driven approach not require the educator to have extensive knowledge of computer science, but also it allows the program to be more accessible to informal learning environments venues such as libraries, clubs, and after school programs.

Other than a pilot study conducted by Google’s research division (Goodman, 2014), few researchers have published studies or evaluations of CS First. Google’s Scratch programming language, developed and deployed from MIT, is widely been documented by researchers for over a decade (Maloney, et al., 2004). However, CS First is unique: while there are many similar self-paced and class-based online coding programs (e.g., Code.org, Pythonroom, Codecademy), those programs do not require CS First’s human interaction; it also differs from Microsoft’s Technology Education and Literacy in Schools (TEALS) program, which includes fewer online components but more preparation for computer science classroom teachers. CS First requires a school or a “sponsor”; a physical class setting or location; computer access; and a “code guru” (defined by Google as a club leader).

As the demand for computer science students steadily increases (Nager & Atkinson, 2016), the need to understand the usefulness of this intervention for increasing student interest in computing; and exploration of the necessary components for implementing Google CS First in schools makes this study particularly timely and important.

This study aims to answer one main research question (RQ) and three underlying questions:
- RQ. To what extent does Google CS First engage middle school students in computer and technology-related activities?
- RQa. To what extent does CS First engage students behaviorally?
- RQb. To what extent does CS First engage students cognitively?
- RQc. To what extent does CS First engage students emotionally?
The researchers used Possible Selves theory (Stake & Mares, 2001) as a framework to align cognitive, behavioral, and emotional engagement with Google CS participants’ end-of-module and end-of-unit survey results. This theory posits that possible selves, what a person perceives as potentially possible, drives self-regulation and persistence, particularly in learning environments.

This study utilized a sequential explanatory mixed method design to analyze the student engagement in Google CS First Storytelling unit’s four modules. We also explored external factors impacting engagement such as the environment, number of other students in the course, the location, proctor characteristics, and characteristics of teachers who volunteered their classes for the program.

Nineteen participants from School A and 74 participants were drawn from School B, two urban middle “technology” schools primarily attended by underserved populations. Table 1 lists student demographics and school academic indicators.

Table 3. Participating School Demographics

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>School A</th>
<th>School B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tue &amp; Thurs</td>
<td>Mon, Wed &amp; Fri</td>
</tr>
<tr>
<td>African American students (%)</td>
<td>89.7</td>
<td>53.4</td>
</tr>
<tr>
<td>Females: Males (n)</td>
<td>50:50</td>
<td>51:49</td>
</tr>
<tr>
<td>Qualifying for free/reduced lunch (%)</td>
<td>63</td>
<td>46</td>
</tr>
<tr>
<td>School grade 2015</td>
<td>F</td>
<td>C</td>
</tr>
<tr>
<td>Florida reading &amp; math ranking 2015</td>
<td>Lowest 10%</td>
<td>Top 50%</td>
</tr>
</tbody>
</table>

Source: StartClass, 2017

The Google CS First online database automatically compiled end-of-module student survey responses. These surveys included multiple choice and open response questions such as “Do you think you would make a good computer scientist?” The multiple-choice questions pertained to the students’ perceived sense of self success in the field of computer science. We manually transferred data to an editable medium in which the data could be sorted. We generated descriptive statistics from students’ responses.

We used the multiple choice questions repeated at the beginning and the end of the unit for pre/post comparisons. We also used the multiple choice questions as a proxy for engagement because they reflected student retention from the previous lessons.

For the open ended questions, we categorized students’ comments by type and extent of engagement (Stake & Mares, 2001). The three main categories of engagement used were emotional engagement (e.g., statement of a positive or negative personal reaction), cognitive engagement (e.g., indication of outside problem solving), and behavioral engagement (e.g., evidence of reaching out for help or offering help). We created a codebook extracted from engagement-related elements in the open response comments. We established inter-rater reliability by coding and comparing a section of student responses.

Preliminary findings suggest an interesting picture of the students’ engagement in the Google CS First lessons. For example, on several occasions, students who had a very low module completion rate reports a high indication of enjoyment in the open-ended questions; in contrast, other students indicated very low content comprehension and negative comments, but had extremely high module completion rates. Preliminary multiple-choice question analyses suggest a relationship between
the students’ perceived success and multiple choice answer correctness. This link may be expected given a similar study of students’ problem solving that also used the Possible Selves Theory that concluded that self-concept was key to student success (Cross & Markus, 1994); however, the relationship between success and enjoyment requires further study because a large portion of the students who indicated a lack of enjoyment in the lesson also demonstrated high retention and accuracy in multiple-choice questions. Our next steps include student and teacher interviews to explore the relationship between self-perception, enjoyment, and aptitude in CS First.

**Keywords:** google cs first, middle school, computer science, educational technology, engagement

**References**


Games as a Force for Good: Strategies for Incorporating Pokémon Go in The Classroom

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Abstract
Pokémon Go is more than just a game – it’s a phenomenon. In this era of virtual reality and gaming, it’s hard to go to places and not see people playing it. Niantic - The Pokémon Company - and Nintendo released the app in July of 2016, where it quickly reached global popularity being downloaded over 500 million times worldwide. The location-based augmented reality game, compatible with iOS and Android devices, soon took the world by storm. Users of all ages sifted through their real world surroundings in search of the cute little monsters, made visible through their mobile device’s GPS capability. Players used their avatar to travel through their setting in search of PokéStops and Pokémon gyms, where in the former they can retrieve items such as eggs, Poke Balls, berries, and the latter serve as battle locations for team-based matches, where a player is able to challenge a leader, gaining more prestige in victory. Pokémon Go was released with mixed reviews, and there is no doubt that despite its popularity and attractiveness to the gaming community, it was surrounded by much controversy for contributing to accidents as well as becoming a public nuisance. Interestingly, as it relates to physical activity outcomes, approximately 45% of Pokémon Go players reported being active for at least 30 minutes per day on the day the app was launched, and many continue to accrue more than appreciable levels of physical activity while gaming. With one in five users of Pokémon Go between the ages of 13 – 17, it would be wise for educators to familiarize themselves with the app. Participants in this session will be given an opportunity to discuss the advantages and disadvantages of gaming, in general, while also weighing in on Pokémon Go, specifically. Also, participants will be asked to discuss the perceived benefits and barriers of Pokémon Go. Finally, participants will be given four specific strategies for using Pokémon Go in the classroom, all of which contribute to learning. Participants will be given an opportunity to weigh in on the feasibility of each strategy and discuss any barriers to implementation. While there is little doubt that we are living in a revolutionary technological era, we can certainly choose to embrace gaming as a force for good in the educational process and create rich and meaningful experiences using those games.

Keywords: gaming, pokémon go, technology, strategies, adolescents
An Exploratory Study: Using Danmaku in Online Video-Based Lectures

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Abstract

Using danmaku in online lecture videos may enhance learners’ interaction and course entrainment. However, little is known about using danmaku in online video-based lectures. As a result, the purpose of this exploratory study is to investigate the use of danmaku in video-based lectures. Danmaku is a Japanese term for barrage and could be considered “bullet strafe” in the English language. It is a real-time, horizontal, text-based display. This commentary uses subtitles widely used in Animation, Comic, and Game (ACG) videos in Asian countries, especially Japan and China (Wu & Ito, 2014). Some studies revealed that the use of danmaku allows users to communicate and collaborate with others while watching ACG videos and the shared experience often leads to a strong perceived social presence and a sense of virtual community (Zhao & Tang, 2016). Meanwhile, the massive open online courses (MOOCs) have become prevalent around the world. However, many MOOCs offer mainly video-based lectures that limits the opportunity for interactions and communications among learners and instructors compared to traditional resident courses (Wong, Pursel, Divinsky & Jansen, 2015). An inductive content analysis of danmaku from 16 online lecture videos was used for this study. Data were collected from Bilibili.tv, a video-sharing website based in China. It is expected that danmaku could serve as an effective way to enhance learners’ interaction, course entertainment, and their learning experience while participating in online video-based lectures.

Keywords: danmaku, video-based lectures, online learning, interaction

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Effective Peer Reviews: Using Eportfolios to Promote Peer Assessment, Develop Critical Thinking, and Foster Collaborative Learning in the Sciences

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Abstract

The use of ePortfolio is not, at present, a common element in instructional models within the Biological Sciences. Biology courses, and indeed many Science courses, include elements that are ideal ePortfolio artifacts - laboratory reports, group research projects, undergraduate research, and field experiences are spread throughout the Biology curricula. Despite the availability of these elements, ePortfolio has only been used in limited ways, primarily with online offerings and as add-on elements for Honors College credit. For this project, we introduced ePortfolio into an upper division Biology course. We outline our approach, observations, and assessment in hopes that it may encourage others to more widely apply ePortfolio and peer review across the Sciences.

Keywords: peer review, eportfolio, collaborative learning, educational technologies, peer assessment, higher education
Making ‘Meme’ing: Using Memes to Achieve TPACK in Professional Development

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Abstract
The broad objective of this session is to examine the impact of the creation and dissemination of image-based ‘memes’ upon emergent forms of virtual professional development communities. The research identifies ‘memes’ as the commonly found image/text amalgamations that appropriate cultural icons (in the semiological sense) and infuse commentary for mostly humorous effect. In response to the growing emphasis on teachers participating in Professional Learning Communities (PLCs), social media sites are seeing an increase in the formation of communities dedicated to serving the same purposes in virtual ways. Given their popularity within these communities, memes’ inherent ability to exemplify all aspects of the Technological Professional Content Knowledge (hereafter, TPACK) model holds much potential. This session aims to discuss the specific results that the meme has had on how teachers of Advanced Placement History courses engage in Facebook-based professional development forums and interact with the TPACK model. Given the rampant growth of the use of memes in classrooms across the country and the subsequent creation of communities dedicated to their sharing, there has been an obvious extension into professional development. This research is grounded in the ideas of social constructionism, as it focuses not simply on the singular acts of meme creation, but rather on the meaning the memes are given by the community (Paul, 2005). These snapshots incorporate not just the image-based meme itself, but also information on the forum member posting the meme and the community’s reaction evidenced in the associated comments. The combination of visual images and anchorage text in each meme lend themselves nicely to the use of a semiological framework for data analysis. Since the emergence of the notion that “millennials” (what society has taken to calling those born since 1981) are “digital natives”, many teachers’ instructional practices and curricular decision-making have been geared towards engaging students where they are intellectually and ‘partnering’ with them on the path of their academic careers (Prensky, 2010). One tool often utilized in this is the image/text set commonly referred to as a ‘meme’. This article contends that the processes involved in the creation and promulgation of a meme are ones that are nestled within a larger framework of meaning-making being socially constructed and employed by members of cultural subgroups. In particular, teachers of specific courses who engage in social media-based professional development groups are appropriating their content and instructional practices and are using memes as their tools to do so. By looking specifically at an online forum for teachers of a particular course as an example, one finds a community already engaged in their own processes of collaborative meaning-making and who are using employing memes as a means of cultural transmission. By analyzing the purposes behind the sharing of these memes and drawing connections to the pedagogical and curricular practices of the teachers, this research can help to guide practitioners’ future decision-making while adding to a currently meager body of literature.

Keywords memes, semiology, professional development, TPACK

References
Keeping It Pinterest-ing: Utilizing Pinterest for the Curation of Pedagogical Content Knowledge

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Abstract

The social media platform Pinterest serves as a space for the curation of images through the creation of digital bulletin boards. These boards serve as a collection space for links to websites, online stores, and other digital content. Using Pinterest, individuals gather visuals that are organized around a particular interest or idea. Pinterest (2013) reports that “500,000 education-related ideas are pinned each day” (para. 2) and its popularity with teachers puts it in the top of educational social media usage. Through digital curation Pinterest serves as an additional offshoot of the resources traditionally made available to teachers. Wherein, teachers have a plethora of strategies, tools, and resources at their fingertips at the site of curation the agency and responsibility for selection of material lies with the teacher and her ability to draw from her base of pedagogical content knowledge (Schulman, 1986). This session explores the ways this wealth of information can be used as a socially constructed site of knowledge as a source of professional development through exchange with others. Making use of Pinterest as a source for professional development requires action beyond simply pinning ideas and recreating them. Understanding how to seek out resources that align with one’s own pedagogical philosophy and beliefs, critically examining ideas for alignment with the needs of students, and the ability to apply knowledge to modify a resource are critical in engaging with this wealth of information in a meaningful way. Participants will examine their existing educational Pinterest boards (or those of another participant) and identify what made them select this pin as an idea worthy of saving. Through engagement in paired or small group discussion about the reason for selecting pins participants will explore the ways they initially intend pins to be used, while critically questioning the value found in each resource. Whole group discussion will seek to capture keywords used to describe pins with the intent of bringing forth the idea that gathered resources should be purposeful and thoughtfully aligned with learning goals and beliefs. Through discussion whole group participants will evaluate what is reflected about educational belief through these pins and in small groups assess if the curated resources best align with the educational experience they wish to provide in with children and families. This evaluation will engage participants in actively sorting out the resources already collected in order to take steps towards more thoughtful pinning. Participants will explore available resources, evaluate their applicability and alignment with the needs of the children they work with, and create possible modifications to better align a resource with the needs of their class or program. Through whole group and small group discussion participants will have time to reflect on ways to not only select pins that align with learning goals and philosophies but to move from repeating what others have done to adding in their own professional knowledge to more carefully adapt ideas to meet the individuals in their classroom or program. Pinterest is a free social media tool with a plethora of resources available to teachers. Through the developed understanding of how to create a collection of high quality resources that address the individual needs of their students and families teachers can make use of this tool from anywhere they have internet access. Such meaningful curation allows for a more productive interaction with other teachers who serve as the more knowledgeable other by sharing what has worked for them. Understanding how to make these ideas one’s own moves from reproduction to application of pedagogical content knowledge and moves the learning about teaching deeper. This social construction of knowledge about teaching provides tools for novice and experienced teachers alike.

Keywords Pinterest, social construction, digital curation
The Changing Role of Online Instructors: Perceptions and Challenges

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Abstract

The enrollment in online instruction in the higher education institutions is increasing rapidly (Johnson, 2009). Students report that it is more convenient, less costly, and easier to access an online course from anywhere at any time. The boundaries are limited and the material is covered in a smooth way. According to the Online Learning Consortium, Grade Level: Tracking Online Education in the United States (Allen & Seaman, 2015) report “the number of students taking at least one online course has grown at a rate greater than that of the overall higher education student body” (p. 12). In the EDUCAUSE Center for Analysis and Research (ECAR), a 2013 study of The State of E-Learning in Higher Education: An Eye Toward Growth and Increased Access survey, data show that one of the top benefits of e-learning for the institution is the increased growth of student enrollment, by giving more accessibility to a wider range of students in spanning a larger geographical area, and also by giving more flexibility for students, which may increase student retention and persistence. The study also shows that “nearly all institutions (98%) have at least some departments, units, or programs with a major interest in e-learning” (Bichsel, 2013, p. 7). Moreover, “(82%) of institutions offer at least several courses online, and more than half (53%) offer a significant number of courses online” (Bichsel, 2013, p. 19).

The popularity of online courses in the past decade and the emergence of universities and schools that offer entire degrees online have motivated a stream of academic research in this area. Researchers studied many aspects of online education including, but not limited to: effectiveness of online education (Nguyen, 2015), comparisons between the outcomes of online education and traditional education (Bethel & Bernard, 2010), and learner’s perceptions of online delivery methods (Smart & Cappel, 2006).

While some argue that teaching online courses requires new set of skills on the instructors’ side (Twomey, 2004), others believe that an instructor can use the same skills that are used in face-to-face (F2F) classes and apply them to online teaching especially if the delivery method is blended in nature (Gold, 2001). This latter view, according to Bennett and Marsh (2002), may work, but it would limit the potential of online learning and the innovative opportunities that come with it. One of the 2014 EDUCAUSE Top-Ten IT issues list is the development of online courses. Online courses require converting the learning objectives to an online format, in order to best serve the students learning process. Also, helping faculty to integrate instructional technology in their courses. These needs and challenges in online instruction are quite unique. The quality and effectiveness of online courses matters. According to Bichsel (2013), one of the biggest barriers to adopting online learning is faculty readiness to teach online. Many colleges and universities believe they do not have enough support to prepare faculty to teach online and are in need for more staffing to adequately support e-learning at their institutions. A proportion of 78% of respondents agreed that faculty interest in integrating technology into teaching and determining which technology to use in their courses were the top items for faculty readiness at their institutions.

According to the Online Learning Consortium, Grade Level: Tracking Online Education in the United States report (Allen & Seaman, 2015) the crucial question is if the learning outcomes in
online offering are comparable to face-to-face. Since, there is no agreed upon measurement of education quality either for face-to-face or for online education, such question remains open. A number of studies have investigated the transition between face-to-face (F2F) and online instruction concerning faculty members (Baran & Correia, 2014; Conceicao, 2006; Coppola, Hiltz, & Rotter, 2002; Major, 2010). Those studies showed that many faculty members do adopt new skills and roles to adapt to the changing delivery method, in addition to building new understanding of the environment including their methods, roles, beliefs, etc. These changes and adaptations potentially determine the chances of success through the transition from f2f to online teaching.

One of the biggest challenges faculty members face is the lack of experience in developing and teaching online courses (Baran, Correia, & Thompson, 2011). Most faculty members find difficulties in using technology to develop their courses, and find the integration between technology and instruction as a stressful process (Fish & Gill, 2009). Some other obstacles originate from having different teaching styles that do not fit the online environment and, therefore, would not address the students’ virtual needs to help them achieve their learning objectives (Fish & Gill, 2009).

One of the 2016 EDUCAUSE Top-Ten IT issues list is providing scalable and well-resourced e-learning services, facilities, and staff to support increased access to and expansion of online education. Shea (2007) discusses several obstacles for teaching online that faculty members face, including the larger amount of time required, developing effective technology skills, assistance and support needed, technical barriers, change of roles, intellectual property and ownership concerns, and rewarding issues. One of the top motivating factor for faculty in integrating technology into their teaching were a clear evidence/indication that the technology integration will benefit the students. The second motivating factor was to have extra time for designing their courses. Other factors were the assurance that the technology will work as intended, and having guidance on the types of technology that are relevant to teaching and learning (Brooks, 2015).

This research is grounded within the theory of connectivism, which is a learning theory for the digital age that takes into consideration the effect of technology on learning and the changing nature of learning in a networked world. In connectivism learning is defined in terms of the nodes and the connections between them (Siemens, 2004).

The purpose of this research is to present the results of a pilot study investigating the faculty perceptions towards the transitioning process from face-to-face to online instruction at a higher education institution.

Research questions: (1) What have changed to the faculty teaching methods when converted courses - from face-to-face to online format? (2) What were the main challenges the faculty faced during the transitioning process?; (3) What delivery format do faculty prefer to their courses?

The sample is faculty members who participated in a pilot study for this research at a higher education institution. A mixed research method was used. A survey that consists of qualitative and quantitative items was administered to the faculty members of a higher education institution.

Keywords: faculty perceptions, transitioning process, face-to-face to online instruction, higher education institution
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Expedient Methodologies to Inculcate the Crux of Signal Processing Within Students

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Abstract
I have been a pedagogue for nearly two decades, teaching the subjects related to Signal Processing and its variants like, Image Processing, Speech Recognition, Speech Processing for the undergraduate and Post Graduate Courses in India for the past 17 years. Invariably I used to come across students having incessant apprehensions towards the subject of Signal Processing. Over the years I have developed several ingenious methods to make this subject and its variants pellucid for the students so that the phobia for the subject is diminished and learning becomes much more enjoyable and worthwhile. Moreover the techniques which I have rendered for the years have helped students remember, apply and analyze the tools of Signal Processing in their curriculum as well as in their work culture. Some of the Methodologies are mentioned in this paper which I would like to share with fellow pedagogues which might help to change the perspective of teaching and learning of the subject and make students more interested in the subject which plays a major role in Engineering. The methods that I have developed, simply consist of usual toys, school experiment components and some with the help of MATLAB software as a tool. If this paper would help in bringing about some change in pedagogy, it would be a small contribution towards the teaching fraternity.

Keywords: pedagogue, pedagogy, signal processing, speech processing, image processing, curriculum, MATLAB software
The Pedagogical Benefits of Location-Based MMO Games

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Abstract
Instead of viewing geography as a collection of disconnected shapes, students interact with local maps in a more meaningful way while competing in the mobile application QONQR. Once the rules of engagement have been mastered, QONQR’s responsive and cumulative nature rewards pupils with a prompt, salient assessment of his/her actions. The mobile application rewards the students’ strategic knowledge through social learning, in addition to factual knowledge by way of geographic reinforcement. As a result, QONQR fosters generative processing while working towards a communal goal, allowing the pupil to personalize his/her in-game experience and construct a competitive, engaged classroom culture. Instructors will learn how the game rewards executive functioning, perceptual attention, and spatial cognition - pivotal 21st century skills for success in a global society.

Keywords: instructional technology, geography, MMOs
Abstract
Learning in the 21st century. What does this phrase mean in higher education today? In this paper we will tackle this question with an emphasis on how digital technologies can be used to connect learners through a variety of delivery methods. The 21st century learner and the growth of digital technologies has increased access to learning in higher education and brought new adult learners to institutions across the world. The contemporary higher education learner represents, in contrast to previous generations, a new set of demographics, characteristics, and learning expectations (Johnson, Becker, Estrade, & Freeman, 2014). This change in learner profile includes a desire for flexibility of learning environments and a heightened focus on obtaining skills and credentials of direct value for the workplace (Amirault, 2012; Rajasingham, 2011). The expectations of these learners is that their education should be flexible in terms of access and incorporate the actual technologies needed in the workplace.

When examining possible delivery methods for higher education, there are many choices for both institutions and learners, including face-to-face (F2F), online, hybrid and blended instruction. For this paper, we will discuss blended models of delivery, outline key concepts of synchronous learning through videoconferencing, provide a brief review of the research literature related to digital education, and conclude with best practices for blended synchronous learning, including instructor recommendations and learner engagement strategies.

Various terms in the literature are associated with the concept of blended learning in education (Allen & Seaman, 2013). Most definitions discuss the idea of combining face-to-face instruction with computer-mediated activities (Osguthorpe & Graham, 2003), yet blended learning can also occur via information communication technologies such as videoconferencing (Graham, 2006). Videoconferencing (VC) is a unique blended learning delivery method which uses digital technologies to allow for simultaneous or synchronous communication of both audio and video in the classroom. This ‘blend’ most closely resembles F2F communication and has been called visual collaboration (Gergle, Kraut, & Fussell, 2013) or blended synchronous learning (BSL) (Hastie, Hung, Chen, & Kinshuk, 2010). VC is one of the most promising ways to create a BSL environment in higher education; this form of blended learning connects remote learners to the live classroom, F2F learners and the instructor, by bringing students who are otherwise separated geographically together synchronously (Lawson, Comber, Gage, & Cullum-Hanshaw, 2010).

The blended synchronous learning (BSL) method using VC is defined as digital technologies that connect two or more locations with audio and video links to allow learners to listen, converse, and interact with an instructor and face-to-face classroom learners (McKeeman & Oviedo, 2014). In addition, digital technologies today allow for VC to share content (not just audio and video) from the classroom to the remote learner, and vice versa - from the remote learner to the F2F classroom. This key component of being able to share content from multiple locations provides the BSL
environment with the unique ability to simulate interaction and presentation at a higher level of learning beyond the previous methods of VC; therefore, closely resembling the F2F environment (Gergle et al., 2013; Hastie et al., 2010). VC can therefore be an effective tool in BSL because it allows interaction with the instructor, other learners and the content in real-time (synchronously) (Karabulut & Correia, 2008). In addition, VC is a fairly user friendly technology that can be easily managed by learners of all proficiency levels (Smythe, 2005).

The advantages of VC in higher education settings have been documented through the academic research, including reference to accessibility, cost, interaction, and immediacy (Belderrain, 2006; Gillies, 2008; Knipe & Lee, 2002; Martin, 2005; Smythe, 2005; Twigg, 2003; Woods & Baker, 2004). The use of VC provides increased accessibility for students in remote communities (Belderrain, 2006; Gillies, 2008). The opportunity to join an educational institution though VC reduces time and costs for students at remote locations and improves access to learning (Twigg, 2003; Woods & Baker, 2004). According to Gillies (2008), real-time interaction provided by videoconferencing is an advantage over other types of distance education. Students in remote locations are provided the opportunity to engage with peers at other distant locations as well as in the F2F classroom; thus, the students are exposed synchronously to a diversity of perspectives, increasing the potential for critical thinking and learning (Knipe & Lee, 2002; Twigg, 2003). When two or more participants are involved in an educational setting that allows for connectivity, they gain a heightened sense of engagement (Gillies, 2008; Martin, 2005). Also important is the nonverbal communication and immediacy in instruction that is possible through the use of synchronous digital VC and which allows for facial expression and recognition of emotion, such as confusion, and lack of attention. Nonverbal communication and immediate feedback further increases student engagement and decreases the potential for miscommunication (Belderrain, 2006; Smythe, 2005).

While effective in many settings, the use of VC as a major educational delivery method is not without issues. Problems that have been described include negative effects on classroom student-teacher interaction (Koceski & Koceska, 2013), impersonal feeling (Twigg, 2003), and difficulty of sustaining the interest of the remote learners (Martin, 2005). Also, due to the synchronous nature of the interactions, learners do not have the flexibility that is normally associated with asynchronous distance learning in terms of time and attendance. Technical problems (poor connectivity, operator error, software updates) also become issues that can interfere with the instructional outcomes (Gillies, 2008; Koceski, & Koceska, 2013; Vasileva-Stoianovska, Malinovski, Vasileva, Jovevski & Trajkovik, 2015). Other concerns include limitations in conducting proctored exams and difficulty of contributing to in-class assignments such as presentations (Koceski & Koceska, 2013). Furthermore, when students are adult learners special problems may arise. For instance, the addition of technology into the teaching and learning environment can add an increased level of complexity and anxiety to the experience (Graham, 2006; Koceski & Koceska, 2013).

While such challenges are very real, a variety of instructional approaches are available to permit effective teaching under these conditions. One example is the technique of group discussion. In order to provide the best outcomes, remote learners can be engaged in the discussion by first establishing a protocol for asking questions, assigning remote learners’ discussion responsibilities for various readings, or creation of breakout groups (Gill, Parker, & Richardson, 2005). Nonverbal behaviors also become important in the VC environment. Use of direct eye contact, speaking clearly with a slower pace, choice of clothing, and avoidance of rapid movements can all aid in
effective VC communication (Cordie, 2016). Employing individual brief tasks and moving lengthy tasks to off-class times can help keep students engaged (Gill et al., 2005). Providing access to moderated chat areas and conducting individualized communication with each remote student can also be valuable techniques for BSL (Cordie, 2016). We also strongly recommend that remote students be encouraged to come to campus at least once per course. If the course includes a presentation assignment, you can encourage remote students to attend class for their presentation to engage the classroom as a community of learners, and make them feel part of the overall learning experience.

In this paper, we will discuss these instructional approaches and others in detail, provide best practice recommendations from the literature, and provide examples from our own experiences. Our goal is to illustrate how these techniques can be applied and we hope to argue that these approaches have value far beyond the immediate classroom. Many of the skills required to be successful using VC are transferrable to other technologies and can be used in the workplace. The communication skills developed using VC are the soft skills that employers are looking for in today’s workplace (Deng, Thomas & Trembach, 2014). With ever-rising costs of travel and globalization of industries, individuals trained to be proficient in the use of multi-environment technologies will clearly have career advantages and be more successful in the workplace.

**Keywords:** synchronous classroom, video conferencing, blended learning, nonverbal immediacy

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Part 5: English as a Second Language (ESL)
Translanguaging as Pedagogy in U.S. K-12 Education: Beyond Monolingual Ideologies

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Abstract
In the last few decades, the demographic landscape of K-12 students in the United States has changed drastically. Emergent bilinguals are the fastest growing student population across the country, coming from different cultural, linguistic, and educational backgrounds (Baird, 2015). However, while the population and diversity of emergent bilinguals continue to increase, spaces for bilingualism in education have dramatically shrunk due to the privileging of English-only curriculum and the underlying monolingual, xenophobic ideologies (García, 2014). In the growing anti-bilingual education climate, emergent bilinguals have been robbed of the opportunity to use and develop their bi-/multi-lingual ability. Research has evidenced that using students’ home language facilitates emergent bilinguals to better understand new content and further leads to stronger academic outcomes (Collins, 2014; Rolstad, Mahoney & Glass, 2005; August & Shanahan, 2006). To this end, translanguaging as pedagogy, which acknowledges and values students’ cultural and linguistic resources, provides a viable approach to support bilingualism and biliteracy, and to make the rigorous standards-driven curriculum more accessible to emergent bilinguals (García, 2014). Through reviewing six ethnographic case studies which apply translanguaging as instructional practice across different content areas: English language arts, social studies, and science, this paper identifies that by making connections with students’ lives and allowing students to draw upon their entire linguistic repertoire flexibly in various learning contexts (e.g., reading, writing, listening, discussing, taking notes, writing reports and essays), translanguaging as pedagogy not only scaffolds students’ understanding of new content and language, but also has the transformative power to challenge the hegemony of English to make education more just and equitable to language minorities. As Paris (2012) indicated that translanguaging as pedagogy is a culturally sustaining pedagogy, which “supports young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence”, and it seeks to “perpetuate and foster – to sustain – linguistic, literate, and cultural pluralism as part of the democratic project of schooling” (p. 95). Finally, the implementation of translanguaging as pedagogy in classrooms still faces challenges, for instance, how to include monolingual students and the administrative support and leadership at the school level.

Keywords: translanguaging, pedagogy, emergent bilinguals

References
A Framework for the Effective Teaching of ESL Vocabulary

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Abstract
This presentation proposes a framework for understanding and supporting the development of vocabulary in English as a second language (ESL). The target audience for this presentation consists of in-service and pre-service ESL teachers, mainstreams teachers of English language learners (ELLs), researchers, and ESL teacher trainers. The importance of teaching ESL vocabulary effectively is related to several factors. Vocabulary knowledge is the main predictor of success in reading comprehension, which in turn predicts overall academic achievement. Vocabulary knowledge can be considered the backbone of the various aspects of communicative competence: linguistic, discourse, functional, sociolinguistic, and strategic knowledge. Moreover, proficiency in none of the four language strands, listening, speaking, reading, and writing, can be acquired without a solid lexical foundation. In addition, according to Lewis (1993), language consists of grammaticalized lexis, not lexicalized grammar. The theoretical underpinnings for this presentation draw on recent advancements in research on second language vocabulary learning and teaching, such as the works of Nation (2001; 2008), Laufer, Meara, & Nation (2005), Laufer (2003), Cervatiuc (2009), Pigada & Schmitt (2006), and Ur (2012).

The presentation will start by addressing the following foregrounding questions:
- How much vocabulary do ELLs need to learn?
- How many words do native speakers of English know?
- How many words are there in English?
- Can non-native speakers of English acquire a vocabulary size comparable to that of native English speakers?
- What is involved in knowing a word?
- How does vocabulary learning occur?

The presentation will then focus on addressing the following key questions:
- How can vocabulary teaching be approached in a strategic and effective manner?
- How can teachers structure their classes in order to accelerate their ESL students’ process of vocabulary learning?

Incidental vocabulary acquisition, strategy instruction, and intentional vocabulary learning are equally important for the development of a large vocabulary in English as a second language. However, the emphasis placed on each of them should differ based on the learner’s level of English proficiency. Beginning ESL learners would benefit from a focus on intentional vocabulary learning, intermediate learners should concentrate on acquiring and effectively using various vocabulary learning strategies, while advanced learners should read extensively so that they can acquire a large number of infrequent words incidentally. The presentation will end by analyzing the following components of effective ESL classes from a lexical perspective: meaning-focused input, meaning-focused output, language-focused learning, and fluency development. It will also provide examples of classroom activities for each of these components.

Keywords: ESL, vocabulary, effective vocabulary teaching, lexical framework
References
Abstract
Foreign language education (FLE) programs in the US K-5 education system are few and far between despite the wealth of research attesting to the benefits of learning languages at a young age. There are many reasons why FLE programs might be difficult to start and sustain in elementary schools, and parent’s attitudes could be one. Much of the current literature in this area focuses on present parents’ attitudes and thoughts toward bilingual education and FLE, however, there is a lack of investigating young adults (many who will be future parents) past experiences and current attitudes toward FLE. This is a small pilot, in-depth-interview study, with three young adults and their experiences with FLE and aspirations for future generations. Findings concluded participants sharing similar positive attitudes toward learning other languages and hoping for their kids to have opportunities in elementary school, however their overall stated willingness to seek out specific schools to accomplish this, was rather low. Overall, it is hoped that this study will add new insight to start to fill the gap that persists in foreign language education research, promote bilingualism, bring to light a different viewpoint, and serve as a basis for future larger studies alike.

Keywords: bilingual education, foreign language education, parent attitudes, young adult attitudes
The Relationship Between Think Aloud Method in Organization of Ideas in the First Language and Improvement of Essay Writing in the Second Language in Terms of Organization

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Abstract
The purpose of the present study was to examine the relationship between think aloud method in organization of ideas in the first language and improvement of essay writing in the second language in terms of organization. There was only one class available for the research. A group of 15 university students who were in the English preparatory school were participated in the study through one group pre-test post-test study. One type of essay; advantages and disadvantages essay, as a pre-test, was asked to write by students. For the treatment, Think Aloud Method (TAM) was explained to the students. In the post-test, the students were asked to rewrite one advantages and disadvantages essay about different subject on different day by using think aloud method. The study was grounded on Flower and Hayes’s Cognitive Process Theory of Writing (1981). The outcome of the study put forward that the use of TAM is relevant to the improvement of writing essay.

Keywords: think aloud method, writing skills, cognitive process theory of writing
Speaking Has Never Been More Fun for ELLs

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Abstract
Music is a universal language that can touch people’s hearts and minds. It has the power to bind people from different backgrounds regardless of their inability to communicate well in one language. This presentation helps raise teachers’ awareness of the educational benefits of music and its effectiveness in enhancing learners’ speaking abilities. Research has pointed out the effects music can have on people including their creativity, verbal intelligence, and linguistic abilities (Gibson, Folley, & Park, 2009; Hoch & Tillman, 2012). Music can help language learners improve in many areas. For instance, Milovanov et al., (2010) reported that both children and adults who exhibited higher musical aptitude had an advanced level of pronunciation. Music can also affect one’s reading. Herrera et al. reported that having a two-year exposure to phonological and musical training resulted in the improvement of reading comprehension not only of native speakers, but also of second language learners. With respect to working memory, Strait, Kraus, Parbery-Clark, & Ashley (2010) revealed that music helped improve auditory working memory. These findings should motivate language teachers to incorporate songs into their everyday lessons due to the tremendous effects they can have on students’ development. Language learning is challenging and demanding. Learners can usually grasp grammatical concepts, learn vocabulary, and start reading relatively fast. Speaking, however, is the one skill that English language learners (ELLs) struggle with and fear, even at higher levels. Teachers worldwide face this problem in their classrooms and continuously try to convince their students to participate in speaking activities. The goal of this practice-oriented presentation is to provide teachers with ways to get their students speaking in class. This interactive presentation demonstrates how teachers can engage their students in conversations using music. Teachers will become familiar with multiple activities they can use time and again in class to talk about different topics. Teachers will learn how a song can give rise to different points of view and intrigue learners to participate in interesting conversations. There are hundreds of songs that teachers can use in their classrooms to hold students’ attention and instill in them the willingness to take part in some of the most thought-provoking conversations. The demonstration offers insight on the use of different types of songs to help learners engage in fun speaking activities and deepen their knowledge about various issues. Teachers can employ a variety of language production activities that appeal to different types of learners. This practical experience gives a sense of the unlimited ways available to help students practice and develop to become better speakers. It proves that speaking has never been easier and more fun. Beyond that, it provides educators with a new vision of the potential uses of music and the possibilities of opening new avenues for speaking success.

Keywords: music, speaking, language learning

References
Faculty Perceptions of the Academic Needs of English as a Second Language (ESL) Students in College-Level Classes

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Abstract

As American college campuses become more and more globalized, college professors are challenged with accommodating the needs of international students, and specifically, English as a Second Language (ESL) students. As the ESL program at a small art and design college grows, ESL faculty are charged with not only teaching English language and academic skills but also collaborating with content area faculty colleagues to provide strategies to accommodate the needs of ESL students in their classes. The ESL faculty have always begun each course with a needs analysis from the students, but realize that this has given only one perspective, that of the students. Students have reported that they need guidance in classroom participation, note-taking, presentations, understanding idiomatic expressions, and building disciplinary vocabulary. While the needs of the students are vital in planning instruction, the voices of the faculty who have ESL students in their classes have been absent. As a result, over the course of the past two academic years, the ESL faculty have elicited feedback through informal email and personal communication as well as a formal engagement of the topic during a professional development day. This preliminary “pilot” study aims to report feedback regarding the needs of content area faculty as they grapple with the challenges of delivering their materials. Interestingly, students’ and professors’ expectations are often very similar; professors would like to see their ESL students improve in the same areas in which the students also wish to improve. Despite such aspirations, professors have reported that they believe they are ‘dumbing down’ the material in order to accommodate the ESL students. Because ESL faculty must act as a liaison between the international community on campus and the professors, it is important to understand fully the content area faculty perception in order to provide appropriate faculty development. To that end, the presenters will engage the roundtable participants through the following questions:

- What are the biggest challenges of instructors of ESL students while preparing the students for college courses?
- Are the instructors’ expectations aligned with second language acquisition theory? Is it reasonable to think that the majority of ESL students should be able to learn sufficient English skills within a semester in order to thrive in a four-year college?
- How can ESL instructors effectively collaborate with professors to adapt their syllabi, the way they present information, and the way they give their instructions, in order to reach the international population more easily and without “dumbing down” their curricula?

In addition, the presenters will discuss a research design for a larger study by sharing a measurement tool to understand faculty perceptions’ of ESL students in their courses. The results of this study aim to guide professional development for faculty both to change perceptions (if needed) and also to provide concrete strategies to accommodate the sociolinguistic and academic needs of the ESL students.

Keywords: university ESL, challenges teaching ESL students, adapting for ESL students
Perception of Parents From Asian American Families on Storybook Sharing With Their Children

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Abstract
Parents and guardians play vital roles in their children’s development. In order to identify with parents’ beliefs, attitudes, and practices within the broader perspective of emergent literacy, it must be discussed as a continuous procedure that occurs inside of the family unit and outside of formal education (Saint-Jacques, Drapeau, Lessard & Beaudoin, 2006) Prakash and Klotz (2009) articulated that qualitative research is an adventure that takes patience, focus, courage, heart, and support. The purpose of this research is explanatory and clearly describes the beliefs and attitudes of parents, who are Asian American, about their perceptions of sharing storybooks together. The study addressed the positive interactions between parents and their children while sharing books together and analyzes these interactions from the theoretical framework of emergent literacy. Three families, comprised of six parents who are Asian American, and four children from ages 2 to 7 years-old, participated in this research. Although the sample size may be small, the qualitative research studied the participants in depth within their context in order to gain rich, thick data. Purposeful sampling of six parents and four children was conducted. All of the parents who participated routinely shared storybooks together with their young children. All interviews and observations were conducted at family’s convenience. Each parent interview approximately spent 15 minutes. Observation approximately spent 30 minutes. The vast amount of data was reduced by coding and categorizing. Each of the interviews was recorded on a word processing program. The parents’ interviews included whether or not the participant was a mother or father. For example, the four year-old girl’s mother's code was: 4GM1. The coded responses were then physically separated into file folders, one for each interview question. The main finding of this study indicated that storybook reading helps to promote the literacy development of children. All of the parents strongly agreed that sharing books with their children is important to their development. Parents help their children understand storybooks through discussing the contents and usually provided the bilingual to help children to understand words image and meaning. However, during the observations all of the children labeled object, described illustrations, and interpreted meaning. In the share reading session, the parents discussed words meaning and sounds in Chinese and English with the children. All parents stated that they talk about storybook, phonic rule, illustrations, predictions, text, and story content. During the story sharing sessions, most of the mention actions were observed. To promote children’s literacy development, all parents described providing books for their children at home and reading to them often. Overall, the parents, who participated in this study, provide valuable literacy experience for their children.

Keywords: share reading, literacy development, asian american
Breaking Silence: The Unheard Voices of Syrian Refugee Children in the Canadian Classroom

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Abstract
The purpose of this study was to explore the lived experiences of Syrian Refugee children as they adapt to the Canadian classroom. The participant group included 5 Syrian refugee students who entered their first year in a South-western Ontario public school as of the 2015-2016 school year. Data was collected through semi-structured interviews, which focused on the exploration of students’ experiences in the classroom. Refugees are identified as individuals who are affected by war and violence and are forced to seek refuge and protection from a host country (Ehntholt & Yule, 2006). According to Kirova (2010), the resettlement process is abrupt, causing great physical and emotional stress. It is followed by an extended period of time within a refugee camp, where poor nutrition, shelter, limited medical assistance and the absence of education are faced (McBrien, 2011). Pre-migration experiences are just as traumatic as those experienced in the home country, as refugees continue to survive the difficulties of violence, family separation, loss of loved ones and psychological challenges (Segal & Mayadas, 2005). The post-traumatic events of pre-migration effects refugee children’s integration into mainstream Canadian schools and culture. Pine and Drachman (2005) found that the loss of a family home, leaving family behind and the displacement of loved ones as overwhelming constraints faced after migration. These experiences can lead to aggressive behaviours, depression and psychological instability, which may foster unstable peer relationships, feelings of isolation and low self-esteem (Loerke, 2009). Such social challenges are equally met by academic struggles, particularly by those who have limited to no schooling experience (Short & Boyson, 2004). These challenges are heightened as schools provide resources that do not sufficiently address the learning needs of refugees when placed in English Second Language (ESL) and mainstream classrooms with native speakers (Short & Boyson, 2004). As a growing population group, Canada has seen an influx of Syrian refugee students within the elementary school system, many of which are entering their first year with limited language, gaps in schooling and the baggage of war (Ayoub, 2014; Ehntholt & Yule, 2006). Together, these experiences create challenges for refugee students in their adaptation to culture and expectations of formal schooling (Ferfolja & Vickers, 2010). According to Ayoub (2014), the adaptation to Canadian culture and systems is a common struggle for refugee students. Such challenges include adjustment to the English language, curriculum, peer groups and socio-cultural norms. To assist refugee students in their transition and adaptation process, researchers have advised educators to listen to students’ voices and experiences (Oikonomidoy, 2007). In October 2016, five junior Syrian students took part in a 40 minute semi-structured, one-on-one interview. Upon analysis of the interview responses the following themes emerged; the need for understanding refugee students using a holistic approach, the significance of peer relationships in enhancing language acquisition, and the impact of the structure of the learning environment on students’ experiences. It is hoped that the results from the study will provide deeper insight to the common threads that lead to successful resettlement of refugees in Canadian schools.

Keywords: syrian refugee, english language learner, english as a second language, student experience.
References


Part 6: Global Competence
Understanding Preschool Children’s Cooperative Problem-Solving During Play: China and the U.S.

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Abstract

Cognitive development theory and sociocultural theory both emphasize the value of play in children’s learning and development. Piaget (1951) suggested that peer interaction during play could promote children’s learning, practice, and development of cognitive abilities and skills. For Vygotsky (1933), play is a context for children to act in an imaginary situation and create “voluntary intentions” and real-life plans via interacting with others (p. 26). In particular, playing with advanced peers promotes children’s potential to challenge complex problems, internalize the skills learned from the interactions, and apply them to solve future problems. Studying the development of children’s cooperative problem solving skills, locally and cross-culturally, has value in the 21st Century as our children will continue to face problems that are no longer unique to particular cultures but also relevant to people in diverse cultures around the world.

Research suggests that 4- and 5-year-old children, especially, show cooperative problem solving when engaged in play (Ramani, 2012; Siegler & Jenkins, 1989; Trnavsky, 1997). Nevertheless, there is a lack of research studying children’s cooperative problem solving during play in natural preschool classroom contexts (Ramani & Brownell, 2014) and particularly, cross-culturally (Schneider, Benenson, Fulop, Berkics, & Sandor, 2011). Thus, investigating children’s cooperative problem solving behaviors in different cultural contexts holds promise for providing informative descriptions of preschool children’s cooperative problem solving during play. With this research aim, two primary research questions guide this study: 1) How do 4- and 5-year-old children solve problems, cooperatively, during play in selected U.S. and Chinese classroom contexts? 2) What are preschool teachers’ beliefs about their roles in supporting children’s cooperative problem solving during play?

This study comprises two phases that includes a four-month field work in Chinese kindergarten classrooms (n =3) followed by a four-month field work in U.S. preschool classrooms (n = 3). This presentation will be focused on the Chinese data, only. The Chinese kindergarten setting is a private kindergarten located in the Northeast region of China. The kindergarten is affiliated with a private university that provides pedagogy courses for university students. The kindergarten seeks to provide child-centered education for children’s learning and development, across four programs that serve toddlers, preschoolers, and kindergarten aged children (N = 50); three classrooms include children from four to five years of age (n = 40). Most children were from middle social economic status (SES) families. Similarly, the U.S. preschool is a university laboratory school located in the Southeastern region of the U.S. This preschool is a site for researchers and students to study children’s development and teaching practices of student teachers. The preschool includes four programs for infants, toddlers, preschoolers, and kindergarten aged children (n = 115). Among the programs, there are three preschool classrooms and one kindergarten that primarily include
children from four to five years of age (n = 46). This center mainly serves children from middle SES families.

For this Global Conference on Education and Research presentation, research data and findings will be presented, based on the participation of a) 21, 4- and 5-year-old children and b) their classroom teachers (n = 3) from the Chinese kindergarten (4 children were under the age of 4 at the time of the study and are not included, along with their classroom teacher). Participants included 7 boys and 14 girls participants, with five, 4 year olds and sixteen, 5 year olds.

According to parents’ reports, 90.48% of the children were from middle-class families, and 4.76% from higher- and lower-class families, each. Moreover, 76.19% of parents graduated from a 4-year institution or from a college; 14.29% from a high school; and 9.52% from a middle school. All parents were married. Except for two children who were identified as national minorities, the remaining children were identified as Han ethnicity (majority population in China). Teachers were female, ranging in age from 26 to 43 with an average of 12 years of teaching experience. One teacher graduated from a 4-year institution, and the remaining teachers graduated from a 3-year professional teaching college programs. All teachers identified themselves as Han ethnicity.

Primary data sources include: 1) video recordings of focal children with peers during play, 2) written classroom observations of children’s play behaviors, and 3) semi-structured, video-stimulated recall interviews with teachers. Secondary data sources include field notes and daily research journal entries. Although data analyses are currently underway, we expect to complete the analyses using the Multivariate Analysis of Covariance (MANCOVA) in April.

A preliminary review of quantitative data suggests that Chinese children’s cooperative problem solving is similar to that of the U.S. children with some exceptions. Consistent with previous theoretical and experimental studies, older children show more cooperative behaviors and communication in child-centered play contexts than younger children (e.g., Piaget, 1951; Ramani, 2012).

Surprisingly, children did not evidence a division of labor while problem solving as found in other studies (Holmes-Lonergan, 2003; Ramani, 2012). Moreover, children’s cooperative problem solving behaviors differed by gender as well as age. Girls were more likely to engage in social conflicts during efforts to gain access to play materials, typically resolving conflicts using verbal threats (e.g., “I won’t play with you anymore,” or “I will not share my snack with you tomorrow”). This finding is different from some studies conducted in the U.S. in which girls have been more likely to offer peers access to materials than boys (e.g., Holmes-Lonergan, 2003). Our findings also suggest there is no age difference among girls who engage in social conflicts. For boys, however, they are more likely to engage in cognitive problems (e.g., constructing or building something) and negotiate differences by using physical control (e.g., children block peers’ actions). Finally, as expected, younger boys appear to use more physical control to solve problems than do older boys.

The analysis of situated phenomena and related process features of teachers’ experiences (Glaser & Strauss, 1967, pp. 28-52) were garnered from teacher interview transcriptions, field notes, and daily research journal entries. Grounded theory has influenced the methodological approach to data analysis (e.g., open, axial, and selective coding processes) while constant comparative method has been used to compare across data in order to saturate themes (Glaser & Strauss, 1967).
Emerging trends point to the value of teachers’ roles in children’s cooperative problem solving. Varying perspectives regarding children’s safety and their ability to solve conflicts during cooperative problem are being uncovered, in particular regarding when and how to intervene. While supporting children’s cooperative problem solving during play, teachers also reflected on their challenges in the areas of classroom space, play materials, and pressures felt from parents’ high expectation for children’s academic learning. It is expected that the contributions of this study will (a) provide a description of preschool children’s cooperative problem solving in one Chinese kindergarten, and (b) generate new knowledge related to the impact of culture on children’s cooperative problem solving.

**Keywords:** culture, preschool, classroom contexts, cooperative problem solving, play.

**References**
Global Understanding Through Travel: The Struggle to Define Learning While on the Road in El Salvador

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Abstract
This study addresses the role of school-facilitated group travel in shaping participant experiences, attitudes, and beliefs regarding their own learning and development abroad and at home. The setting at the basis of this inquiry is the twenty-five students and three teachers from Future Tech West, a progressive project-based charter high school located in the Western United States, as they travel to El Salvador for twelve days. Grounded in a qualitative research methodology, this study focuses on interviews taking place during the months surrounding the trip, incorporates photographs as artifacts of travel and tools for photo-elicitation interviews, and utilizes extensive fieldwork of the author as a participant observer. By making extensive use of interviews, the study constructs narratives surrounding a number of themes connected to the unique affordances of more “off the beaten path” travel. Focusing on particular immersive events during the trip, narrative themes include discussions of student perceptions of more authentic contexts for learning about American exceptionalism, developing deeper relationships amongst both students and teachers, and unexpected manifestations of dealing with homesickness. A second photo-based interview inquiry process focuses on shifting student perceptions before and after the trip. This inquiry discusses student sentiments of desiring a less consumerist life as a result of living more basically, seeing widespread poverty, and interacting with the locals while in El Salvador. Lastly, a final inquiry utilizes student and teacher narratives to emphasize perceptions distinguishing school learning from the types of learning that occur while traveling, and whether it is possible to capture the positive attributes participants connect to travel within the context of school. Through interweaving the multiple literatures of sociocultural theory, progressive education, critical pedagogy, and travel learning this study addresses that while there may be many fundamental differences at their foundations, when connected to schools and development of the individual, these disparate discourses often manifest in similar ways—particularly when connected to the often-overlooked factors of student-driven activity, authenticity, chaos, and serendipity in the socialization process. Finally, this paper suggests that it is plausible that the complicated and possibly conflicting space surrounding the socially negotiated goals and ideals of the diverse cultures of the individual, school, home country, and visited country can produce a more visceral setting for individual students to develop into the learners needed for today’s world.

Keywords: intercultural competency, study abroad, globalization, identity development
Abstract
High school students in both North America and in India experience stress, but from very different sources. Peer pressure plays an essential role in the academic stress experienced by high school students in North America, whereas for students on the Indian sub-continent parental influence plays the greatest role in the stress they feel. The importance attributed to the school exams and to the statewide board exams at the end of Standards X and XII create a tremendous pressure within the home for Indian students to achieve high marks. Parents begin to chart the education course of their children from early childhood, in preparation for achieving this goal, since the career paths open to their children depend on the marks achieved on these exams. With this high level of hope and expectation for the future, parents assume a very active role and make any sacrifice necessary for the education of their children. For this paper a survey of 231 students, comprising seven sections of students studying in the tenth and twelfth Standards in south India, was conducted in summer 2014. The survey was conducted in Chennai, the most populous city in the state of Tamil Nadu. Three private high schools were selected with a mix of diversity regarding religion, caste, parental education, and other such similar socio-economic factors. The questions posed related to the tension experienced in writing school exams, and personal feelings toward school performance. Most of the questions presented in the survey were open format in the sense that students were free to choose multiple responses applicable to the question, as well as free to write-in their own opinion, feeling, or idea. In order to obtain a free-flow of opinions in the tight society of the Indian culture, as much freedom as one can imagine was exercised to obtain the information. The results reported in this paper are part of a larger study on academic stress and the Indian system of education. This paper concentrates exclusively on the stress created by unsatisfactory performance on school exams, as well as the influence exerted by the parents toward their students’ academic achievements. The most prominent response choice, by 52% of the students, attributed disappointing one’s parents, or scolding by parents as the major contributing factor to their feelings of stress. More girls (57%) than by boys (50%) felt this parental pressure. Religion, caste, and socio-economic factors played no role in the response choice. However, students with at least one parent who attended college felt the parental influence or pressure more heavily than students whose parents had no college education. Interestingly, the study found that peer influence or disappointing teachers’ expectations played a minor role (20%). There was no difference between the feelings expressed by tenth and twelfth Standard students as far as parental influence was concerned. Students felt that playing sports (26%), visiting a friend (24%), watching movies (24%), listening to music (4%), praying (4%) and crying (9%) were means of easing the tension felt by their lack of expected academic performance. Although these factors exhibited gender differences, there was little overall difference in the outlets expressed by students in Standards X and XII. The exceptions were that more females than males found comfort in crying, listening to music, and praying. The responses of listening to music and praying were write-in responses expressed by the students. It is concluded that the parental influence felt was inevitable, and the coping strategies are for schools to provide more facilities for sports and time for interpersonal activities.

Keywords: academic stress, India, parental pressure, high school
Role of Culture in Global Competence: Perceptions of International Students

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Abstract
In this global era, higher education institutions have been contending for strategies to graduate globally competent students. Higher education institutions have been consistently using international student enrollment as a measure of globalization. International student enrollment has been steadily growing since 2000 (US News, 2014). According to Project Atlas (n.d.) the total number of international student enrollment reached a record high of 974,926 in 2014-2015. According to Project Atlas in the academic year 2015/2016, Chinese students ranked number one in US international student enrollment (31.5%) with over 328,000 students enrolled and Saudi students ranked number three (6.1%) with more than 60,000 students enrolled in (Fall, 2015).

Global interdependence has grown unpredictably, driving global competence to the center stage in many areas of research especially adult and higher education (Hudzik, 2011). As a result, plethora of initiatives to internationalize higher education were executed in an effort to graduate globally competent students equipped with 21st century skills and prepared to function in an increasingly interconnected world (Balistreri, Tony Di Giacomo, F., Ptak, & Noisette, 2012; Briscoe, 2015; Gopal, 2001; National Education Association, 2010; Reimers, 2013; Wit & Leask, 2015). Bok (2006), 25th president of Harvard University, mourns the inadequate performance achieved by those institutions in regard to developing global competence. Bok explains that these initiatives offer little guidance on the means to the end as they offer opportunities but lack focus. Harrison and Peacock (2009) and Wit and Leask (2015) express that universities are failing to capture existing international and intercultural opportunities. Similarly, Hart Research Associates (2013) survey of 318 employers conducted on behalf of the Association of American Colleges and Universities (AACU) asserts that most graduates are not ready to face the global market. Three in four employers recognize the importance of intercultural skills in career success (Hart Research Associates, 2013).

The rising need for a global perspective forced intercultural competence to gain recognition (Ali, 2014; Deardorff, 2011). A surge of terminologies has been used interchangeably for the past 50 years (Fantini, 2009). Western inquiry has extensively described the scope and application of a global perspective with little agreement. This discrepancy is demonstrated in the diverse viewpoints in current literature. A global perspective varies among scholars. Sometimes powered by economic forces (Friedman, 2005), based on world view (Purdy, 2003), or focused on cognitive, affective, and behavioral skills (Bennett & Bennett, 2004; Deardorff, 2004; Hunter, 2004; Wallenberg-Lerner, 2013). Existing research emphasizes that global perspective is concentrated on the development of intercultural competence (Behrnd & Porzelt, 2011; Bennet, 1993; Cui, 2013; Deardorff, 2004; Hett, 1993; Hunter, 2004) in which strict knowledge of objective culture is insufficient (Bennet, 2011).

Existing research incites a need for global competence framework in which successful interpersonal, academic, and professional life is achieved in a world of global economies. Today’s interconnectedness mandates an agenda to bridge, understand, and appreciate cultural
differences. Current research has been advocating priming future generations with a compatible set of skills to function in this rapidly transforming global social system, education, workforce, and government (National Education Association, 2010; Mansilla & Jackson, 2011; Reimers, 2013; Wit & Leask, 2015).

The National Association for Foreign Student Affairs (NAFSA) defines global competence as the ability to use information from different sources around the world; and modeling the values and perspectives of respect and concern for other cultures, peoples, and global realities (2012). The term global competence according to many scholars is related to higher education and the development of skills (Bennett, 1993, Deardorff, 2004; Hett, 1993; Hunter, 2004). Deardorff's outcome based definition of intercultural competence as the effective and appropriate behavior and communication in intercultural situations where knowledge, attitudes, skills, internal and external outcomes are crucial elements of the process model (2004). Deardorff identified respect, openness, and curiosity as components of attitude. Cultural awareness and worldview constitute one’s knowledge while observation, listening, analyzing, interpreting and relating represent one’s skills.

Schwartz’s (2006), Hofstede’s (1984), and Ingelhart’s (1977) research supports the significance of universal values as they relate to personal decisions, motivations, and culture. Cultural values have major influence on personal decisions (Briscoe, Hall & Mayrhofer, 2012; Schwartz, 2006). Little research exists on the relationship between cultural values and global competence or its cross-cultural perception. Much of intercultural studies overlook the role of social values.

According to Hofstede (1984, 2001), cultural values are deep-rooted by mental programming and may fail if violated by cross-cultural interactions. Hofstede (2001) called for shared meaning system of cultural norms and values.

Hofstede’s cultural dimensions provide insight on how and why people behave differently. These dimensions explain the causes for societal and cultural variations. These dimensions further provide a clear and practical framework that is applicable in various fields particularly in relation to intercultural studies.

Hofstede (1980, 1991) defines culture as the collective programming of the mind. Hofstede research resulted in a five-dimension model of culture. Two dimensions relevant to global competences are: 1) power distance, and 2) individualism/collectivism. According to Hofstede, power distance dimension is the degree to which individuals of a particular society accept the unequal distribution of power. It is defined as the extent to which individuals of a country expect and accept unequal distribution of power. This society accepts hierarchical order without explanation. Individualism/collectivism represents contrasting preferences for a loosely vs versus tightly-knit social structure. In loosely knit societies, individuals are expected to take care of themselves and their immediate family. In collectivist societies, members are expected to look after families and members of particular groups.

Based on Hofstede, Kingdom of Saudi Arabia and China score high on the Power Distance and significantly low on the Individualism dimensions. Both Saudi and Chinese cultures score 95 and 80 on the power dimension. These societies accept hierarchy and expect inequality. In these cultures, authority and control are prevailing; individuals expect to be told what to do. On the
other hand, Saudi Arabia and China score 25 and 20 on the Individualism dimension. These societies are big on collectivism where loyalty is supreme and defies most rules and regulations.

The purpose of this qualitative research is to explore how culture influences the global competence of Saudi and Chinese international students. The research question driving this study is: How does culture influence the global competency of Saudi and Chinese students?

The sample will be a group of University international students. Four Saudi students and four Chinese students will be identified through professional contacts. Two focus groups will be conducted, one with the Saudi students and another one with the Chinese students. First, a brief demographic information form regarding the age, education, work history will be given to each participant. This will be followed by 11 questions on the influences of culture on global competency. Answers will be analyzed to spot any thematic similarities.

Keywords: Hofstede’s cultural dimensions, Saudi students, Chinese students, global interdependence

References


Examining Cross-Cultural Affective Components of Global Competence
From a Value Perspective

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Abstract
Global interdependence has driven global competence to the center stage particularly in adult and higher education. A plethora of initiatives to internationalize higher education were executed to graduate globally competent students equipped with 21st century skills and prepared to function in an increasingly interconnected world. The rising need for a global perspective forced intercultural competence to gain recognition. Scholars agree on the significance of values in the development of global/intercultural competence particularly the role of values. Little research exists on cross-cultural perspective of intercultural competence and the role of values on the its development. The purpose of this study was to investigate the relationship between cultural values and affective components of global competence.

Keywords: globalization, global competence, adult education, values, schwartz value theory, affective components
Modeling How to Foster Students' Critical Literacy Stance to Develop Engaged, Competent Global Citizens

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Abstract

Teachers across the content areas are responsible for exposing their students to rigorous text and incorporating literacy into their instruction. This is true for teachers of... social studies” (Common Core State Standards Initiative, 2010a, p. 43)

“A critical reading stance is the opposite of reading for information so students can repeat it, which they are required to do in many United States primary and secondary schools, and perhaps even universities” (Cruz, Personal Communication, 2016)

There are two compelling reasons for teachers to promote students’ analytic engagements with social studies text. The first reason is the text itself. As teachers know, social studies textbooks, like all expository text, are neither impartial nor infallible (Romanowski, 2016). Research shows authors choose specific language to create impressions in the minds of students. Therefore, textbooks are infused with subjectivity. Moreover, authors’ claims are often based on assumptions that contain inaccuracies, half truths, and biased language (Loewen, 2007, 2009; Padgett, 2012) (also see Apple & Christian-Smith, 1991; Goodlad, 1984; Sleeter & Grant 1991).

Yet, textbooks are at the core of the social studies curriculum, and social studies classes rely “on textbooks more than any other curriculum area” (Williams & Bennett, 2016, p. 124) (also see Sleeter, 2005; Padgett, 2012). At the same time, as Cruz notes in her review of social studies materials, “printed text has a level of legitimacy and authority perceived as virtually mistake proof” (2002, p. 337). This perceived legitimacy of authority leads students, and often new and inexperienced teachers, to unquestionably accept the veracity of what they read (Cruz, 2016, personal communication). In turn, studies show, language and information in social studies textbooks help shape students’ perceptions of the world (Fournier & Wineburg, 1997).

A second rationale for teachers to promote students’ critical evaluation of social studies textbooks resides in social justice equity issues in United States schools and in our nation. Educational research clearly demonstrates the connection between students’ abilities to question information in their textbooks and their overall reading competence, which often show a relationship to their socioeconomic status, ethnicity, or English proficiency (Espinosa, 2005; Jenkins. 2012; Ravitch, 2016). Specifically, students who are good readers can concentrate on appraising rhetoric in their textbooks and in other texts, such as propaganda posters, movies, photographs, television, videos, video games, advertisements, song lyrics, magazines, newspapers, and television advertisements. Hence, students who are critical readers are on the path to becoming informed citizens - a principle goal of the National Council for the Social Studies (National Council for the Social Studies, 2010). Conversely, students who are less able readers must concentrate on lower order reading skills, such as word identification, and fluency. As a result, they have difficulty directing their attention...
necessary to conducting a critical analysis of an author’s message. Yet, “the civic mission of social studies demands the inclusion of all students [and closing the instructional gap] by addressing cultural, linguistic, and learning diversity that includes similarities and differences based on race, ethnicity, language, religion, gender, sexual orientation, exceptional learning needs, and other educationally and personally significant characteristics of learners” (National Council for the Social Studies, 2010, n p). Viewed through a Foucauldian poststructuralist lens, exemplary critical readers hold positions of power (See Foucault, 1982). Conversely, students who have difficulty evaluating the quality an author’s argument cannot question an author’s authority and thus, are marginalized (See Spivak, 1988).

Congruent with the urgent need to foster students’ abilities to critically engage with text, a recent poll reveals American voters are concerned the United States does not prepare young people with the literacy skills they need to compete across geographical boundaries (Partnership for 21st Century Learning, 2016). This opinion is corroborated by findings of a recent survey of higher education faculty. The majority of respondents believed their first year college students lacked ability to evaluate evidence and/or support for an author’s claims and could not distinguish among fact, opinion, and reasoned judgment, which are all dimensions if critical reading (ACT, 2016).

This lack of preparation to read critically partially emanates “from a model of teaching … in which students far too often have to “memorize answers that have been coded as ‘facts’ for one-time testing” (Berkeley Graduate Division, 2016, n p). Students who have learned to read text just to find the right answers have no understanding of what it means to question what they read (Bowling Green State University Center for Teaching and Learning, 2016). Yet, escalating information emanating from an ever-expanding fast paced world demands students not only know how to scrutinize text, they must also carefully consider information from many sources, including analyzing global contemporary social and environmental concerns and historical issues (Senechal, 2010). The reality is if students are to become more informed and effective citizens, which is a primary goal of the National Council for the Social Studies, they must be able to meet the demands and conventions necessary to analyze layers of meaning, rhetoric, and complex ideas in all sorts of informational text (Common Core State Standards Initiative, 2010b; National Council for the Social Studies, n d). In the following section we detail some of the rhetoric displayed in social studies text that pose challenges for students.

Although social studies textbooks continue to improve, many contain authors’ biased positioning, or omission of minority groups (Cruz, 1994). For example Romanowski (1996) found US history textbooks implied Japanese Americans were a threat to the United States during World War II although there was never any proof of their disloyalty (JARDA, 2005). Rubin (1994) observed errors in textbooks regarding the representation of present-day Middle Eastern social and political realities, In addition, Cruz (1994) detected that secondary level social studies textbooks portray Latinos in stereotypical ways. While Wolf (1992) noted African Americans depicted in a time period after slavery were portrayed as “frightened, confused, and helpless, perpetuating the stereotypes that blacks are inferior and simple” (p. 293).

More recently, a review of five well-known secondary school social studies texts incorrectly suggests the ultimate goal of African Americans during the Civil Rights Movement was to achieve economic growth rather than attain equality and justice (Romanowski, 2016). Women too, have been misrepresented. For example, a study of representation of women in United States textbooks both in number and manner found women were treated inequitably and stereotypically in
relationship to their male counterparts and were also “viewed through a patriarchal lens” (Williams & Bennett, 2016, p. 124). And, in a 2012 dissertation that explored how American Indians were represented in five Florida textbooks, Padgett learned while overt racism had declined from previous years, information about “American Indians was simplified to support the United States national myth” (p. 1). Other research shows that American Indians have been afforded only a small space in textbooks and were often portrayed as obstacles to white settlers (Teachinghistory.org, 2016). A recent firsthand account also illuminates an omission of minorities. A teacher in one of my doctoral classes described her African American students’ negative opinions of exclusions of minorities in their text. “There is only one Black person in this book,” one boy said. Another responded, “You don’t want to see white people every time you open this book. We want to see Black people making progress” (Nkrumah, 2016).

Authors contribute to social studies text challenges in other ways that Brookfield refers to as “language tricks” (2012). They may directly address readers (e.g., “you”) to deliberately entice readers into agreeing with what the text says by “reflecting “back the readers’ own image” (Temple, 2016, p. 8). Authors may also use faulty logic, present unsupported conclusions, and contradictions, and include inconsistencies and errors in reasoning (i.e., their argument, or claim is not based on sound facts or data) (Queen’s University, 2016). There is also a possibility authors may present factually accurate information and, at the same time, they subtly, and intentionally convey their personal values and judgments by omitting important realities, or expressing distortions, outdated facts, or half-truths (Lenski, Wham, & Johns, 1999). A case in point is a McGraw Hill 2015, ninth grade geography textbook. In a now “rectified section titled “Patterns of Immigration,” a speech bubble pointing to a U.S. map read, “The Atlantic Slave Trade between the 1500s and 1800s brought millions of workers from Africa to the southern United States to work on agricultural plantations.” An African American mother noted, “calling slaves ‘workers and their move to the United States ‘immigration’ suggests not only that her African American ancestors arrived on the continent willingly but they were also compensated for their labor” (Wang, 2015, n p). In another case, scholars reviewing textbooks based on the “Texas Essential Knowledge and Skills” guidelines discovered a number of historical misrepresentations, among them several in McGraw-Hill’s proposed textbooks. These issues included declaring that a “Muslim garb hinders women’s rights, palliating the inequalities African Americans faced under Jim Crow, and representing slavery as only a secondary cause of the Civil War” (Brown, 2015, n p).

Other concerns are that authors may deliberately select particular words and phrases, such as figurative, discriminatory, or inflammatory language designed to evoke readers’ emotions and feelings about a topic, such as sympathy, anger, or resentment. They may also affect readers imaginatively by making sweeping generalizations (i.e., applying a general statement too broadly, such as, “The distinction between Germans and Americans is that all Germans are overly formal while Americans are not.” Furthermore, authors can affect readers intellectually by covertly conveying ideas, impressions, and suggestions to the reader (Collins Learning, 2015).

To foster students’ analytic skills to detect controversial content, such as documented above, scholars note it is important for teachers to offer specific lessons in critical analysis (DeVoogd, 2016). To assist teachers in their critical analysis instruction, in the following section I present a lesson in which I modeled reading critically to students that included purposefully annotating text. (Some lesson ideas suggested and modified from Deal & Rareshare, 2013; Fisher & Frey, 2015; Moss & Loh-Hagan, 2016; Tomasek, 2009).
Teacher modeling is a highly efficient way to help students grasp the basic elements of text analysis. In fact Brookfield (2012) observes that teacher modeling “can set a tone for openness that significantly influences students’ readiness to delve in to their own assumptions” (p. 61). By modeling, teachers give students confidence, and demonstrate “what they can and should do when they read text analytically” (Horning, 2007, n p). In this section I present an initial critical reading social studies lesson I offered to fifth grade students. The students who participated in the lesson attended an after-school tutoring program one afternoon a week at a local public school. Their ages ranged from 11-14. To initiate this first comprehensive critical reading lesson, I selected a short text related to a social studies topic students were currently studying in their after school tutoring sessions. Since learning to read critically, like most learning, is developmental and incremental, I chose a less complex text for this initial modeling session (See Appendix A for an annotated excerpt of this text). I planned to move on to more complex text when the students developed more understanding of the critical reading process.

To prepare for the lesson, I previewed the text to pinpoint any unusual vocabulary, author’s biases, and sweeping generalizations, or language designed to evoke readers’ emotions. I also identified the author’s main argument (e.g., “Dropping the atomic bomb on Hiroshima was necessary and the only way to end the war with Japan”), supporting statements (“President Truman was told that if the US invaded Japan, mass casualties would occur”) (Appleby, Brinkley, Broussard, McPherson, & Ritchie, 2010), and conclusions (e.g., “In order to prevent mass casualties, the United States dropped the atomic bomb on Japan to end the war”). In addition, I had a variety of pertinent sources handy (e.g., Library of Congress Teaching with Primary Sources website, the National Archives website) to encourage students to corroborate across sources to form a historical interpretation, and to check the validity of an author’s argument and supporting evidence (Wineburg, 1991a, 1991b).

Next, I displayed the text on an overhead projector for students, and I modeled my thinking as I read aloud and portrayed a critical reading stance. Students listened and observed as I skimmed the text. I said, “By the title and the subheadings I know this passage is about World War II. I need to think like a detective and figure out what assumptions, or beliefs I have about World War II, and how my assumptions shape my views as I read. You’ve been studying World War II. What do you know about that topic?” Students responded and I jotted down their ideas (e.g., “bomb; fighting; atomic bomb; Japan”). At that point I helped students look up more information about World War II and the atomic bomb.

Then, I continued reading aloud, sweeping my hand across the text and stopping at crucial places in the text, such as the author’s arguments and supporting statements. As I underlined the argument in the text (See Appendix A for an annotated excerpt of this text), I said, “Students, here’s how I found the author’s argument, or claim. I looked for the point the arguer (author) was trying to make and answered the question ‘So what’s the point?’ Remember, the claim is the conclusion that the arguer is trying to make (see Hillocks, 2010). Let’s look at this excerpt from a public statement from President Truman (See annotated excerpt in Appendix A). He says, ‘Having found the bomb we have used it. We have used it against those who attacked us without warning at Pearl Harbor, against those who have starved and beaten and executed American prisoners of war, against those who have abandoned all pretense of obeying international laws of warfare. We have used it in order to shorten the agony of war, in order to save the lives of thousands and thousands of young Americans. We shall continue to use it until we completely destroy Japan’s power to make war. Only a Japanese surrender will stop us” (DougLong.com, n.d., n p).
As I underlined the text, I said, “In this excerpt, I see that President Truman’s claim for dropping the bomb is, ‘We have used it in order to shorten the agony of war, in order to save the lives of thousands and thousands of young Americans. This is the point that he is making in this excerpt. I’m going to place a star by the author’s claim, or purpose for writing this text and I’ll connect his claim with arrows to his supporting evidence. This will help us revisit the argument-claim connections to rethink their appropriateness and soundness.”

During this process I shared my own struggles with the text (e.g., “I don’t know what hypocenter means. So, I have to look it up right now on my computer thesaurus. Hypocenter means the point of origin of an earthquake or a subsurface nuclear explosion. The term hypocenter is also used as a synonym for ground zero, the surface point directly beneath a nuclear airburst”). As I modeled, I continued annotating the text (e.g., circling unknown, or confusing words, formulating questions I had about the author’s statements, placing question marks, etc.). Taking the part of a critical reader, I also asked more questions aloud, such as, “What evidences from the text challenges my initial assumptions – what I believe is true? Whose voice, or what groups of people are left out of this text? Who is marginalized? What information (if any) is incorrect? In what ways does the author show her biases?” Following each question I asked, “Can anyone help me answer this question I have as a critical reader?” (See Tomasek, 2009 for additional questions teachers might ask in a critical reading lesson).

As I moved further through the text I underlined main points, highlighted keywords and phrases that I said confused me, wrote margin notes restating the author’s main ideas, and wrote down additional questions the students and I generated from the text, our discussions, and by activating our background knowledge. I also provided a risk free environment to encourage students to share their own ideas and questions about the text, and to talk with peers about confusions they might have about the processes of critical reading. To close the lesson, I asked students to record the date in their Critical Reading Notebook and then write what they learned about critically reading a social studies text like a detective. I also asked students to work with a partner and share what they learned from the lesson, such as, “I learned how to draw arrows from the author’s main argument to her supporting evidence”; “I learned to skim the text prior to reading critically so I could get an overview of what the text was about. Then I distributed individual copies of a “Critical Reading Guide” to students so they could begin to analyze the next section of the text independently. I share this “Critical Reading Guide” in Appendix B, and invite teachers to alter the Guide to fit their students’ instructional needs. Teachers may reproduce the Guide for classroom use.

As DeVoogd (2016) argues, “If schools only teach the social studies content typically found in standard textbooks, they are leaving students vulnerable to manipulation by texts, movies, or media that may seek to control popular opinion for their own purposes. Schools need to prepare students not just to learn information, but to learn strategies that will help them understand the perspectives behind the way the information is presented and what other perspectives may exist” (p. 5). Responding to DeVoogd’s (2016) point of view, in this presentation I will shared specific information about social studies text problems and portray a critical reading lesson designed to prepare students to read analytically. In Appendices I have supplied an excerpt of an annotated text, I will use in the lesson, and a “Critical Reading Guide” that teachers may reproduce to help their students analyze social studies text independently.

Keywords: critical literacy, , competent global citizens, analytic skills
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Global Competency for an Inclusive World: The Design of a Global Literacy Test Unit on Issues of Socio-Economic Development

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Abstract

The cultivation of global literacy, a 21st Century Skill, is high up the education agenda of the basic education curriculum practiced around the world today. In 2016, OECD released a document entitled “Global Competency for an Inclusive World”. The definition of Global Competence entails the capacity to analyze global issues critically and from multiple perspectives, as well as to engage in open, appropriate and effective interactions with others from different backgrounds on the basis of a shared respect for human dignity. This study seeks to explore how to design test units assessing 15-year-old students’ knowledge and understanding of pertinent global issues on Socio-economic Development. The title of the test unit is SUPERFOOD – QUINOA. It consists of a number of test items (multiple-choice versus open-ended) to be administered to the examinees on a yet-to-be-designed computer-based testing platform. One issue examined in this test unit is the government policy of the under-developed countries to export quinoa in large quantity to the developed countries for daily consumption as healthy diet. To answer the questions demonstrating higher level of global literacy, students are required to analyze the issues therein critically and from multiple perspectives. Through chatting with the computer agent(s) about the issues on socio-economic development in a globalized world the researcher understands the perspective that the student takes, at the same time revealing student’s ability to interact with the computer agent(s) respectfully, appropriately and effectively. Through analyses of the responses to the open-ended questions, progressive levels of student global literacy can be assessed. Upholding the core value of human dignity, this study is important to assess student global competence for an inclusive world.

Keywords: global literacy, global competence, human dignity, socio-economic development, test design
Influence of ELL Instructor’s Culturally Responsive Attitude on Newly Arrived Adolescent ELL Students’ Academic Achievement

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Abstract
The demographic composition of U.S. schools has been changing rapidly with growing population of English Language Learners (ELLs): National-origin-minority students who are limited English proficient in the US. In 2013-2014 academic years, the ELLs in U.S. public schools reached approximately 4.5 million or 9.3 percent of the entire U.S. student population (USDOE, 2016). While ELLs reside throughout the U.S., they are heavily concentrated in the six states of Arizona, California, Texas, New York, Florida, and Illinois States (Payán and Nettles, 2008). The Demographic Report of NYCDOE of the school year 2013-2014 by a department of ELLs and Student Support showed that over a quarter of all ELLs were in high school grades. In the report, ninth-grade showed the highest concentration with 13,923 ELLs, potentially signaling a major entry point for recently arrived ELLs. ELLs were protected by the Civil Rights Act of 1964 (1964), which required schools to improve language deficiencies of students for them to fully participate in the education system. Under Title I, the Elementary and Secondary Education Act (ESEA) of 1965 provided supplementary compensations to school districts with students who were disadvantaged by their home lives, economic environments, the quality of the education, the social class backgrounds, and the special educational needs (LoPresti, 1971). Then, schools have responded to the next federal requirement, the No Child Left Behind (NCLB) Act of 2001. One of the goals of NCLB Act required ELL students to acquire proficiency in English and reach high academic achievement in Reading, Language Arts, and Mathematics. Also, states must have adopted college and career-ready standards in the subjects designed to raise the academic performance of all students, including ELLs. Furthermore, Every Student Succeeds Act (ESSA), bipartisan legislation, was signed by President Barack Obama in December 2015 to prioritize both excellence and equity for the students and to support educators. The rapid growth of the ELL student population and the escalation of federal accountability requirements addressed researchers' attention to the unique needs of ELL students. Even with the increased attention, the achievement level still lags behind their non-ELL counterparts. To understand the discrepancy, a yearlong ethnographic study was conducted to evaluate the influence of the ELL instructor’s culturally responsive attitude on newly arrived adolescent ELL students. The theoretical framework used for this study was Geneva Gay’s Culturally Responsive Teaching. Gay (2010) defined culturally responsive teaching as “using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them.” The culturally responsive attitude encourages teachers to align their classroom instruction with the individual student’s circumstances to differentiate the daily lessons for ELLs. ELLs can most benefit to achieve English proficiency and meet the standard of content knowledge by differentiated instruction since students’ individual needs are recognized based on background, experiences, language, culture, and their academic readiness. The focus of this study was to investigate how teacher’s culturally responsive attitude is facilitated for newly arrived adolescent ELLs in preparing for postsecondary education (college and career ready). This ethnographic study used qualitative methods for data collection and analysis which includes observations and interviews. During the observations, the researcher examined the way teachers interact with their
students; evidence of culturally responsive teaching practices in lesson plans and preparations; student arrangements during classroom activities; resources and documents used to support culturally diverse students; and engagement of students during discussions, group work, and individual assignment. Triangulation of multiple resources like recording, memo, pre- and post-discussion, and clarification were used to assure the trustworthiness. The researcher also performed member checks, enough number of interviews and observations, constant comparison, and provide a thick description of the data and findings. The data like field notes, interviews and observations were traceable back to original sources like raw data, data reduction, data reconstruction, and process notes. One ELL teacher was recommended by the principal of the Urban public high school. Participation in this study was voluntary in both the observations and the interviews of the research process. Due to space limitations, the two most prominent findings were discovered from this study and they were mainly focused on the teacher’s cultural awareness and teacher’s high expectation. First, the teacher's cultural awareness was evident from the interviews and observations. In the interviews, the teacher frequently stressed the significance of connecting his lesson and presentation to the individual students' culture. He said, "it's more about cultural support than just the language." He further clarified, "they come here in 9th or 10th grade. Their whole life is in another country, and it's a very hard transition." During the observation, it was evident that the teacher encouraged students to express and explain their experiences and culture during the class discussions. During the ELL student's presentation in the mainstream classroom, the ELL instructor reinforced students to be proud of where they came from and provided supports, clarification, and thoughtful questions during the presentation. Next, the teacher's high expectation on students' academic performance was found in interviews and observations. During the interviews, the teacher emphasized the importance of dedicating to students' learning, building students' independent work ethics and decision-making skills; encouraging students; and believing students' potential. "I think that what we're doing is preparing them for the world. We tend to nurture them and be very overprotective... [but] you want them to have the skills that they require to get out into the real world because that's going to be the reality." During the observation, the teacher provided clear examples with a demonstration for ELLs to understand the content better; provided higher order thinking questions; continuously evaluate students' language skill growth. The teacher further emphasized the importance of post-secondary education which showed his belief in ELLs' potential to proceed to college. In the lessons, he provided preparation lessons for college access, allowed students to search colleges and their requirements, and reinforced students to provide self-governing ideas and works. By examining ELL instructor’s culturally responsive attitude through the lens of newly arrived adolescent ELLs’ needs, the teacher’s influence on ELLs’ academic performance was derived. The newly arrived adolescent ELLs' language ability could have foreseen the frustrating negative results on students’ academic opportunities and achievement, but the misconceptions cannot be an excuse for not providing any culturally responsive pedagogy. Making a facilitating and welcoming learning environment for ELLs is critical for students’ intellectual development. Since the majority of ELL students were anonymous in the mainstream classrooms and apart from true learning, educators should be encouraged to find methods to assist ELLs’ academic learning. Although some researchers argue that it is almost impossible to measure ELLs’ college readiness, it is an undeniable truth that everyone has the right to further education with a reasonable measure and access.

**Keywords:** english language learners (ELL), college-readiness, culturally responsive teaching, cultural awareness, high expectation
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Educating for Global Competency: Finding Our Way Into Each Other’s Worlds

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Abstract

Educators and the community are responsible for offering learning opportunities that meet the needs of the 21st century learners and help them navigate in a diverse and changing world. This paper aims to present a service learning experience where pre-service teachers, teachers and young children embarked in an immersion-like experience as they joined a learning journey with children and teachers around the world through the Out of Eden Learn platform. Out of Eden Learn is a Project Zero initiative at Harvard Graduate School of Education in collaboration with Paul Salopek, a Pulitzer Prize-winning journalist and National Geographic fellow. It has taken an innovative approach to promoting cross-cultural inquiry and exchange; it combines the appeal of social media with the concept of slowing down (Dawes Durasingh, 2016). The Out of Eden Learn helps children develop global competences and 21st century skills.

The philosophical framework for this project draws from constructivist approaches to teaching thinking and learning. Children and pre-service teachers are expected to become active learners as well as contributors of knowledge in the classroom. Young children should be involved in real experiences if they are to understand concepts about their social world. In addition, it is essential that pre-service teachers constitute the primary source of provocative experiences. Hence, it is critical for pre-service teachers to examine the connections between real world issues and other areas of the early childhood curriculum as a prerequisite for designing integrated curricular and instructional activities for their students (NAEYC & NAECS/SDE, 1991).

To succeed in school and life, teachers should foster the development of thinking skills, content knowledge, and social and emotional competencies to respond to the demands of the century and be prepared for jobs that do not exist now. Thus, well prepared teachers should be globally aware and able to teach their students how to investigate the world, recognize diverse perspectives, communicate ideas, apply their knowledge to make a difference, and involve the community to reach these objectives. In other words, students need to develop 21st century skills and global competences.

The Partnership for the 21st Century Learning (2017) recommends an education that promotes interdisciplinary themes including global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy; and environmental literacy. Additionally, students who are prepared for increasingly complex life and work environments in today’s world should master four skills: Creativity and innovation, critical thinking and problem solving, communication and collaboration. These skills lead us to think about educating students for global competence.
Boix-Mansilla and Jackson (2011) define global competence as the knowledge, skills, and dispositions to understand and act creatively and innovatively on issues of global significance. Globally competent individuals are aware of issues taking place around the world (global awareness); they recognize perspective; take action (global engagement); and communicate effectively. The need to focus on understanding world issues, taking perspective, being inquisitive and engaged is an important aspect of a 21st century education. Perspective taking, the capacity to understand how others view their world is at a premium in a world of increasing diversity and complexity.

This paper reports how the Out of Eden Learn project is conducive to open opportunities for students to become globally competent and develop 21st century skills. It shows evidence of natural and engaging ways to connect learning to an interconnected world. It provides students with opportunities to connect world-wide with the use of technology. Out of Eden Learn provides children and teachers a safe platform from which students from around the globe engage in journalist Paul Salopek’s “walk around the world.” Within this platform, children participate in projects that help them slow down, discover themselves, their heritage, neighborhoods, culture, and investigate global issues and exchange their projects with children around the world. The project clusters six to eight diverse classes into private groups or "walking parties" to participate in a 12 to 15-week learning journey together. This structure exposes students to a variety of perspectives and cultural encounters (Dawes, 2016).

This paper tells the story of learning of a collaborative effort between pre-service teachers, kindergarten, first and second grade students and teachers from two private schools and two public schools in Miami whom embarked in the journey with Paul Salopek around the world. The pre-service teachers had a service learning component in one of the undergraduate early childhood courses. As a result, the pre-service teachers and the teachers embarked in a learning journey together using the Out of Eden Learn platform. The Out of Eden Learn project opened doors for children and adults to explore their own cultures and learn about the everyday lives of other people. The participants found out that when children make personal connections and develop empathy they were most likely to gain a deeper understanding of people’s lives.

The Out of Eden Learn platform exposed children and adults to new places and cultures and engaged them in projects about their communities as a provocation to reflect on their cultural identity and share with children from around the world. For example, after a neighborhood walk, they drew a neighborhood map and shared it with their walking party. The experiences were documented; pre-service teachers, teachers, and children revisited the documentation; it helped them gain awareness and take perspective. The experience not only helped the teachers comply with the curriculum goals, and Common Core Standards, but it also allowed them to keep alive the children’s capacity to be curious and empathetic. The teachers used thinking routines and global thinking routines to help children slow down and observe the world around them. The children developed a sense of self-understanding and self-identity as a point of reference to develop a perspective and understanding of other cultures. Rinaldi (2001) states that the role of the teacher is critical in forming relationships with children and structures in classrooms that facilitate listening and signal recognition. Teachers and children learned from each other.

There were many curriculum connections and interdisciplinary learning. In the process, the children were able to make meaningful and functional use of language and literacy to communicate with children from other countries; in social studies they were able to learn about themselves, their
community and other countries, cultures, and stories; in math they developed a sense of distance and time; in science they understood climate differences and so forth. The children went beyond standards, most of all they were cognitively and emotionally engaged.

The participating children come from culturally and linguistic backgrounds. The Out of Eden Learn experience helped them develop resilience and accelerated their second language acquisition naturally. For Rinaldi (2001), children have a right to be listened to; when adults pay close attention to children, they foster their learning. The presenters stress out the value of listening to children through informal conversations and documentation, thereby validating their ideas and understandings. The Out of Eden Learn platform allowed the children to express themselves and to listen to each other. It is as much about students exploring their own cultures as it is about discovering the everyday lives of other people.

**Keywords**: global competence, out of eden learn, thinking, curriculum, thinking routines, project zero

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Science/Technology/Society Interaction Course to Develop Global Citizen Competencies

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Abstract
This historical case study describes the evolution of a template for an undergraduate education course, open to students in all colleges in the university, that contributes to learners developing competencies needed for global citizenship and supports STEM (Science-Technology-Engineering-Mathematics) literacy, a current societal priority. This course has been taught face-to-face, as a hybrid, and fully online with equal success. It has also been used effectively in the Honors College on campus. It can be replicated in other institutions for delivery face-to-face, hybrid, or online. The philosophical basis of this course, stages of development over more than two decades, lessons learned from research on successive iterations of the course, intended student learning outcomes, specific objectives, and replicable activities to attain global citizenry will be presented. In order to resolve issues or solve problems in a scientifically and technologically driven society, it is necessary to understand the reciprocal relationships among science, technology, and society. This course provides multiple events that serve as data for students to analyze situations and synthesize solutions, two explicit competencies needed for global citizenship (Mitchelle & Fulton, 2016). (Please note: Technology is anything that solves a human problem. It is not a synonym for computers and related electronic hardware.)

This course is organized as a flipped classroom based on constructivist principles. The instructor’s role is to facilitate discussions in which students use their synthesizing skills to construct meaning, in contrast to the instructor’s role being one who dispenses information. Processes used in the course encourage the formation of a close-knit community of practice/learners in which each learner’s prior knowledge is highly valued. This has been the case even when the course is fully online. Resources for students to use are available in a virtual resource center (VRC) through a course management system at no cost to learners. Resources include academic papers, popular press articles, videos in multiple formats, and other forms of media. Learners are also encouraged to add relevant items they encounter outside the course to the VRC. Some of the most exciting items currently in the VRC have been those added by students. The extensiveness of the VRC provides students with choice. They are guided to select a certain number of items from each section weekly focusing on a particular theme, thus enabling a learner to tailor study to his/her own interests. All the tasks in which students engage require them to analyze and synthesize data from real world events to construct their own meaning for the interaction of science, technology, and society. Students write biweekly journals and biweekly media synopses on the discussion board in the course management system in which they explain the way they are modifying their cognitive frameworks as they combine new information with their prior knowledge. They are required to respond substantively to at least three classmate’s writings each week. These responses commonly generate ongoing dialog throughout the week within the community. In addition,
students analyze one Ted video each week, explore and analyze a community site of their own choosing, and conduct an analysis of their own oral and written performance using a self assessment/self evaluation tool at mid-semester and the end of the semester. In these ways analysis is distributed throughout the course. Students are encouraged to construct successive concept maps synthesizing their understanding three times during the semester. As a result, students are expected to develop a sensitizing perceptual screen that enables them to analyze any events they encounter for their component elements and synthesize them into a theory explaining the interaction of science, technology, and society grounded in the data from all their experiences.

You want to start a company to produce an idea you have to solve a societal problem or enhance a situation, but you do not have funding. A venture capitalist wants to invest in a societally relevant startup company. Develop a grant proposal you will present to the venture capitalist in fifteen minutes. Interview a representative from each of three different generations. Ask what two technologies or scientific breakthroughs significantly changed each person's life. When, and in what ways, did this innovation affect the individual's life? Briefly summarize your findings, and share them on Canvas in the discussion board. Using a pattern(s) emerging from this experience to stimulate your thinking, identify a technology or scientific breakthrough that could change the lives of people in society twenty years from now. This may be something actually emerging now, or a figment of your imagination. Explain the way interaction among science, technology and society will occur related to your innovation.

Consider the venture capitalist needs to know at least (minimum) the following if he/she is going to fund your proposed company:

- What is the innovation?
- What is the societal problem it will solve, or current situation it will enhance?
- How will your idea solve the societal problem, or enhance the current situation?
- What basic science concepts and basic technology concepts does the venture capitalist need to understand in order to appreciate what goes into the development of this innovation? (A minimum of two basic science concepts and two basic technology concepts are required.)

Published and unpublished research on this course, from its inception to its acceptance as a global citizen course in the University was reviewed to establish key events in the evolution of the course. Documents were arranged sequentially for study, including formal applications for various designations (e.g. as major works and majors issues course designation) within the university over the years. Strategies for data collection in the various research studies examined included participant observation; examination of student produced artifacts including online discussion boards with learners’ journals and projects, student-student interaction, student-instructor interaction; and notes from interviews with course designers, course advisor board members, and guest presenters. The author of this study was a participant observer throughout the history of the course and collaborated with a variety of doctoral candidates and other colleagues in publishing ongoing research (Spector, 1986, 1995, 1997, 2000, 2005, 2013, 2014; Lewis, Spector, & Burkett 2001; Spector, Burkett, & Steffen 2002; Spector & Burkett 2003; Spector, Burkett, & Leard 2005; Spector, LaPorta, & Simpson (1995); Spector & Yager 2009).

**Keywords:** STEM, global citizen competency, flipped classroom
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Nursing Competence in the United States and Europe

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Abstract
Nursing practice and competence are guided by several paradigms including the concepts of knowledge and caring. Previous studies have established a link between nursing competence and better patient outcomes (Aiken, Smith, and Lake 1994; Blegen, Goode, Park, Vaughn and Spetz 2013), suggesting nursing competence is of utmost importance in workforce development. Lack of global agreement in defining competence in nursing creates confusion and further complicates the measurement and evaluation of competence (Cassidy, 2009; Sastre-Fullana, De Pedro-Gómez, Bennasar-Veny, Serrano-Gallardo and Morales-Asencio, 2014; Tilley, 2008). These challenges exist both in the United States and Europe.

Discussion of newly graduated registered nurses’ competence, while entering the workforce, continues in the United States and Europe. This presentation will detail the literature on nursing competence as defined in the United States and Europe to help answer the following questions:

- What are the epistemological and ontological starting points of nursing competence?
- What are theoretical and conceptual frameworks?
- How can nursing competence levels from novice to expert be identified internationally?

A literature review was conducted using ERIC and Cintal databases. The significant difference between models in the United States and Europe was the inclusion of a larger societal picture or community focus. Overall societal impact was included more often in European models than in the United States.

Although the terms competence and competency are used interchangeably a distinction can be made between the terms (McConnell 2001, Mustard 2002; Yanhua and Watson 2011). Competence describes the knowledge required for job performance. Personal characteristics have been identified in early competency models and have been used in cognitive assessments since World War I (American Psychological Association 2016; Eraut and duBoulay 1999). According to a Delphi study of 46 experts from the fields of philosophy, education, social science and physical science critical thinking includes interpretation, analysis, evaluation, inference, explanation and self-regulation (Facione 1990).

The development of competence has theoretical underpinnings in educational training, one of the epistemological starting points of competence with a profession. From the foundations learned in basic training, a nurse may grow in knowledge, skills and caring attitudes.

The inter-connectedness of human events, life processes, relationships, and spirituality combine to form epistemological basis for nursing practice (Watson 2007). In her Caritas Process, Watson (2007) identifies practicing values, instillation of hope, developing relationships and providing support as the caring science of nursing. According to Brenner’s theory (2001) the graduate nurse or novice, moves
through five stages of development which culminate at the level of expert who by education and experience, can automatically eliminate extraneous information to focus on holistic patient care with ease.

Legislative approaches political organizations in the United States like the National League for Nursing and the American Nurses Association and in Europe like the European Union Directive (2005) and the European Higher Education Area (European Higher Education Area 2010) influence professional competencies at entry level and on-going practice levels.

The health care delivery systems of the United States and Europe influence the approach to competence in each country and, therefore, affect the delivery of care. Although similarities exist, a publicly-funded health care system seen in many European countries shapes the standards of care to a broader community-based, preventative approach. In the United States, however, assessment of competence focuses on leadership qualities, or professional development.

The development of international competencies will aid in the growing nursing shortage that is effecting healthcare universally. Economic conditions in the United States and Europe often precede staff shortages, complicating the already decreased number of nurses (Manzano-García and Ayala-Calvo 2014).

**Keywords:** nursing competence, nurse education

**References**


Part 7: Higher Education and Educational Leadership
Do Community College Students’ Perceptions Impact Their Decisions to Transfer?

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Abstract
The objective of this study was to determine if the perceptions of urban community college students impacted their decision to transition into a four-year private Catholic university. The study design was quantitative in nature, using an electronic Likert Survey. The electronic survey was sent out to 208 early childhood education students from an urban community college, 67 of these students anonymously participated in the survey. Frequencies were used to describe the participant sample. Kruskal-Wallis tests were used to determine if there was a relationship between the dependent variable, the students’ decisions to transfer, and the independent variables, the students’ perceptions of the barriers to transfer retention. Pearson correlations were run to corroborate the Kruskal-Wallis tests. Lastly, multiple regressions were run to determine the predictability of a researcher-created transition/barrier perception model. The Kruskal-Wallis tests showed a statistically significant relationship between students’ perceptions and their decision to transition, and the Pearson correlations supported most the Kurskal-Wallis’ findings. The regressions showed that the researcher created model could be used as a predictor for community college students’ decision to transition to four-year universities. In conclusion, these results supported the idea that the perceptions of urban community college students do impact their decision to transition into a four-year private Catholic university.

Keywords: community college, transfer, perceptions
Integrating Problem-Solving Procedures Into Concept Mapping to Enhance Student Learning in Undergraduate Engineering Education

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Abstract
As competition rises in the global market, industries have set up increasingly high requirements for engineering graduates. Engineering graduates ought to have a solid understanding of fundamental engineering concepts as well as refined problem-solving skills. To meet the needs of industry, a variety of instructional techniques have been developed and implemented in the engineering classroom. Representative examples include computer simulations and animations, virtual reality, augmented reality, intelligent tutoring systems, electrical class response systems, and hands-on physical demonstrations and experiments (Campbell, Bourne, Mosterman, & Brodersen, 2002; Feisel & Rosa, 2005).

Concept mapping is one of the most effective graphical techniques that enables learners to visualize connections and relationships between concepts (Novak & Gowin, 1984). Initially developed by Joseph Novak and his colleagues, who sought to follow and understand changes in children’s knowledge of science, the concept mapping technique has received increasing attention in recent years in the international education community (Ellis, Rudnitsky, & Silverstein, 2004; Watson, Pelkey, Noyes, & Rodgers, 2015). On a concept map, concepts are organized in a hierarchical or network form, with labeled nodes (in circles or boxes) denoting concepts, and linking words or phrases specifying connections and relationships among concepts. Two or more concepts that are connected by linking words or phrases form a proposition (Novak & Gowin, 1984). A significant amount of evidence has shown that concept mapping improves students’ conceptual understanding on many subject matters in a variety of academic disciplines (Nesbit & Adesope, 2006). Furthermore, concept maps can also be used as a tool to assess student conceptual understanding.

Traditionally, the instructor develops a concept map, provides the map to students, and proceeds to explain the concepts included on the map (Cornwell, 2000; Egelhoff, Podoll, & Tarhini 2010). Students watch and listen to the instructor’s explanations, instances of passive learning rather than active learning. Moreover, as its name implies, a concept map addresses concepts only and does not address problem solving. The present study makes two innovations. First, students (rather than the instructor) develop their own concept maps so as to promote active learning. Second, problem-solving procedures are integrated into concept maps, so students simultaneously develop a good understanding of problem-solving procedures while generating their own concept maps. In engineering, the ultimate purpose of understanding concepts is to apply concepts to solve practical problems. Therefore, problem solving is emphasized in nearly every engineering program. This abstract only presentation describes how concept mapping was implemented in a second-year Engineering Mechanics - Dynamics course. This foundational course is required by undergraduates in many programs, such as mechanical, aerospace, civil, environmental, and biological engineering programs. The course covers numerous fundamental concepts and problem-solving procedures, such as force, velocity, acceleration, impulse, momentum, work, energy, Newton’s second law, the principle of work and energy, and the principle of linear impulse.
and momentum (Cornwell, 2000). Throughout a 16-week semester, students learned eight major
topics comprising 1) Kinematics of a Particle; 2) Kinetics of a Particle: Force and Acceleration; 3)
Kinetics of a Particle: Work and Energy; 4) Kinetics of a Particle: Impulse and Momentum; 5)
Kinematics of a Rigid Body; 6) Kinetics of a Rigid Body: Force and Acceleration; 7) Kinetics of
a Rigid Body: Work and Energy; and 8) Kinetics of a Rigid Body: Impulse and Momentum. Each
topic covers numerous concepts.

A total of 71 undergraduate students (64 males and 7 females) who recently took an Engineering
Mechanics - Dynamics course at a public research university in the U.S. participated in the present
study. The students’ majors included Mechanical and Aerospace Engineering (34 students), Civil
and Environmental Engineering (21 students), Biological Engineering (11 students), and other (5
students). Prior to the present study, all participating students signed a Letter of Informed Consent
approved by an Institutional Review Board. After each of the eight topics had been taught in the
class, students employed a free computer software program IHMC Cmap Tools, specially
developed for constructing concept maps, to generate their concept maps for each topic. IHMC
Cmap Tools can be downloaded at http://cmap.ihmc.us and is simple enough for students to pick
up without instructor guidance. This tool allows students to edit and modify their concept maps
in a user-friendly way. Students can also add figures and equations to their concept maps. After
students had completed their concept maps, they submitted finished maps to the instructor. At the
end of the semester, students were asked to respond to a questionnaire survey and write comments
about their experiences with concept mapping. Figure 1 shows two representative excerpts from
two concept maps generated by two students A and B. In Fig. 1a, student A described how to
solve problems related to force and acceleration in particle kinetics. The map shows two problem-
solving steps. In step 1, free-body and kinetic diagrams need to be drawn. In step 2, Newton’s
second law needs to be used to calculate force or acceleration components. In Fig. 1b, student B
described how to solve particle kinematics problems using an absolute dependent motion analysis,
including choose datum, write equations for each cord, and so on.

![Figure 1: Representative excerpts from concept maps generated by students](image)

Through qualitative content analysis of student comments, it was found that students had positive
experiences with concept mapping. Concept mapping helped students make connections among
concepts and review what students had learned. Representative student comments included: “In
the concept map, we can create a strategy for problem solving. We can break down problems into
steps and learn that way.” “I usually didn’t really understand how parts of a chapter related until I
did a concept map and drew lines connecting the different parts. After I made the maps I had a lot
better understanding on what equations and methods to use to solve different problems.” “In the
process of creating concept maps, I would look through and see new pieces of information that
would explain how to do a problem I had been struggling with. It helped me piece together the
bigger picture of how to solve certain, more challenging problems.”

**Keywords:** concept mapping, mechanics, problem-solving procedures
References

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Analysis of Hopelessness Level of Senior Students of Sport Faculty According to Different Variables: Kocaeli University Case

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Abstract
The Turkish word ummak (“to hope”) means wanting or expecting something to happen. There are two Turkish words deriving from the work ummak. One of them is umut (“hope”), which refers to the feeling arising from the act of hoping and is the synonym of ümit (“hope”). The other one is umutsuzluk (“hopelessness”). Hopelessness is defined as the state of having no hope, despair, and pessimism. Hope and hopelessness show the possibility of a person’s wish about the future to come true or not to come true. While the dominant thought is “the expectation about the future will come true” in the case of hope, hopelessness predominantly involves the thought, “the expectation will not come true, and objectives will not be achieved”.

Students attending sports faculties graduate from four different departments. Departments of physical education and sports teaching, trainer education, sports management, and recreation provide trained personnel to the sports sector. Employment opportunities and job opportunities in different positions after graduation are among the most important sources of motivation for students. They help the students to look to the future with hope. Worry about not having a job and being unemployed in the future despite the education received in a particular field may be one of the reasons leading to hopelessness.

The mean rate of appointment to a state institution as staff has been 3% among the graduates of nearly 70 departments of physical education and sports teaching in Turkey. Given the fact that there are about 15,000 graduates from schools of physical education and sports and sports faculties, these values are extremely low. In the light of these facts, the feelings, motivations, and expectations of students receiving education in the field of sports about the future are considered to be worthy of research. Although there are various studies on the same matter in the literature, it supports the up-to-dateness of the study that the problems still exist and the number of graduates is increasing everyday despite the reduction in student quotas.

In this study, an attempt was made to show the hopelessness levels of students about the future based on various variables. The survey model was employed. The study was conducted with 257 final-year students attending Kocaeli University Sports Science Faculty departments of Physical Education, Trainer Education, Recreation, and Sports Management.

The “Beck Hopelessness Scale”, developed by Weissman, Lester, and Trexler (1974) and adapted to Turkish by Seber (1991), was used for data collection. The scale consists of 20 items. 5 statements deal with feelings about the future, 8 with loss of motivation, and 5 with expectations about the future. The answers to the scale are “yes” and “no”. The range of score to be obtained
from the scale is 0 to 20. The range of 0-3 means that there is no or very little hopelessness; the range of 4-8 means that there is mild hopelessness; the range of 9-14 means that there is normal hopelessness; and the range of 15 and more means that there is severe hopelessness. The Cronbach’ alpha coefficient of internal consistency was found to be 0.851 in the study. The coefficients of reliability obtained in the two studies were seen to be parallel. A coefficient of reliability over 0.70 was accepted adequate. Thus, the obtained data were accepted suitable for analysis. A demographic information form was created to obtain data related to the students’ demographic characteristics. The data were collected within three weeks from 09.12.2016 to 30.12.2016. 276 scale forms were gathered in total. With the review of the scale forms, 19 of them were found to be invalid and so excluded from the analysis, which was made over the remaining 257 data. The data were analyzed by “Mann-Whitney U” (MW-U) and “Kruskal-Wallis” (KW) tests. As the only two-variable parameter was gender, Mann-Whitney U test was used in the analyses about gender, while Kruskal-Wallis test was employed when there was more than one variable. Level of significance was taken as “.05” in all the statistical operations performed.

The students’ levels of hopelessness were investigated based on the variables of gender, status of knowing a foreign language, department, age, period of doing exercise, and sports branch. It was found that 48% of the students attending the above-mentioned four departments are not hopeless in general, whereas the remaining 52% are hopeless at various levels. Aside from 3%, who have severe hopelessness, those who are hopeless were seen to be almost equal to those who are not.

Gender was determined to have no significant influence on hopelessness, but the male students were found to be more hopeless compared to the female ones. Likewise, it was seen that knowledge of a foreign language has no influence on hopelessness. According to the findings of the study, levels of hopelessness do not vary by department among sports science faculty students. While the students attending the department of recreation have the highest level of hopelessness, those attending the department of sports management have the lowest hopelessness.

It was found out that mostly, age does not influence level of hopelessness among the students in the age range of 18-28. On the other hand, the period of doing exercise was determined to have no significant influence on hopelessness. While the group doing exercise for 7–13 years have a higher level of hopelessness compared to the other groups, the group not spending any particular time by doing exercise have the lowest level of hopelessness. The findings based on the variable of sports branch do not indicate any significant difference.

Though the present study was limited to the final-year students attending Kocaeli University Sports Science Faculty, a contribution was made to the literature dealing with the determination of graduates’ current levels of hopelessness, departing from the assumption that the same legal regulations and sector conditions are awaiting all the graduates finishing these departments.

**Keywords:** sports sciences, hopelessness, different variables
The Politics and Practices of Curriculum Approval in Higher Education

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Abstract
Literature on curriculum approval in higher education is virtually nonexistent. The literature that is available examines effective curriculum development frameworks and strategies for curriculum development but not the approval process itself (Lattuca & Stark, 2011; Mestenhauser & Ellingboe,1998). But for a very few opinion and editorial pieces, one is hard pressed to find any literature examining best practices for curriculum approval in higher education (Kilbourne, 2012; Small, 2015). The process is an agonizing slow one and, as John Kilbourne (2012) noted, “it is unfortunate that many colleges, which are charged with preparing the next generation of entrepreneurs and innovators, embrace a culture of time-consuming, unhurried progress when it comes to curriculum, personnel, and governance. Nowhere is this more evident than in their committee structures.” There is a need for curriculum to be ever evolving and improving to meet the demands of new technology, new business models, and new mandates from a discipline’s governing and accrediting bodies, and new research in various fields. In higher education, navigating the waters of curriculum development and approval is often a challenging and slow process. Many academics avoid curriculum committees at all cost and choose to let others dive in to those waters. One may be surprised at the number of senior level faculty members in academia who have no knowledge of how new programs or new courses are approved. Often, once they are informed, they choose to leave their program as is, sometimes obsolete and out of date, rather than going through the arduous process. The question that led the study proposed for this roundtable discussion evaluated practices from over 25 master’s level institutions across the U.S. to evaluate institutional procedures for governing curriculum approval. The study investigated the steps involved in the process, the types of committees required, the timelines required and the stakeholders involved. Questions were raised related to faculty workloads and curriculum development, the length of the process, and the politics involved in garnering curriculum approval. The roundtable participants will be introduced to the topic with a quote from Alex Small from his 2015 article, A Geek’s Guide to Academic Committee Work: Mastering the dark Art of Curricular Kung-Fu, “Even now, when I’ve mastered some of the dark arts of curricular kung-fu, it still annoys me to no end that even the simplest things require so many reports and meetings?” From there, a brief overview of the current study’s results will be presented and then four questions will guide the remainder of the discussion: 1) Is there an historical and empirical basis for the current curriculum development process in higher education? 2) How long does it take to get a new program or new course approved at your institution? 3) What role do politics play in curriculum development and approval? 4) Might there be a better way? To aid the discussion, the facilitator will share personal experiences with curriculum approval and political factors involved. In addition, data from the study will be available to spark additional discussion on comparing and contrasting procedures at different institutions. At the conclusion of the roundtable, handouts will be provided suggesting future research directions for curriculum approval in higher education. The facilitator of this discussion foresees two outcomes. First, is to develop greater awareness of the curriculum development process in higher education that may lead to questioning of the process. Second, is to spark an interest in creating a literature base in best practices for curriculum approval processes in higher education. Participants will gain insights into similarities and differences in institutions of higher education processes for curriculum approval as well as the political aspects of the process. These insights may be used as the participants return to their own institutions and seek to evaluate procedures required for curriculum development. In addition, intentional efforts will be made to develop possible collaborative research agendas to be pursued in this area.

Keywords: curriculum approval, higher education, curriculum development, politics
References
Experiences of International Undergraduate Students Coping With Challenges at Andrews University During the Academic years 2014-2015: A Narrative Study.

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Abstract

International students confront multifaceted challenges in their host country. Most of the studies conducted do not give a voice nor do they explore these students’ coping strategies. This qualitative study aimed to explore the cultural, linguistic, curricular, and financial experiences of 10 international undergraduate students and their coping strategies at Andrews University. The Bronfenbrenner’s (1979) bio-ecological model of human development and the Australian Resilience International Student Education (RISE) theories (Sacre et al., 2010) guided this study to facilitate an interpretative and naturalistic approach, and understandings of the coping phenomenon. The findings implied that the overwhelming majority of the participants confronted various challenges and coped with them because of their resilience through their faith in God, motivation, determination, family ties and assistance, and the community support. This study will impact Andrews University, the higher education system, and globalization. It will increase enrollment, retention, and brain gain rates; internationalize the curriculum; and improve pre and post services to international students. It will help revamp policies and procedures with law providers, educators, administrators, professionals working in the fields of education, psychology, and counseling.

Keywords: international, challenges, coping

References

How Research on the Epistemological Beliefs of Teachers Implementing Inquiry-Based Practices Can Inform Undergraduate Teacher Education Programs Seeking a Shift Towards Inquiry-Based Practices

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Abstract
The question, “what do we teach and how?” has long been debated within the United States and has led to significant competing views on teaching and learning between teacher and student-centered pedagogy. In a world where students access information at the touch of their fingers and there is a growing consensus on the need for inquiry-based approaches to education, it proves relevant to recognize the struggle teachers face within this deeply rooted polarity and the reality that inquiry-based educational practices continue to be a challenge for most teachers. While the tendency is to focus on the barriers to teachers’ ability to sustain inquiry and project based practices, this research study analyzes the role teacher education programs can play in shaping teachers’ pedagogical epistemological beliefs and supporting early childhood educators’ ability to engage in, implement and sustain inquiry-based approaches within their respective classrooms. The authors pose a challenge to teacher education programs to shift away from conventional models of teacher education that isolate content areas, disseminate knowledge through teacher directed instruction, and place standards at the center of their practices, by instead opening opportunities for dialogue around pedagogical practices that place the student at the center of teaching and learning and sustaining inquiry-based practices.

Keywords: inquiry; student-centered approaches; teacher education
The Role of School Administrator in Providing Early Career Teachers’ Support: A Pan-Canadian Perspective

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Abstract

Research shows that school administrators’ engagement is vital in creating a structure supportive of the induction process. Reviews of the literature found considerations of principals’ impact upon school culture, principals’ role as instructional leaders, principals’ support of new teachers, their involvement in mentor selection, and the flexibility shown by principals in meeting school needs. Nevertheless, there is limited empirical evidence directly linking the role of the principal with the retention of teachers. This paper is based on the broad mixed method pan-Canadian study that examined the differential impact of teacher induction and mentorship programs on the early-career teachers’ retention. In particular, this paper only discusses the study’s results that pertain to the beginning teachers’ perceptions of school administrators’ role in the effective teacher induction and mentoring programs.

Keywords: school administrator, teacher induction, mentoring, early career teacher
The Rise and Fall of Founding for U.S. Public Higher Education Institutions and the Impact on Structural Factors

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Abstract
Public universities are an important component of modern U.S. higher education systems. Public universities provide opportunities for individuals to pursue educational goals and have fostered the popularization of continued education throughout the history of U.S. higher education. Public universities promote the construction of learning societies and lifelong learning systems. This poster will provide a detailed examination of the founding cycles for public higher education institutions and was developed using Longue Durée’s theory. Fernand Braudel, a French historiographer, created the Longue Durée theory for historical studies. “Braudel presented an in-depth clarification of his idea of time as a social structure rather than a simple chronological parameter” (Lee, 2012, p. 3). Compared to the traditional historical perspective, the Longue Durée theory emphasizes structural time and support to put individual historical events into a timeline which can then lead to a historical analysis. The founding cycle for higher education institutions results in fluctuations throughout periods of time. This study will use the founding years of the U.S public universities as the basis for analysis and explore the characteristics of cyclical fluctuations throughout the U.S public higher education history. This study will also use line graphs to describe the patterns beginning with the public universities’ founding year and identify structural factors (e.g., technology, legal, legislation) that have occurred due to the internal and external environment.

Keywords: public universities; cyclical fluctuation; higher education history

Reference
Bullying and Cyberbullying: The Transition From High School to College

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Abstract
Traditional bullying is mostly known for its presence in secondary schools ranging from elementary to high school, however, bullying has been seen at the university level as well. Bullying is defined as “acts of aggression that are repeated over time that involve a power imbalance between the perpetrator and his or her targets” (Kowalski & Limber p. S13). Acts of bullying can range from physical violence such as hitting, shoving, and spitting in one’s face, to verbal violence such as harassment and threats that occur in person.

Studies have been conducted to find the rate at which bullying occurs in high school and college, and to determine the correlation between being bullied in high school and in college. The MetroWest Adolescent Health Survey found that about 26% of high school students reported being a victim of bullying within the past twelve months (Schneider et al, 2012). The study did find, however, that bullying decreased by nearly half from grade 9 to 12. Studies that focused on bullying in college found that about 21% of 119 undergraduate students reported being bullied while in college. Most of those victims were bullied while in high school and elementary school, as well (Chapell et al, 2006). An additional study went on to investigate bullying from coaches and professors. It was found that about 19% of 1,025 college students had reported being bullied by either a coach or professor. The main limitations of these studies focus on the accuracy of college students being recall of events from elementary, middle, and high school. On the other hand, the individuals were at a mature age and should be able to distinguish events in K-12 education and in post-secondary education, and should be able to identify true acts of bullying (Chapell et al, 2006).

Overall, the studies concluded there was a positive correlation between being bullied in high school and being bullied in college. Additionally, study results were identified in the areas of cyberbullying and risk factors for being bullied. There was a paucity of information related to the psychological effects of bullying in college versus bullying in high school. Additionally, intervention and prevention strategies for students, instructors, and staff were lacking in the current literature. This presentation will provide a review of the current literature related to bullying in high school and college, strategies for assisting students with prevention and intervention will be suggested, and implications for high school and post-secondary students, instructors, and staff will be proposed.

A new form of bullying has arisen due to the new technological advances that have been made widely available to the public. Cyberbullying has the same underlying motive as traditional bullying, but can be more dangerous. Cyberbullying encompasses the use of electronic devices such as email, chat rooms and instant messaging, websites including social media, online games, and text messages to bully others (Kowalski & Limber, 2013). Electronic communication creates additional consequences not present in traditional bullying. Bullies can be anonymous and can reach a wide audience with ease. This allows them to have a reduced sense of responsibility and they can target individuals who would not otherwise be vulnerable to school bullying (Schneider
et al, 2012). The cyberbullying attacks cannot be escaped. These attacks can happen at any time or place without warning. It is for these reasons cyberbullying should be studied to enhance the association between cyberbullying and psychological/emotional consequences experienced by the individual being bullied.

Cyberbullying does have the same consequences as traditional bullying but at a higher percentage. A correlation between cyberbullying and academic performance has not yet been identified (Kowalski & Limber, 2013). Undergraduate students stated that the consequences of cyberbullying can be intensified due to lack of social support. This results in an increased risk for eating disorders, depression, and suicide rates. There are also increased rates of depression, phobias and paranoia, avoidance in new friendships, and considering suicide following the bullying incidents (Tennant et al, 2015).

Even though it was found that cyberbullying does persist to college at a rate ranging from 8.6% to 43.3%, there are few studies done in relation to this topic. (Tennant et al, 2015). Forms of cyberbullying differ between high school and college, as well. The most frequent forms include an upsetting email or instant message, and having someone post something upsetting on social media. Since college students have more access to electronic communications, it may mean that they are at greater risk to be victims of cyberbullying.

In addition, there are individuals who suffer from PIU (compulsive Internet use) who are dependent on their Internet use (Gámez-Guadix et al, 2013). Even though these individuals are aware that they cannot control their Internet usage and are at a greater risk or are victims of cyberbullying, they are unable to stop using the Internet. Even those that do not suffer from PIU must use the Internet for school and other extra-curricular activities. High schools, as well as colleges, communicate assignments through Internet access. Though most high schools send out information regarding events via intercom and in person announcements, posters, etc., most college events are posted through emails and social media. The forms of cyberbullying change through the transition from high school to college, as well as the need to access the Internet. Even though college students can decide not to have social media pages, they still need an email account for school related purposes. As stated earlier, one of the most frequent forms of cyberbullying reported involved email accounts.

In regards to depressive symptoms, those who suffered from both cyberbullying and traditional bullying suffered at higher rates followed by those who were victims of cyberbullying only and then traditional bullying only. The attempted suicide rates followed the same pattern (Schneider et al, 2012). Cyberbullying, however, was not found to influence the probability that victims will tamper with substance use between the ages of 13 to 17 (Gámez-Guadix et al, 2013). It is believed that substance use is due to a pattern of behavior issues exhibited in adolescence. These behaviors, however, could lead to an increased risk of becoming a victim of cyberbullying.

Individuals who did not identify as heterosexual reported being bullied at twice the occurrence rates reported by heterosexual youth (Schneider et al, 2012). It was also found that the rate of victimization by cyberbullying greatly increased between non-heterosexual and heterosexual males (Wensley and Campbell, 2012). No significant difference was reported across women with different sexualities when it came to cyberbullying. Women who reported differing sexualities were more likely to be victims of traditional bullying, while men tended to be victims of
cyberbullying at a higher rate. In addition, traditional bullying did decrease from secondary schools to universities among non-heterosexual individuals (Wensley and Campbell, 2012).

The Gay, Lesbian and Straight Education Network (GLSEN) gathers information about LGBT students in schools with regard to bullying. Students tend to use remarks such as “gay” or other homophobic remarks in a negative way. Teachers and school staff were also found to have made negative remarks towards LGBT youth (Greytak et al, 2016). Even though students reported feeling safe at school, a large percentage reported feeling unsafe which lead to increased school absences. One fifth of students reported being verbally harassed due to their gender expression or sexual orientation. Physical violence was reported less than verbal harassment (Greytak et al, 2016). LGBT youth were about five times more likely to be bullied or harassed based on their actual/perceived sexual orientation, and about three times more likely based on their gender expression. In addition, LGBT youth were more likely to experience sexual harassment and cyberbullying than non-LGBT youth (Greytak et al, 2016). They were more likely to miss school, and even had more school discipline issues than non-LGBT students.

Almost all transgender students reported being verbally harassed at school and more than half reported being physically harassed and assaulted. Those who experienced great levels of harassment had lower grade point averages and educational aspirations, and did not plan to go to college. More than three-fourths of transgender students have reported being sexually harassed, and two-thirds reported being cyberbullied (Greytak et al, 2009).

More specifically, LGBT youth were three times more likely to be bullied online, including one-third being sexually harassed online which is four times more likely than non-LGBT youth (Palmer et al, 2013). An issue identified by LGBT youth was identified with regard to avoiding cyberbullying. Many LGBT youth go online to find resources ranging from health-related questions to trying to find other LGBT youth. Since harassment at school can lead to a lack of social support, when LGBT youth go online to find support, their risk of being a victim of cyberbullying is greatly increased. LGBT victims of online harassment had higher rates of depression and suicide.

A major issue that was found by researching LGBT bullying is that the bullying could be due to the perception of sexual orientation and gender identity. The youth did not have to be “out” to be a victim of bullying (Greytak, et al, 2009). This is a key factor to take into consideration. Most LGBT youth, who have not made public their gender identity or sexual orientation, are afraid to do so due to fear or rejection and bullying. If they are already being bullied based off someone’s perception of them, it will be harder for them to accept themselves and could lead to greater psychological issues.

Given the relationship of cyberbullying and other risk behaviors, strategies to prevent cyberbullying should be implemented as a part of interventions designed to reduce behavior problems during one’s adolescent years (Gámez-Guadix et al, 2013). When individuals start to express depressive symptoms, cyberbullying prevention programs should be implemented to promote self-esteem and help foster social support and connection. Since individuals who tend to spend much of their time on the Internet are seeking relationships and support, creating those relationships with people they interact with in person will help reduce the amount of Internet use and ultimately the risk of being victimized by cyberbullying. While providing counseling services, PIU should be treated like those dealing with addiction. Individuals suffering from PIU cannot
easily stop their behaviors, increasing their risk of victimization, which could lead to an amplification of their PIU negative psychological symptoms. Since cyberbullying victimization increases depressive symptoms, risk of suicide, and the risk of suffering from PIU, it is important for individuals working with high school and college students to identify and implement prevention as well as intervention strategies to address the unique needs of individuals at risk of bullying and cyberbullying. These strategies and interventions will be further detailed in the paper and presentation. Emphasis will be placed on specific prevention and intervention strategies for students transitioning from high school to higher education.

**Keywords:** bullying, cyberbullying, high school, college

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A Case Study Examining the Attitudes and Perceptions of Branch Campus Commuter Students

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Abstract
Researchers share the perceptions and attitudes of branch campus commuter students attending a case study institution. Related studies, to date, that focus on student satisfaction have been conducted at residential campuses. The researchers share research results indicating why commuter students choose the branch campus over other campuses in the area. A mixed method study design was used. Branch campus enrollment trends were examined, a content analysis of relevant documents performed, responses to a branch campus commuter student survey, and student focus groups were conducted both at the undergraduate and graduate level. A sample of thirty branch campus commuter students were asked to respond to a researcher developed questionnaire adapted from the Commuter Student and Student Satisfaction survey, and followed up with two focus group; one consisting of undergraduate students and the other of graduate students. Variables of interest included age, gender, ethnic origin, student level, student grade point average (GPA), perception of educational benefits, satisfaction with branch campus and satisfaction with college experience. The researchers examined the role of commuting distance, the availability of academic program variety, and major. Spearman correlation and regression analyses, along with qualitative data analysis, were conducted using Nvivo software as well as Qualtrics in order to analyze the data. Results of this study suggest significant relationship among the variables; inferential analysis further proposes statistically significant impact of the selected variables upon student satisfaction. This study builds on the limited related research that currently exist, as well as serves as a basis for related future research.

Keywords: branch-campus, commuter, students
Inspectional Regulations in the Latest Period of Ottoman Time

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Abstract
Inspection history in Turkish context can simply be divided into two as: Ottoman Period and Republic Period. During Ottoman time, western style modern schools were mostly owned and managed by religious communities. There was not a proper structure or institution to inspect those schools notwithstanding Sıbyan (Primary) and Rüştiye schools (secondary) were audited by specific inspectors named Muin(s). After 1862, though not in expected levels, in line with the increase in school numbers, the terms “inspection” and “inspector” started to be seen in official documents. Staff with auditing and inspection responsibilities were called as muin (controller) or muhakkik (investigator) (Öz, 2003). With this study, it is aimed to present the attempts to improve education by using inspection as a development triggering tool, in the latest period of Ottoman State. Both staff roles are also named inspectors as an umbrella term. Inspectors carried out their duties due to the principles -named talimatname- dictated by Ottoman ministry of education of that time.

Documentary analysis method was used for his study. This method aims to display historical and current realities as they are. Documentary analysis is about extrapolating and finding relations between written things by using historical and recent documents. Historical data are accepted as this method’s study area. Beside historical documents, archeological heritages are also conceived as sources to analyze (Karasar, 1999). In this regard, Archives of Istanbul University Library and Prime Ministry Archives were looked over for possible official documents about inspection issues related to the latest Ottoman period. Found examples were transcribed into modern Turkish letters to enhance understanding. Finally, findings are presented and then compared to the contemporary application in Turkey.

This study covers three documents dated 23rd August 1895, 15 March 1906, and 2nd February 1911. According to the documents, it can be understood that inspectors had important roles within the education system of Ottoman State. Beside, their roles were clarified in detail. It can also be seen that governmental department responsible from primary schools had published instructions for inspectors consonant with the instructions of ministry of education describing how to carry out their duties. For community schools of people amongst the minorities, who converted to Islam, their need for inspectors were emphasised. For the inspection of those schools, one head inspector and one vice inspector (with an origin of population department) were appointed. Gender based (girls only or boys only) schools were also a part of their inspection. Instructions for inspectors were as follows:

1. Duty boroughs of each inspector should be divided into two.
2. Though official education language was Turkish, especially in Arabic speaking regions, Arabic speaker inspectors were needed. So where needed, inspectors were

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1 Aforementioned guideline was obtained and translated as part of a research Project (research ID: 1845) entitled “Education Inspection in Ottoman Empire from Declaration Of The Constitution (1876) to Republican era (1923)” that was conducted by Prof. Dr. Fatma ÖZMEN, Prof. Dr. Erdal Açıkses, Asst. Prof. Dr. Mehmet Emin USTA, and Asst. Prof. Dr. Sıtkı ULUELER and also funded by Firat University Scientific Research Projects Coordination Unit.
allowed to take assistance of experts with Arabic knowledge.
3. Ottoman alphabet, ilmihal (information about daily religious activities), dini akait (religious belief knowledge), tecvit (recitation types for Quran), and writing font should be sülüs or rika.
4. Cleanliness of students and hygiene should be inspected. Five times daily prayers should be carried out with teachers.
5. School attendances should be checked and unattendies and their families should be fined in cash and local governors should be informed about those students' situation.
6. Inspectors should report inefficient and unsuccessful teachers beside the local governors, who decides unnecessary holidays. Local governors should be informed about school leavers by the inspectors. Final decision about school leavers should be decided by local education commission.
7. Inspectors are responsible for reporting disciplinary cases about both teachers and students to town governors if appropriate action are not taken than to the province governors.
8. Prayer rooms and mosques that need amendment and restoration in schools should be reported to town governors.
9. Inspectors are responsible to inspect not only parish primary and secondary schools but also converted (to Islam) people's schools.
10. Inspectors should advice teachers to give attendance tables and forms of students monthly to local education governors.
11. Inspection regions, divided into two, should be inspected interchangebly in every six months by head inspector and vice inspector. When needed, both inspectors can work on one region at the same time.
12. Inspectors should take an information document from teachers of schools inspected to give local education governors.
13. Inspectors should be careful about obeying the rules written in this instruction document and general rules of inspection.
14. Inspectors will not be paid for their travel and living expenses apart from their ongoing salary payments that are calculated beforehand regarding these costs.
15. This instruction has been confirmed by education commission and approved by prefecturate (Kommission, members, accountant, vice president, and president).

Moreover, while implementing inspections:
1. Appointed inspectors are not allowed to inspect same region or schools more than once in limited period of time. If an inspector does not visit the region or school s/he is responsible for a couple of times in a week, s/he will be accepted as resigned or sacked depending on the situation.
2. Schools should be three levels: First and secondary levels should form primary schools and third levels should form secondary schools. Types of courses taught at these schools should be approved by prefecturate in regard with the national curriculum.
3. First level primary school teachers' recruitments should be done by parish governors while teachers of second and third levels are recruited either by governors at the capital city or province governors without any salary change. Newly recruited teachers, too are responsible for students' hygiene habits (toilet usage and tidiness of dresses), frequency of obeying the rules, degree of implementing 5 times prayers properly. Additionally, inspectors have the authority on behalf of parish governors to change schools of irregular attendent, unsuccessful, and inefficient communicator (with local people) teachers that
they work at.
4. Teachers are responsible for preparation of two copies of attendance forms monthly to be signed by inspectors. Those copies should also be seen by local education commission and sent to city governorship. Inspectors should participate in graduation exams at schools, approve diplomas with education commission members, and record the number of students acquired diploma.
5. This document should be printed in required amounts and sent to related bodies. (23 August 1895, Gömlek no:20, File no: 284).

According to another document, province education governors ask for attendance reports for teachers and porters of village schools. They expect inspectors to audit whether curriculum is followed properly or not. Student attendance forms are an issue in this second document as well. Suggestions and refinements mentioned by inspectors should be put into action. This newer document acknowledges that travel and living expenses of inspectors will be paid to them later on. However, when this document is taken into account, it can be understood that school inspections were not carried out regularly as ordered (15 March 1906, Gömlek no:61, File no: 918).

A later dated document reveals that inspectors were confused by whether or not to audit secondary schools. Doubts of inspectors were answered in the same document as to inspect secondary schools with local education ministers but not high schools. (2 February 1911, Gömlek no:62, File no: 1167).

If three documents are evaluated together, secularism looks like affected inspections earlier than the declaration of Turkish Republic as religious education seems to be omitted from inspectional interests. When Ottoman period is compared to contemporary Turkey, it can be understood that there is a common issue of inspecting the attendances of teachers, students, and porters in both era.

**Keywords:** ottoman, inspection of education, duties of inspectors.
From Independence to Interdependence: How Relationships Shape Togetherness-Learning

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Abstract
In the context of current geopolitical and societal developments in Europe and their impact on cooperation in everyday life, research in general didactics increasingly values social and personal proficiency besides knowledge acquisition. There is a tendency towards togetherness, i.e. in new interpersonal relationships in pedagogic situations peers, subordinate peers and coaches do things together. Simultaneously, changes from autodidactic to cooperative learning can be observed in academia. Universities have to develop social and personal skills in teacher trainees which qualify them to work together with both their colleagues and students. Reflexive student evaluations which were conducted in a course on general didactics at the TU Dresden offer insight into the will of students to take up courses that aim at developing these competencies. Assessment of those evaluations illustrates that not all students are willing to choose such classes as a matter of course, but that those how did get involved nurtured a positive mindset towards forms of cooperation. While social and personal proficiency remain a developmental challenge for both lecturers and students, changes in university teaching can already be observed where there is a shift from strictly independent to more cooperative forms of research and teaching.

Keywords: teacher education, cooperation, relationships, independence, interdependence
Teaching With Business Cases: Is It for You?

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Abstract
A business case is a description of an actual situation, usually involving a decision faced by the decision maker, in an organization. Most likely, a case is based on primary research, interviewing managers and staff. The case method of teaching is the set of educational techniques and “tricks of the trade” that instructors use in the classroom to help students reach particular learning objectives. Students are required to put themselves in the decision makers’ shoes. In the real world, the answers to complex problems cannot be Googled or found in textbooks, nor will everyone agree on the “ideal answers” to difficult questions. Managers rarely have access to all the relevant data pertinent to decisions. Similarly, cases usually do not contain all the information instructors and students would like to have. Therefore, they push students to make decisions with available information (exactly like the business world). The case method prepares business students for the real world that stipulates critical thinking and persuasive arguing skills. The purpose of using teaching cases to aid business students attain analytical and critical thinking skills these specialized policy analysis skills. Many instructors have little use for case teaching and keenly resist its inclusion in their courses. There is a number of reasons for this resistance. One is the importance of being in control via lecturing. Some instructors regard the case method to be “soft,” lacking in rigor. Other instructors feel they have too much material to cover and do not have time to use cases. Or they may feel they do not have the “right personality” to teach with cases. This paper is about the author’s personal experience with teaching with business cases. The pros and cons of the case method will be discussed. The advantages and limitations will be presented. Tips on effective case teaching will be offered.

Keywords: case study, effective teaching, effective learning, teaching notes
How to Develop the Fourth Year University Students’ Leadership With Critical Pedagogy: The Action Study Research in China

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Abstract
Under the background for development for the students, this paper explores how to develop the fourth year students' leadership in university in perspective of teacher in China. It narrates a teacher how to arrange a course named "research methods about education", how to use the action study research in this course, and how to ignite students’ leadership by this course. By presenting teacher’s practices about action study research, this paper will inspire the readers’ reflection of critical pedagogy and other common definitions, such as study, research and knowledge.

Keywords: the fourth year students' leadership; action study research; critical pedagogy; development education
Student Perspectives on Learning Engineering in an Introductory Engineering Course

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Abstract
Retaining engineering students and helping them succeed academically is a critical issue in engineering education (NAE, 2005). How students view the nature of knowledge and knowing in engineering places a key role in their academic success. This study examined students’ perspectives of learning in engineering, known as epistemological beliefs, in an introductory engineering course using a unique approach, Q methodology.

Many previous studies have found that students’ epistemological views influence their motivations, learning strategies, and learning outcomes across various content areas (Hofer, 2004; Ramlo, 2008; Schommer, 1990, 1993). For example, Prosser et al (2009) found that ability to learn science concepts can be affected by epistemological beliefs. Lising and Elby (2005) demonstrated that student epistemological stance has a direct influence on physics learning in a reformed introductory college physics course. Schommer (1990) also found that certain personal epistemological beliefs directly predict students’ comprehension in various content domains. Clearly, understanding student epistemological views has important implications for student learning and instruction.

This study took place at a large Midwestern land grant university. With the approval of the University Institutional Review Board and the course instructor, all participants were recruited from an introductory course in College of Engineering on the first day of class in the fall semester. A total of 19 students (four females) responded and participated in the study, including 14 Caucasian, 3 Asian, 1 Hispanic and 1 biracial. One student had missing data. The results reported below are based on the responses from the remaining 18 participants. Noteworthy, in Q studies, a small sample size is psychometrically acceptable (McKeown & Thomas, 1988). Unlike most other methodological approaches, Q methodology correlates participants to explore the patterns among them. In other words, participants are considered the variables in Q. Therefore, a large sample is not necessary (Brown, 1993).

The researcher first informed participants about their rights. Participants were then asked to perform a Q-sorting process on a set of 36 statements regarding engineering learning (Yang, 2016). The Q-sorting statements were adapted from Wheeler's Epistemological Beliefs Survey for Mathematics (EBSM; Wheeler, 2007). EBSM was used to measure student epistemological beliefs about math. The 39-item measure contains six underlying factors: Innate ability to learn, structure of knowledge, certainty of knowledge, speed of knowledge acquisition, source of knowledge, and real world applicability. The instrument has established good estimates of validity and reliability (Wheeler, 2007). For the purpose of this study, some items were reworded to reflect beliefs specific to engineering instead of math.
In the Q-sorting process, participants judged each statement in relation to other statements, drawing on their own experiences in learning and understanding engineering in the introductory engineering course. Participants initially sorted all statements into three piles: most like my view of learning, neutral, and most unlike my view of learning in the engineering course. Participants then distributed the statements, each on a separate strip of paper, on the forced distribution grid. Once participants were satisfied with their statement distribution, they recorded the statement numbers in the grid. After the Q-sorting, participants also completed a brief questionnaire about demographic information. The entire session took about 20-30 minutes. To show appreciation for his/her time, each participant was given a monetary incentive of $15.

PQMethod program was used for factor analysis of participants’ Q-sort data and calculation of factor scores (Schmolck, 2014). Preliminary analyses showed that two factors emerged from the data. Each factor is a people factor representing a group of participants who sorted the statements in a similar way (Brown, 1993). The participants who loaded highly on a particular factor shared similar epistemological beliefs on engineering. To understand the characteristics of each epistemological view, the distinguishing statements on each factor were further examined. The distinguishing statements are statements with the largest differences in factor scores and thus differentiate one factor (i.e., epistemological view) the most from the other factor.

Based on the distinguishing statements, the first factor (36% variance explained) suggested that 13 students represented by this view showed a coherent view of engineering as seeing engineering concepts to be interconnected. They sought to actively construct the meaning by finding multiple ways to solve an engineering problem rather than having one correct answer. These students valued the empirical justification of knowledge more than the mere facts.

The five students representing the second factor (24% variance explained) preferred learning from the experts or authoritative figures and believed in the value of practice (30). They expressed frustration when they did not know how to solve an engineering problem immediately. These students also found it confusing when they were showed multiple ways to answer or solve an engineering problem. In addition, several consensus statements also emerged and suggested that both types of students were reflective of their own learning, and were persistent when facing difficulties. Both types of students held strong engineering identities and saw the broad applicability of engineering knowledge.

In summary, this paper examined college freshmen’ views on the nature of the knowledge and knowing in engineering in an introductory engineering course. A unique approach, Q methodology was used to compare and identify individuals’ different point of views regarding engineering epistemology reflected by forced Q-sorting procedure. Equipped with Q, this study revealed two distinct perspectives on engineering epistemology. The distinctions between two views are supported by the literature on epistemology, including sources of knowledge, certainty of knowledge, and justification of knowledge (Hofer, 2004). Examining students’ perspectives could enable educators to better understand students’ perceptions toward engineering and help improving students’ learning of engineering concepts.

Keywords: Q methodology, epistemological beliefs, engineering education

References


Understanding the Psychological, Organizational, and Academic Needs of Collegiate Student Athletes and Implementing Best Practices

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Abstract

Collegiate student athletes are a unique adult learning group. The focus of our presentation is knowledge and training for academic athletic support staffs in North America who provide student athletes with strategies for success. This presentation is crafted to benefit counselors, learning specialists, mentors, and tutors of academic support staffs for athletes. To optimally train these staffs, it is imperative to understand the needs and demands of student athletes psychologically and organizationally to better aide athletes in academics. When training personnel to work with student-athletes at Auburn University, a foundational concept is fully educating the support team in understanding that research and experience show that student athletes are confronted with challenges that non athletes do not face (Ting 2009)The best practice is to train support staff to know what types of stresses student-athletes are managing both in the classroom and in the sports arena. Understanding the psychological aspects of student athletes in areas of social norms, peer influences, self-image, and the challenges of the duality of being both a student and an athlete, are imperative for academic support systems to embrace to best serve students’ needs. If mentors and tutors dismiss the impact a student-athletes’ identity and self-image have in relation to their sport, the student athlete shuts down and support sessions are pointless. According to Jolly 2009, 61.8% of student athletes view themselves as more an athlete than student and one half of student athletes surveyed nationally reported that they felt their professors discriminated against them because they were athletes. Understanding this duality is the job of support. The emotional/ psychological need to find identity plays a major part in the adjustment and development of student-athletes, especially those heavily recruited. Frequent recruits not only have the pressure to succeed on the playing fields, but search for and/or redefine their identity and self-worth in a new competitive social environment. Analyzing and implementing organizational tools and time management strategies are crucial elements for training staff in academic support services in the best and most current practices to fully aide student athletes to success. Time management and organizational skills are a vital tool to student athletes when having to balance life during college. They are responsible for attending practices, competitions, meetings, classes, having a social life, and tutoring/mentor sessions while maintaining a passing grade point average to stay eligible.Effective time management strategies increase academic performance (Campbell & Svenson, 1992) and are frequently suggested by academic assistance personnel as aids to enhance achievement for college students. Productive study methods are characterized by "time management" and "strategic studying" [Entwistle & Ramsden, 1983; Kirschenbaum & Perri, 1982]. Stephen R. Covey’s “The 7 Habits of Highly Effective People” (1989) is a great resource support staffs to use as a training manual for their mentors and tutors. Mentors and tutors guide student athlete to learn the importance of time management and keeping their hectic lives as organized as possible. Covey’s book also models ideas to help student athletes learn powerful lessons in personal change to better themselves during their college career and continue healthy changes into their professional careers. The goal of the support staff of student athletic services is to guide student athletes to discover independence throughout their college life so that upon graduation, these student athletes will be ready to tackle the professional world. In Suzanne Cosh and Phillip J. Tully’s 2015 study, “Interviewees reported encountering

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numerous stressors, especially relating to schedule clashes, fatigue, financial pressure, and inflexibility of coaches. Athletes identified few coping strategies but reported that support from parents and coaches was paramount. Athletes would benefit from upskilling in several areas such as effective use of time, self-care, time management, enhanced self-efficacy, and specific strategies for coping with stress.” Training mentors, tutors, and counselors for academic sessions begins with rapport. It is the role of support staff to earn trust and advocate for student athletes. Staff should provide student athletes with helpful strategies to cope with stressors they face in their day-to-day lives. Successful support sessions foster learning of soft skills to cope with the pressures of being both an athlete and student. It is essential for mentors/tutors to model time management strategies for better academic performance such as making a list starting with the most important task first and crossing tasks off the list as they are completed. Staff should also emphasize schedule making and keeping a calendar planner to write out class times, assignments due, practices, competitions, and study hall hours. This way the student athlete can visually see if/when they will have time. Academic support staff are not certified instructors of content, but specialists in strategies. The role of support is to provide strategies for success in the collegiate classroom and be a positive, consistent force in the athlete’s life. A trustworthy rapport with student athletes is the cornerstone of a strong and effective athletics support staff. When working with students in tutoring and mentoring sessions, the mentor and tutor should actively listening, be consistent, be punctual, model discipline, and possess the ability to think through the student athlete’s lens. Support staff should possess a positive attitude, honesty, and transparency. Support staff should not make assumptions about the abilities of the student-athlete. Support staff respects the challenges that the student-athletes face outside of the game or sport in which they participate. Mentors and tutors are encouraged to allow the student-athlete to determine what needs are relevant, work to solve their problems and strive for self-actualization. Study sessions should be active and direct, ensuring the student-athlete has the ability and resources to experience success in the classroom. Support staff’s emphasis is on reduction of academic challenges and restoration/creation of appropriate study skills. Support sessions should be formatted and executed in a way in which codependent behaviors are not facilitated. It should avoid dependency but rather foster a collaboration of efforts where the student-athlete and staff members create an environment and setting both believe will be effective. Emphasis should be on the student-athletes’ strengths and that they have everything they need (all of the resources) to be successful.

**Keywords:** higher education, student athletes, support staff training

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Kudzu on Campus: The Monoculture of MOOCs

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Abstract
They were described as an “avalanche” (Vernon, 2013, para 1) and a “tsunami” (McKenna, 2012, para 1), a “revolution that has higher education gasping” (Pappano, 2012, para 3). Indeed, in 2012, the year christened by the New York Times as “the year of the MOOC,” Massive Open Online Courses looked poised to become the next tech “disrupter,” ready to sweep into higher education and topple the existing business model. However, MOOCs’ rather astonishing dropout rate—course completion rates stand at approximately 12%—has tempered the earlier fulsome praise and predictions of massive domination (Ubell, 2017). Yet if the tsunami has yet to crash over higher ed as augured, neither can MOOCs be classified as a washout. The number of MOOCs has grown from 10 in 2011 to more than 4,000, with between 16 to 18 million students connected to MOOCs (Blackmon, 2016). MOOCs aren’t going away.

In fact, in looking over the MOOCs’ brief history, including the political climate that nurtures them and their relative market advantages, a comparison more accurate than tsunami or avalanche might be kudzu, the perennial vine that since its introduction in the early twentieth century has crept over the landscape of the Deep South, crowding out and killing other vegetation through its shade. Kudzu illustrates perfectly the “law of unintended consequences,” as it was deliberately cultivated in Southern soil in the 1930s and 1940s as a solution to devastating erosion. In the scorched earth environment of today’s higher education, with relentlessly eroding government support combined with an inexorably ascendant neoliberal view of the student as consumer, MOOCs have put down hardy roots; their growth is steady if less heralded. Moreover, the mindset behind them is flourishing on campuses across the nation, as university administrators look to online learning in general as a miraculous solution to fill gaping budget issues, even as the same promises of expanded student opportunity continue to be problematic, and issues of fairness unresolved.

The first MOOC was a connective MOOC, now known as a cMOOC, that relied on distributed knowledge as opposed to top-down hierarchical model of the xMOOC such as those created by the for-profit Coursera and the non-profit edX. The xMOOC has drawn the lion’s share of attention, praise and emulation, which may stem at least in part from the inherent difficulty in monetizing the cMOOC, a significant disadvantage at a time when states have slashed higher education funding percentages to historic lows, fueling a dramatic rise in tuition costs. With the previous government/student funding paradigm flipped, today’s student is forced to assume the burden of costs. Thus, where once students were defined as learners, they are now dually defined learners/consumers—which fits neatly into the neoliberal project, which uses the market lens to recast human and civic identity, and in the process redefines freedom, choice, autonomy, and rationality in market terms. This neoliberal frame is a model that has been embraced and advocated by successive Secretaries of Education; speeches by Margaret Spelling compared college education to the purchase of a car, while Arnie Duncan enthusiastically promoted the educational entrepreneurship. As deregulated, privatized products that skew power toward capital as opposed to labor or the state, and that cast the individual as a consummate and all-powerful consumer ready
to respond “rationally and efficiently respond to correct market signals,” MOOCs are a large-size-fits-all solution, which administrators like University of Virginia President Teresa Sullivan have ignored at their peril.

Despite their failure to deliver the promised revolutionary results, MOOCs are well positioned to maintain viability in both the immediate and long term, and not only because of a design that conforms to predominate political and economic expectations. Firstly, MOOCs benefit greatly from important brand advantages; although some have suggested that brand recognition in higher education presents challenges different from those of the corporate sector, the increasing reliance on tuition funding and the merging of learner and consumer identities make those challenges more similar than divergent. As products of high-status universities, MOOCs may reap the advantages of “blocking” by consumers, who ignore underlying traits to rely on brand cues alone. MOOCs also arrived on the market supported by superb brand equity, reinforced by both perception and data: time and again, salary surveys show that graduates with degrees from higher-status universities earn more. These brand advantages would seem to be more than theoretical; in a recent study looking at four factors in MOOC users’ variance in intention to continue, perceived reputation was found to be the strongest predictor for the intention to continue using MOOCs.

MOOCs also enjoy significant funding and operational strategies. Like Amazon, which used seemingly unending investor funds to forgo profit margins in order to lower prices for long enough to drive out online competitors, MOOCs operate from “deep pocketed” funding. Like Wal-Mart, which leveraged its scale in squeezing suppliers in its supply chain to reduce costs, MOOCs employ a rigidly vertical hierarchy: The “superstar” professors at the top, cadres of far-lower paid “facilitators” below them and masses of students at the bottom. As a pedagogical model, the MOOC has been called “traditional,” reflective an old-fashioned notion of F2F classes, and less charitably as “shovelware to get content to the masses” (Armellini & Rodriguez, 2016, p.23). However, whatever its shortcoming as a pedagogical model, in business terms, this hierarchy, combined with economies of scale, is a proven profit-generator as prominent corporate examples have revealed. Also, MOOC creators have adjusted their market strategy, charging small fees for certification and other services, and moving from the trumpeted aim of market domination to a more modest goal of market penetration through the positioning of MOOCs as a tool for blended learning.

Still, if MOOCs themselves haven’t achieved the world domination their creators seemed to hope for, the mindset behind them has been embraced on campuses across the nation, as administrators have recognized and seized on the business opportunity that online learning offers. In the 2015 Babson survey, more than 70% of surveyed administrators identified online course offerings as a key strategic component. The online platform’s elimination of geographic constraints and enticing prospect of infinite scalability has universities scrambling to leverage the new opportunity through aggressive marketing campaigns that marketers have likened to an arms race, totaling $10 billion in 2016.

More troubling, out of those university leaders who saw online learning as critical, approximately 74% contended that the online learning experience was equivalent if not superior to face-to-face, yet even among those proponents, only 28% could vouch for their own faculties’ recognition of online quality. Also belying assertions of online superiority are lower persistence rates for online learners and reports of dissatisfaction among students who find the experience isolating and faculty who find the workload more onerous.
It is important to remember that the promise of the MOOC was in the dramatic increase in higher ed. access for less advantaged students. Yet the profile of the successful MOOC user—Caucasian with greater than average educational experience, who is more likely to look to the MOOC for career rather than educational advancement—shows that that disadvantaged students are not the prime beneficiaries of this new tool. Indeed, the promise of all online learning seems to be predicated on the idea that “access” is defined in technological or temporal terms. In fact, successful online learning requires specific digital literacy skills that must be developed and supported by the offering institution. Yet the relentless demands of the market and high costs of education mean that online learning will be regarded as a source of revenue rather than a locus for investment and improvement, and there is a real danger of a second digital divide growing between the have and the have-nots.

So while the tsunami hasn’t crashed, like kudzu, MOOCs show every sign of resilience, spreading a new mindset that may mean even if the campuses don’t close, the promise (and the real need) for higher profits may change the nature of the college experience, slowly but inexorably.

**Keywords:** MOOCs, kudzu, monoculture, neoliberalism, higher ed. policies

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Can High Impact Practices Influence Affect and Behavior?

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Abstract

The focus of the Association of American Colleges and Universities (AAC&U) report on College Learning for the New Global Century (2007) was on providing meaningful twenty-first century educational experiences that would lead to positive outcomes associated with learning and development. Meaningful educational experiences included high-impact practices, such as first-year seminars, learning communities, service learning, undergraduate research, study abroad and capstone courses and projects. Brownell and Swaner (2010) reviewed the literature on the known outcomes of high-impact practices and found that, while outcomes may vary depending on the type of high-impact practice students engaged in, there are generally across the board positive effects on persistence, degree completion, and academic achievement. The high-impact practices are thought to be especially important for students from underserved populations.

However, the ultimate goal of college education might be in its ability to impact all students in ways that are less easily quantified by grades in courses or completion rates. This research intends to understand the effect high-impact practices have on helping to create a skilled, knowledgeable, and compassionate citizenry. Lee Shulman (2002) wrote about the interplay of engagement to learning, knowledge, understanding and action. Kuh (2009) suggested that student engagement might be the “organizing construct” (p. 5) for assessing student outcomes and improving the academy. While some research on the high-impact practices found positive associations with a variety of outcomes, it is not clear whether there is a cumulative effect or if the effects are truly practice-specific.

The purpose of this research is to determine the lasting effects of participation in high-impact practices on students’ self-esteem and their self-efficacy, motivation and intent to have a positive impact on their world post-graduation. This research is a logical step in contributing to this body of research because it examines this topic from a different angle. Academic achievement, persistence, or graduation are not the foci. Instead, this research examines the attitudes, beliefs and intended behaviors of students who have participated in a range of high-impact practices.

This research examines the effect on student self-esteem, self-efficacy, motivation and intent to make a difference through some form of civic engagement. Specifically, how does participation in
high-impact practices affect self-esteem and self-efficacy, motivation and intent to make a difference? Further, is there is a cumulative effect from participation on these outcomes?

A total of 238 students from a major state university participated in this research. Participants were selected to represent different disciplines, where a certain percentage of each college would be represented, through a multi-stage cluster, random, and probability sampling strategy. Students were asked to complete a questionnaire regarding their participation in high-impact practices, self-esteem, self-efficacy, motivation and intent to have a positive impact on their world post-graduation. There was a total of thirteen high-impact practices which included but were not limited to practices such as first year seminar, study abroad, undergraduate research, internship, learning communities, and service learning. Self-esteem was measured through Rosenberg’s Self-Esteem Scale (1965). Self-efficacy, motivation, and behavioral intent were measured through 6-item researcher-developed questionnaires. Data was analyzed through SPSS Using multiple regression analyses. High impact practices were entered into the equation individually as predictor variables and separate regression analyses were run for the dependent variables of self-esteem, self-efficacy, motivation, and behavioral intent. Both forced entry and stepwise methods were used. Forced entry multiple regressions yielded no significant predictors of any of the dependent variables. Stepwise multiple regressions resulted in undergraduate research being the sole significant predictor of behavioral intent ($R^2 = .059$); diversity courses and undergraduate research explained 6.4% of the variance in self-efficacy; volunteerism was the sole significant predictor of motivation ($R^2 = .030$); and self-esteem was not predicted by any of the high-impact practices.

The results suggest that some high impact practices might have stronger effects on students’ self-efficacy, motivation and intent to have a positive impact on their world post-graduation. As colleges and universities are redefining their curricula to help students prepare for the new global century and promote civic engagement, studying the less visible effects of the curricula as they pertain to the more affective outcomes and intentions beyond the academe could prove informative with regard to distribution of scarce resources.

**Keywords:** high-impact practices, self-esteem, motivation, self-efficacy, behavioral intent

**References**


Promoting Global Education Through Study Abroad for Secondary Teacher Candidates and Teacher Educators

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Abstract
California State University Fullerton offered its first Study Abroad Program for Secondary Teacher Candidates and Teacher Educations during summer 2016. The International Cohort Cultural Experience: Japan included pre-visit seminars and a two-week visit to Fukuoka, Japan that provided opportunities for teacher candidates and faculty to interact with Japanese secondary teachers and university faculty, observe in secondary classrooms, present to large and small student, teacher, and faculty groups on education and culture in the U.S., tour universities, and attend various cultural events.

The model was designed to provide students (whether potential future teachers, teacher candidates, or graduate students/practicing teachers) with opportunities to explore international cultures as they interact with adolescents in school settings and engage in a variety of professional development experiences.

Before, during, and after the travel abroad, participants will also complete either a 3-unit, upper division GE course and prerequisite for the Single Subject Credential, Program (EDSC 320 Adolescence) or a 1-unit of independent study (EDSC 499). To expand students’ capacity to participate in a global society, we designed new content and activities that focus on comparative education for these courses. Comparative education is an established academic field of study that examines education in a group of countries by using data and insights drawn from the practices and situation in another country, or countries.

As part of coursework requirements, participants conducted 10 hours of classroom observation in Japanese middle and high schools, conducted an American Cultural Fair for secondary students, and engage in a variety of cultural and professional development experiences. These experiences facilitated completion of their comparative education projects.

Learning goals associated with this experience included the following:

1. Consider age appropriate, individually appropriate, and culturally appropriate practice in international school and community settings;
2. Demonstrate effective interpersonal and professional skills that show sensitivity to cultural norms and differences;
3. Engage in reflective practice through comparative education practices;
4. Participate in the global society through international fieldwork of observations and co-teaching;
5. Develop an understanding of differences and commonalities of American and international adolescents and their educational experiences; and
6. Demonstrate understanding of how learning and development are influenced by language, culture, family and community values.
Designed as an opportunity for both secondary teacher candidates (pursuing single subject credential) and university teacher educators, the International Cohort Cultural Experience (ICCE): Japan included the opportunity for our university teacher educators to deliver presentations to an audience of university faculty and students on 21st Century Teaching, Cyberbullying among American Adolescents, and Trends in Online Standardized Assessments in U.S. Schools.

This project was funded in part by a Faculty Enhancement and Instructional Development due to its alignment with University and College of Education Strategic Plan to increase the number of students participating in international, service learning, and innovative instructional experiences that prepare students for professional endeavors in a global society. Study Abroad is identified a high impact practice for universities - i.e., it is a pedagogical and programmatic approach that promotes student engagement, retention and graduation.

Related COE goals included:

- Goal 1.4 Strengthen local, regional, national and international partnerships that exemplify excellence in teaching and learning.
- Objective 1.4 Develop and maintain a curricular and co-curricular environment that prepares innovative educators who participate in our global society as partners, models, and advocates for just, equitable, and inclusive education.

The presentation/poster session will include information on how our study abroad program was developed through collaboration with our host secondary school and university, how the student application process was managed, and how faculty presentations and the American Culture Fair were developed and implemented. We will also share recommendations for establishing a study abroad program for teacher candidates and teacher educators, including funding possibilities. Finally, we will share how our teacher education program continues to address global education standards through innovative curricula, fieldwork, and innovative opportunities.

Keywords: teacher education, study abroad, high impact practices
Abstract
In our modern world today, as everything changes very fast, students and their needs change accordingly and this requires teachers to update themselves consistently. With the intention of troubleshooting and at least avoiding the incurable effects of the problems that may occur in the future, most of the institutions take a step to bridge the gap between changing students’ profile, needs, abilities and teachers who tend to use safe, standard, but old world methods (Nguyen & Baldauf, 2010). The most common solution is professional development programs through mentoring. The purpose of the conducted study was to investigate the applied mentoring program’s process, difficulties and effectiveness in terms of the participant teachers and the mentor of the mentoring program. This study was carried out in a private university in Istanbul, Turkey. The participants of this study (8 female and 1 male) are English teachers who work at this university and the mentor also works at the same university as a teacher trainer. The participant teachers and the mentor had three weeks mentoring program which consisted of pre-observation, observation and post-observation sessions. The data of this study was collected through questionnaires including semi-structured and open-ended questions answered by the participant teachers and the mentor. To broaden the understanding of the findings in this study and analyze the answers of questionnaires obtained from both sides, qualitative methodology was employed. Results of the study showed that both the language teachers (mentees) and the mentor had both similar and also different experiences during the mentoring program. Therefore, this study shows the perspectives and opinions of the both sides.

Keywords: professional development, mentoring, mentor.
Part 8: Inclusive Education
A Participatory Perspective on How Intercultural School Development Succeeds

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Abstract
The present study examines intercultural school development using a participatory-research approach. The investigation is based on group discussions with teachers and principals who are experts in their contexts and major stakeholders in the process of school development. All aspects mentioned in the group discussions were categorized using qualitative content analysis. The results showed that points important to the success of intercultural school development include opening the school to the outside community, adopting open-minded attitudes, addressing language barriers, and offering additional training and resources to teachers. The final part of this article discusses how these results can contribute to changes in schools.

Keywords: group discussion, participatory research, school development
The Development of Empathy in the Disposition to Teach Students With Disabilities in Inclusive Classrooms: Is Knowledge Enough?

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Abstract
Schools of education often require teaching candidates to take a course about exceptionalities. All teachers need to know about laws that apply to their profession and develop a basic understanding of the 14 conditions that qualify students for special education services. But teaching has changed in the last 20 years. Now, it is expected that all teachers not only know about exceptionalities, but are willing and able to differentiate instruction in their classrooms to accommodate the needs of a diverse group of students in inclusive settings. To accomplish this, teachers need to develop the ability to cooperate and confidence in their knowledge and skills in teaching a diverse group of students. But, before knowledge and skills are activated, a teacher needs to care, or empathize with students with disabilities. McAllister and Irvine (2002) reported that teachers believed empathy helped them to create "more positive [student-teacher] interactions", establish "more supportive classroom climates", and ensure more "student-centered practices" (p. 433). Empathetic teachers are thought to create more nurturing classroom environments where all students, regardless of race, culture, ethnicity, or ability are understood and cared for (Berman, 2004). Singh (2013) found a significant correlation between middle school teachers’ reports of their empathy and their reports of their likelihood of intervening in a bullying situation, providing evidence of empathy’s role in influencing teachers’ actions and behavior.

Teacher empathy is theorized as essential to the work of teachers in diverse classroom settings (Dolby, 2012). Empathy has an important role in culturally responsive teaching and students' social and cultural perspectives should be foundational in teachers’ instructional decision-making. Warren (2015) investigated the role of empathy in teachers’ response to the social and intellectual needs of one diverse population, Black males. The Scale of Teacher Empathy for African American Males (S-TEAAM) was used to measure teacher conceptions and application of empathy in teaching. Empathy is thought to include both affective and cognitive responses (Hoffman, 2000). Through factor analyses, Warren identified two subscales, 1) teachers’ beliefs about empathy, and 2) teachers’ application of empathy to their academic, behavioral, and social/relational interactions with Black males. Another diverse population is students with disabilities. Kliss & Kossewsk (1996) reported that special education teachers were significantly more empathetic than secondary general education teachers and were slightly more empathetic, but more similar, to elementary teachers in empathy. Morgan (1984) assessed the empathy of 24 teachers of students with emotional disabilities and found that teachers who were rated high on empathy by their supervisors were also given high ratings for their teaching performances. Even
more important, high-empathy teachers did not view emotionally disturbed children as being that much different from other children. Trzcinka and Grskovic (2011) qualitatively analyzed 10 weeks of teacher candidates’ field experience reflections for the disposition to teach in special education. One of the five constructs that emerged in this study was empathy. They found that graduate teacher candidates demonstrated empathy earlier than undergraduate candidates but that all candidates developed empathy through experiences working with students with disabilities. Suzuki (2007) stated that empathy based on the recognition of individuality is thought to be important for teachers. Suzuki analyzed the scores of 620 teachers on the Empathic Experience Scale, which included open-ended statements common in daily conversation. Their results confirmed the importance of empathy - based on the recognition of individuality - and suggested that it was possible for teachers to improve their level of empathy and interactions through their experiences. Warner (1984) demonstrated that teachers can be trained to empathize with their students. In an attempt to increase teacher empathy for students with disabilities, Broomhead (2013) asked a mother of two children with disabilities to share her ‘story’ with pre-service teachers.

In this study, we first set out to determine if a new curriculum was successful in developing empathy in undergraduate students preparing to become teachers. An instrument developed specifically for this study was used and asked candidates to rate themselves from A = “not true of me” to E= “completely true of me” for 18 statements across the domains of empathy and confidence. The confidence items assessed how well the student felt prepared to teach students with disabilities (e.g., “I feel prepared to address the needs of all students.”). Items in the empathy domain assessed the candidate’s willingness or desire to teach students with disabilities (e.g., “I am more likely to take initiative in working with students with disabilities because of this experience.”). A second question was about the relationship between knowledge and empathy. Do the students who gain the most knowledge about teaching students with disabilities also develop the greatest empathy toward working with them? The third question was related to the value of working with students with disabilities in the field in the development of empathy to teach in special education. Would students who experienced inclusive classrooms develop greater empathy than those who were in elementary classrooms without students with disabilities?

Survey data were collected from all undergraduate students enrolled in an introductory course in special education (EDPS 265: The Inclusive Classroom), at a large Midwestern University. The survey was anonymous and included no student names or other identifiers. To answer the first research question, posttest survey data were collected across several semesters (n = 765). Data were analyzed to determine if all students had developed empathy to teach all students, including those with disabilities. To answer questions two and three, the survey was administered to students at the beginning and end of the course (pre and post) so that growth attributed to the course could be assessed. For the question on the relationship between knowledge and empathy, items included in the two constructs were correlated to determine if knowledge alone was related to the development of empathy. For question three, student pretest and posttest data were divided into two groups based on the type of field placement they had in the schools that accompanied the course. Students in the Typical group experienced a classroom exclusively for students without disabilities. Students in the Inclusion group experienced teaching students with and without disabilities. Both placements were in public elementary schools. A group comparison on the development of empathy and the dispositions to teach in special education will be analyzed.

**Keywords:** teacher preparation, dispositions, disabilities, empathy
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Refugees: The New Global Issue Facing Teachers in Canada

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Abstract
This conceptually-based paper focuses on recognizing the growing needs of teachers in the Greater Vancouver area in British Columbia, to acquire the skills and knowledge necessary for teaching newly arrived refugees to Canada. From November 2015 to January 2017, 40,081 new Syrian refugees landed, with similar numbers to come in the next year. Teaching these students is very different from using an English Language Learner (ELL) approach; many refugees have experienced trauma in pre-migration, migration and post-migration, and others may have no literacy schooling in their first language or interrupted schooling. In pre-service teacher education programs and in professional development offered in schools, there is a lack of guidance on how to create safe and inclusive environments for the particular psychosocial and learning needs of these newcomers. This paper will draw on narratives of teachers in classrooms where several waves of refugees have settled, especially from Iraq, South Sudan, Somalia and now Syria, and outline some of the arts-based learning that provides these students with a means to develop literacy skills, self expression, a sense of belonging, a new identity and importantly, the possibility of reducing trauma as they transition to their new lives.

Keywords: English Language Learner, ELL, refugees, pre-migration, migration

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Evaluating Teachers’ Opinions on Learning Difficulties of Stuttering Primary Students in Terms of Initial Reading and Writing

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Abstract
Stuttering, which is flow of speech malfunctions, is disrupted by repetitions of sounds, syllables, words and phrases as prolongations and blocks. Stuttering which is regarded as speech disorder is not fluency disorder which can be observed only in speech. Psycho-social developments of stuttering students are affected with fluency disorder in speech. In addition, the fluency disorder has negative effects on academic developments and success of stuttering students in schools. There are not number of researches regarding learning difficulties on initial reading and writing skills of stuttering primary students. Therefore, the aim of this study is to find out learning difficulties on early reading and writing skills of students who have stuttering in primary schools in Konya province, in Turkey. In this research, Semi-Structured Interview Method was used, which is one of the qualitative research methods. Twenty eight teachers participated in this study for whom Semi-Structured Interview Form was adapted to be able to collect the data. The form was developed by the researchers and the data collected via the form were analyzed with using ‘Content Analysis Method’. The research findings raised from the data analysis are as follows: the students with stuttering participated in this research do not have difficulties about learning of initial reading and writing skills but they have difficulties on writing about what they read and phonetics of the word they have learned. These students do not have any difference on initial reading and writing progress in comparison with reading and writing progress of students without stuttering in terms of learning duration of initial reading and writing skills.

Keywords: stuttering, teaching initial reading and writing skills, children who need special education, special educational needs in primary schools.
Poetic Narrative Inquiry: Demonstrating Critical Reflection in Arts-Based Cultures of Inclusive Learning

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Abstract

There Must Be Beauty

A window reflection of a woman with and a boy appears blurred in morning grayness. The woman sits close to the boy in a relaxed pose, legs crossed and bent to fit under a child-sized wooden table, left elbow resting on her chin. She appears calm as she slowly moves her right hand to push blond curls from her eyes. I realize the person is me and I was watching with my poet’s eyes. I look toward the boy I sit with every school morning before others arrive. He must be the first to arrive and he must draw the same picture. He is six-year-old and is on the autistic spectrum. I will name him Dylan. As I do before I begin collecting data for my journal articles, I begin with poetry.

You stare into your drawing in awe
Perhaps it is something you saw
and hope to see again
memory-treasured
judgment reframed as measured beauty
always the same design

Lingering disinterest like Kant?
restraint sharp, deliberate strokes
in a rhythm

corporal rituals -some want to reTRAIN

could give you pleasure ...
realized
repeatedly in your mind
visualized in autism

The same design

Dylan is one of many students I have taught who sees the world not as I see it. I want to make sense of my place in his world right now and I take in every moment as if ambience of sound and light might pass me by and might miss a chance to interpret Dylan’s place in our shared environment.

I want to make sense of the pull between my well-informed teacher skills and my artist’s sensitivities that are so ingrained in decisions making. To interpret beyond what is seen, Richmond muses is”... beyond the apparent to the real, beyond a part to a whole, beyond a truth to a more important truth” (2009, p. 8).

I understand the extent to which I will affect Dylan and I seek a balance in my approach to reflective practice in Taggart’s process of being logical and making informed choices about my teaching and then assessing consequences of my decisions (2005). I return to poetry and now I find welcome interruptions with quotes from theorists.

Muscles shallow shoulders low and pensive
could be anyone’s body hunched low on a varnish-stuck wooden bench. Hand barely moving your wooden pencil sideway pressing graphite harshly into past stories ringed and pushed into your paper through grained irregular lines of seasoned oak rubbings of your intensive connecting narrative viscera of harvested, dried manufactured reformed living oak.

Grumet, Curriculum theorist, feminist: “…source of light, like human knowledge….moves through time as well as space, and so clear seeing is burdened with all the limitations of human consciousness, always situated in spatial perspectives and temporal phases. Our work, no matter what its form, is not the seeing itself but a picture of the seeing” (1988, pp. 60-61).

Your body shoulders satisfaction of one deep inhalation of this moment at this child’s wooden table at 8:55 AM on this day I listen deeply to what you might feel valid representation of your body’s imaginings one careful naval architect stroke after another. A picture in your seeing mind. Your story emerges in the strength of your fascia protection in spaces of silence where conversation is performative, sensual, secure in my willingness to redefine listening, a type of exchange that

Bakhtin describes as “hidden dialogicality” where, “…each present, uttered word responds and reacts with its every fibre to the invisible speaker, points to something outside itself, beyond its own limits, to the unspoken words of another person” (1929/1984, p. 197).

You announce to a nearly empty classroom. Boats smell like wood. Muscles taut, pressed solid sound perhaps in the scent of your present voice

Abram writes, “the body is a creative, shape-shifting entity…..not to explain the world as we see it, but to give voice to the world from our experienced situation within it” (1996, p.47).

From open windows and doors do you hear children jetting words into salty ocean wind in slow accelerando against sea shell mobiles.

Airplanes circle overhead soft, unreachable steam streams merge with softening resonances of your ebbing last word merging into overhead harmonies and a crow sharply chastises I sense your tension as you abruptly shift attention in a facial change from prospects of wonder to claims of fool’s gold’s beauty unrequited art, energies of perseveration static in build up of hesitation obsession to draw

Happé and Frith, Neuroscientists researchers on autism suggest Dylan’s art is not for me not for anyone just for art’s sake (2009)
like a soloist preparing to commit to matching pitch of our communal ensemble landscape Intonations

I sit patiently for gestures clues of what you feel
my way into what you hear

but I am the musician waiting for cues conductor’s nod
my narrative, my
ways of knowing my body responses as I shut out audience interplay

Ubuntu
Desmond Tutu’s message Ubuntu
Being open available
We are who we are
because of others (1999)

smell of trust

touch electric with a dusting of hope

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Introducing Diversity Through an Organic Approach

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Abstract
Traditional chemistry classroom only allows little room for inclusion. However, modern day instructors recognize that inclusion is a key aspect of learning (Nelson Liard, 2014). Therefore, despite the discipline, instructors work with the students to make them feel safe, supported, and encouraged to participate in creating and retaining knowledge. Even the “privileged” students, when they feel excluded from the full experience, struggle to learn as well as those who feel included (Hurtado, Milem, Clayton-Pedersen, & Allen, 1999). When we consider incorporating diversity to create an inclusive classroom, we must consider various factors such as student racial, ethnic, and cultural identities, prior knowledge, technical skills, creativity, financial stability, influences, boundaries, ambitions, and etc. (Brand & Glasson, 2004; Gay, 2013; Nelson Liard, 2014). Depending on the emphasis, one could create a stand-alone diversity course or dedicate class sessions on diversity (Lasorsa, 2002). When it is done as an isolated topic, the outcome may become a relegation of inclusive environment rather than a promotion. Therefore, the incorporation of diversity into the classroom needs to be done very systematically; possibly by finding natural points of entry for diversity (Lasorsa, 2002). The latter approach will efficiently introduce diversity to the students.
What can instructors do to promote diversity in a chemistry classroom except for setting ground rules and promoting inclusive climate? If the class content blends in with the diversity concept, it is effortless to incorporate it to the class discussion. However, there is no straightforward way to bring up diversity topics in chemistry or in any other physical science classroom. The class content in such classrooms tends to lie heavily on technical concepts and the class time is precious. The time instructors could spend on unrelated topics, including diversity, is very limited.

Although it was a challenging task, emphasis on diversity and inclusion was instrumental in an introduction to organic chemistry course at Lyon College, which is located in rural Arkansas. The instructor was a female and an immigrant from Sri Lanka, while the class was predominantly white with equally distributed gender ratio. There were a few minority students in the classroom (Two American Indians, Hispanic American, Indian American, and a Middle Easterner). In order to make a comfortable teaching and learning environment for everybody (create inclusive climate), the focus was given to the topic of appreciating diversity (Knight & Vargas, 2003).

Furthermore, expected learning outcomes of an organic chemistry course majorly include the improvement of students’ creativity and problem-solving skills and development of collaborative skills (team-work). It is known that diversity improves problem-solving skills and creativity not only by assembling information from each individual in the diverse group, but also by simply interacting with diverse individuals forces every member of the group to prepare better, to anticipate alternative viewpoints, and to expect that reaching consensus will take effort (Blimling, 2001; Phillips, 2014; Smith et al., 1997). Consequently, importance of an inclusive climate is apparent in organic chemistry classes. However, introduction of diversity to the organic chemistry class had to be done in a very authentic way using an ORGANIC (less self-conscious) approach that stimulated student interest in the topic without initiating any uneasiness.

The most natural approach to bring up the topic of diversity without deviating from the class content was by initiating a conversation about the diversity of organic molecules. Organic chemistry is the chemistry of carbon which is the chemical basis of life (Bernal, 1951). Diverse organic molecules are formed due to the ability of carbon form bonds with other carbon atoms, hydrogens, and heteroatoms. The slightest changes in the framework or the molecular geometry of organic molecules lead to significant variations in the chemical, physical, or biological properties of those molecules (Liang & Fang, 2006; Speck-Planche, Tuius Scotti, & de Paulo-Emerenciano, 2010). In the context of diversity of organic molecules, collaboration of carbon with other carbons and non-carbon atoms in creating diversity, and the various uses of resulted diverse organic molecules were discussed. Students were encouraged to demonstrate their perspectives on the significance of an inclusive society with respect to the diverse organic molecules as an extra-credit assignment (only 0.01% of total class grade). Student responses to this assignment were overwhelmingly positive and creative. These responses will be analyzed in this presentation by comparing social and molecular diversity.

**Keywords:** diversity, inclusion, organic, molecules, heteroatoms

**References:**
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Improving Reading Comprehension of a Child With ASD: Implication of Thought Bubble Strategy

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Abstract
This study investigated the function of the thought bubble strategy on the reading comprehension skills of a child with ASD in a single subject reversal design. Individuals with ASD who are high functioning or have no intellectual disabilities face problems regarding improving social life and daily life skills. They also have difficulties in their school lives. Specifically, students with ASD have challenges in understanding the rules of reading and grammar, lack motivation, and lack attention span. In the early stages of reading development, to be able to learn reading, improvement in word recognition skills is the most significant issue for all children. This skill enables learners to read words and link texts accurately and fluently. In addition, when a child improves his or her reading skills, he or she will also develop skills in understanding the meaning of the context. Many students with ASD show deficits in word recognition, and reading comprehension is one of the most difficult area for them. Studies indicated that reading comprehension difficulties are more common in the individuals with ASD. Thus, reading comprehension is an important area to target in efforts to help children with ASD achieve academically. The purpose of the study was to examine the efficacy of the thought bubble strategy on increased reading comprehension skills of the child with ASD. The participant was 9-year old male. All the intervention session took place in the participant’s home. Via this study, the participant’s specific skills such as answering inferential and literal “wh” questions were also tested. The results of the study showed that the child with ASD made gains in reading comprehension skills by using the thought bubble strategy.

Keywords: reading comprehension, thought bubble, Autism Spectrum Disorder

References
The Anatomy of Social Justice Education: A Framework for Educators Working With Non-Dominant Group Students

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Abstract

This study examined the impact that high expectations, creating a sense of urgency, and leadership had on the behavior, attitudes, values, and beliefs of principals in the development of strategies to address low academic and behavioral expectations that perpetuate the achievement gap. The study looked at the process of how a school is transformed from being a low-performing school with few appropriate functional systems to becoming an exemplary school that has numerous functional systems. This paper presents the findings of a qualitative research study utilizing the data gathered from interviews with forty administrators from National Distinguished Title I Award school districts, elementary, middle, and high school campuses that were Title I, Part A status for the past three years; 40% or more of the student population was low-income; met Adequate Yearly Progress the past two years; achieved a campus rating of Exemplary last year; and achieved a campus rating of Exemplary or Recognized for the previous two years. The study sought to examine the aspects of culture and climate on these campuses that contributed to student success. The results of the study showed that administrators had developed a set of practices that focused on providing students with an education that was largely influenced by developing a social justice focused mission. Schools are more diverse today than they have been since the early 1900s, when the flood of immigrants entered the U.S. from Southern, Central, and Eastern Europe. In the 30 year period between 1973 and 2004, the percentage of students of color in U.S. public schools increased from 22 to 43 percent. If this trend continues, students of color will equal or exceed the percentage of White students in public schools in the next two decades. Students of color already exceed the number of White students in six states: California, Hawaii, Louisiana, Mississippi, New Mexico, and Texas (Dillion, 2006).

The country’s educational destiny is becoming more tied to the academic status and achievement of these students, many of whom are structurally excluded and marginalized within our society and schools. The scores of Asian and White students are above the Organization for Economic Cooperation and Development (OECD) average in each subject area. However when scores of African American and Latino students are added, the U.S. average falls to the bottom of the tier of rankings. It is critical to the success of the country that these students are successful.

Most U.S. prison inmates are high school dropouts, and many are functionally illiterate and have learning disabilities. The nation’s prison population is increasing and states’ prison budgets are growing almost three times faster than education budgets. The U.S. has 5% of the world’s population and 25% of its prison population. 2.4 million adults are in prisons and jails across the U.S.—or 1% of the population or 1 out of 100 Americans reside behind bars (Pew Research on the States 2008). $68 billion a year spent on federal prison as well as $200 billion nation-wide is spent on prison.
Campus and district leadership must address its employees’ attitudes, values, and beliefs, many of which are supported, justified, and rationalized by deficit-thinking models. To accomplish this rethinking and restructuring of schools requires strong, focused, insightful, skilled leadership. There is significant research that indicates that there is a positive relationship between leadership and student achievement (McKenzie & Scheurich, 2004; Scheurich, 2002; Cuban, L., Sachs, J. & Sachs, R., 2001; Leithwood & Jantzi, 2000; Riehl, 2000; Hallinger, & Heck, 1998). That positive relationship between leadership and student achievement must begin with the superintendent and the board of trustees of the school district. There is a virtual absence of reported data on how district leaders--particularly the superintendent--successfully engage their organizations in fundamental reforms (Johnson, 1996). Despite the pivotal role the superintendent plays in interpreting, leveraging, and implementing reform, little attention has been directed to the influence of district leadership, in particular that of the superintendent (Adams & Kirst, 1999; Holdaway & Genge, 1995; Johnson, 1996; Leithwood, 1995) in creating a high-achieving school district. Rather, concentration upon the local school site and the principal’s leadership dominates the research (Cuban, 1984; Leithwood, 1995).

The mission and the vision statement of the school district must reflect the goal of addressing solutions for what Valencia (1997) calls “the popular ‘at-risk’ construct, now entrenched in educational circles, which view poor and working class children and their families (typically of color) as predominantly responsible for school failure, while frequently holding structural inequality blameless” (xi). This theory does an excellent job of outlining a model that is still prevalent in education even though it has had limited success. Then student low performance reinforces deficit views of these children and their families (Valencia, 1997).

The data gathered in this study was considered through the lens of the deficit-thinking paradigm. According to Valencia (1997), deficit-thinking assumes that students who fail in school do so because of alleged internal deficiencies (such as cognitive and/or motivational limitations). It also tends to view poor and working class children and their families (typically children and families of color) as predominately responsible for school failure (Valencia, 1997). As stated earlier, the deficit-thinking paradigm was used to provide an understanding of the attitudes, values, beliefs, behaviors, and professional practice of teachers which impact the performance of students. The deficit-thinking paradigm has not been used to analyze the behavior of educators in this context before. The deficit-thinking paradigm has six different prongs: (Valencia, 1997; Menchaca, 1997): blaming the victim; a form of oppression; a model of educability; Heterodoxy and Orthodoxy; a culture of poverty; and cultural and accumulated environmental deficits.

The approach to this study was a qualitative research. This approach was guided by the guidelines provided by Merriam (1998 & 2002), Glesne (1998), Denzin and Lincoln (1998), and Creswell (1998). This methodology provides the means to explore the interactions between students and teachers on these campuses. The rich nature of the ethnographic data enabled us to observe the micropolitical interfaces and negotiations over time.

This was a case study, which is an intensive description and analysis of a phenomenon or social unit such as an individual, group, institution, or community. The case is a bounded, integrated system (Stake, 1995; Merriam, 1998). By concentrating upon a single phenomenon or case, this approach seeks to describe the phenomenon in depth. Since it is the unit of analysis that determines whether a study is a case study, other types of studies can be combined with the case study.
The administrators were selected from multiple districts across the United States from elementary, middle, high schools, as well as central offices. The selection of the interview subjects was done purposefully, not randomly; that is, these particular students exhibited characteristics of interest to the researcher (Merriam, 2002). The administrators were interviewed on three separate occasions. The researcher used open-ended and probing questions to provide the participants the opportunity to fully express themselves. These interviews were audio-taped with two tape recorders and notes were taken during each interview. A journal was utilized to record all relevant events discovered during the study.

The interviews revealed that the administrators that even though they led at various levels, in different parts of the country, and faced different external and internal stakeholders, there was a certain symmetry to the responses to the challenges of educating students who are perceived as harder to educate. A critical component of these administrators rejecting the deficit-thinking paradigm and embracing social justice is stating that your students—the clients that you serve—are the most precious commodity that you have. This is demonstrated through having the expectation for principals and teachers that they will serve their populations. Because those that can’t serve their population of students know that they will lose the opportunity to do so. Those increased expectations create the sense of urgency needed to close the achievement gap as well as impact the material conditions of students’ lives. The question I really wanted to answer was, why were these administrators successful where so many other leaders have failed? I also wanted to know what leadership traits, behaviors, and strategies that they possessed that allowed them to overcome the deficit-thinking paradigm. The administrators’ expectations were very clear. They believe children can learn and they expect their teachers to believe it too. A structured program is central to the success of these students. A pattern emerged throughout this research regarding the importance of quality leadership, the traits of successful school leaders for students of color and poverty, and the importance of defeating deficit-thinking. These successful schools shared obvious traits: the values leadership espoused were evident throughout the building; leadership advocated a no excuses attitude; data drove decision-making; relationships framed everything else; all had strong literacy and numeracy programs; and above all, the campuses all embraced a competitive attitude.

Despite all of the focus, research, and resources aimed at solving the achievement gap, its presence remains. Clearly, this is the largest problem we face in the 21st century. Deficit-thinking has long been used to explain away the achievement gap and remove the responsibility from the system and the educators within in it. Singleton and Linton (2006) further explain that when educators place the blame outwardly, they avoid “difficult self-assessment and [taking] responsibility” (5). However, the existence of schools consistently successful with students typically seen as “hard to educate” calls that entire line of thinking into question. There must be a shift in the questions we ask. Rather than asking “why can’t these students learn?” we must ask “why can’t we teach these students?”

**Keywords:** high expectations, sense of urgency, leadership, beliefs of principals, development of strategies
Quality Online Learning and Its Impact on Students With Disabilities

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Abstract
The presence of online learning as a viable educational option remains in question, regardless of recent advances. Many within society continue to inquire as to the quality of such a delivery method, as well as the advantages realized within this learning environment over more traditional settings. Of specific interest, would special populations such as students with disabilities benefit from participating within this environment? To what extent can the quality of learning be assured concerning the cultures of diverse students? This paper endeavors to provide a basic overview regarding the use of the Universal Design for Learning (UDL) in an attempt to guarantee quality and equality for all students engaged in online learning, no matter where they are based of their cultural and other diversity. Furthermore, the benefits to students with disabilities in this environment will be examined. Overall, it is the intent of the authors to provide a deeper understanding of the uses, implementation, and advantages of this educational delivery method with special regard to students with disabilities.

Keywords: online learning, universal design for learning, students with disabilities, special populations, cultural diversity
Developing the Effectiveness of Inclusive Teacher Education for Special Educational Needs and Inclusive Practice

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Abstract
This paper reports on the findings of a research study which sought to identify the conditions, processes and activities underpinning effective inclusive teacher education. The study took forward what was currently known (or hypothesised) and from this built a pedagogic model (in the form of inclusive action research) that was applied in a partnership school during the practicum period among 22 participants (preservice teachers, experienced teachers and teaching assistants) to support the professional development of all involved. The findings support the claim that socially situated, research oriented, reflexive, collaborative approaches to developing inclusive practice are important elements in an effectual programme. They also cast light on the conceptual and practical challenges involved in being inclusive and on the impact of external cultures on the professional identities and actions of practitioners. This paper takes the position that de-intellectualised, competence based ‘on the job training’ models of teacher education will not be effective in preparing teachers for the deep challenges involved in becoming and being a more inclusive practitioner.

Keywords: inclusion, teacher education, special needs, disability
Plática and Meditation in Central California Schools: Understanding the Use of Alternative Methods to Help At-Risk Latino Students

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Abstract

Latinos, from recent immigrant to established Americans, have been known to experience issues of mental illness for decades (Escobar, Nervi, & Gara, 2000). Along with these mental health issues, Latino communities also lack access to mental health services (Cabassa, Zayas, & Hansen, 2006; Vega, Kolody, & Aguilar-Gaxiola, 2001). The prevalence of mental health issues and lack of services to address them, is as prevalent in Central California (Vega, Kolody, Aguilar-Gaxiola, Alderete, Catalano, & Caraveo-Anduaga, 1998), a region considered to have some of the poorest communities in the state and the nation. For these reasons, our study focuses on urban and rural Latino communities, and Latino youth that struggle in school. Our focus on Latino youth is because they comprise approximately 64% of the school population (California Dept. of Ed, 2015). In looking at these youth, the following research question is posed: How are California’s Central Valley Latino communities evolving/achieving wellness through the use of Latino-based prevention/intervention health approaches in alternative high schools? In answering this question, mixed-methods are utilized to understand youth resilience, and successful methods being used to help empower youth.

In looking at the literature, two concepts related to the methods being used became the focus: pláticas and atención plena (meaning conversations and mindfulness). Pláticas as a practice that is grounded in the Latino indigenous wisdom tradition that goes back thousands of years. It is a form to transmit knowledge regarding well-being, mental wellness, psychological, and healing trastornos (emotional imbalances), and related themes addressed through familiar cultural formats such as canciones (songs), dichos (sayings), cuentos (stories), and poesía (poetry). Pláticas is a commonly used, culturally-appropriate, method used by Latino researchers and therapists to advance deep dialogue and understanding in Latinx group settings. Ayala, Herrera, Jimenez, and Lara (2006) define pláticas as intimate conversations. Guajardo and Guajando (2006) define it as intellectual dialogue. Pláticas is used on research and counseling sessions in the Latina/o community to unbury and advance the community’s intellectual and cultural knowledge, and share this knowledge throughout the community.

Atención plena (or mindfulness) is defined by Kabat-Zinn (2003) as, “the awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment” (p. 8). We use atención plena, progressive relaxation technique and guided meditation as shorter periods of five, ten or fifteen minutes in order to prepare participants to practice centering meditation (meditación centrante), which consists of a period of 20 minutes. Atención plena has not previously been evaluated and assessed in the Latino
community. *Atención plena* has become mainstream with many of the approaches to psychological trauma in recent psychological and counseling applications for treating victims of trauma. *Atención plena* is also used by therapists in a culturally and linguistically appropriate manner.

These two concepts are central to the observations and data collected to understand alternative Latino-based methods, and their effect in helping troubled high school youth.

This project uses mixed-methods (Marshall & Rossman, 1999), employing both quantitative and qualitative data to answer the research question to understand our 48 participants at 3 high schools. In terms of the quantitative data, there are pre-/post- data measures that were collect. This helped determine student academic and health improvement over time. Schools have agreed to share records for our participants on: (a) attendance, (b) behavior, and (c) grades. In terms of the qualitative data, collected from all our participants and their families were: (a) a demographic questionnaire, and (b) a family history questionnaire, (c) participant observations, (d) focus groups, and (e) interviews.

Three high schools were selected for this research. These sites were selected for various reasons: (a) the therapists working at these sites have previously volunteered at Integral Community Solutions Institute (ICSI), and therefore have a professional relationship with the founder of ICSI who is leading that research effort; (b) the leadership (Vice Principal, Principal, and Superintendent) at these sites agreed to work with ICSI and the ICSI research team by offering needed data on all the research participants at their sites; (c) all the sites have youth that are predominantly Latina/o, which is our target population; and (d) therapists at all the sites practice *pláticas* and *atención plena*.

Quota and purposeful sampling were used to select participants. *Quota sampling* was used because it is important for budget and planning reasons to have a predetermined target of participants prior to entering the field to collect research (Airasian, Gay, & Mills, 2009). *Purposeful sampling* was used to assure that all students selected were Latino are benefiting from *pláticas* and/or *atención plena*. Therapists were also consulted to help select participants with the highest need based on having low attendance, undesired behavior, and a poor academic record prior to participating in *pláticas* and/or *atención plena*.

Data is being analyzed will NVIVO 11 (see QSR International, 2016), and analysis will be completed and ready to share in May at the time of the conference. NVIVO 11 is a software used for code-based qualitative analysis, and allows for analysis of multiple types of data. This software is used by researchers working with large and complex data sets, and is designed for researchers trying to make sense of complex data thorough exploration and rigorous management and analysis.

Data for findings in presently being analyzed, and the analysis will be completed in time for the May conference, *Global Conference on Education and Research*. Preliminary findings show that Latino students are showing signs of success, defined quantitatively by improved attendance, grades, and behavior. Because some of the schools selected are alternative high schools, success here is measured largely by the students’ ability to re-integrate into their home high schools. In interviews with students, they noted how *pláticas* and *atención plena* helped them with stress and family life. Other positive comments were shared by students that participated in the *pláticas*, which had the purpose of allowing them the opportunity to have voice, and use that voice to express
their problems and seek solutions. Both pláticas and atención plena helped Latino youth find alternate ways to address stress, anger, and violence.

What this research is finding is that implementing pláticas and atención plena practice in schools (beyond the three we are currently examining) will reduce student misbehavior as evidenced by a reduction in suspensions, expulsions, and increased school grades and attendance. Preliminary findings are also showing that students are improving on emotional intelligence and in the ways that they interact socially with their peers and teachers. Through the atención plena practice and personal development via pláticas, students are demonstrating improved self-control, self-esteem, and efficacy.

It is no surprise that Central California is one of the most impoverished regions in the country. Across Central California, Latino students have also become the majority in K-12 and higher education. But, still, too many Latinos, particularly young males, end up in prison. The path to prison starts in our schools and our communities, where youth get exposed to gangs, drugs, and crime. As Latino researchers, the authors of this project have a vested interest in addressing these issues in our communities and schools. Through this research project, the researchers seek to find solutions that had help troubled Latino youth in schools. Presently, alternative schools for Latinos are not working, they are only serving as paths to our prisons. Through this project, and the use of pláticas and atención plena, this research projects aims to find these solutions. We have anecdotal evidence of what works in serving troubled Latino youth in schools, and getting them on the path to academic success. But this project seeks to go beyond the anecdotal, and focus on the empirical evidence. The authors seeks to find what works and what does not work in the use of pláticas and atención plena. The early belief is that with these culturally-grounded practices, struggling Latino youth are offered an opportunity to serve society, and be positive contributors to society.

Keywords: pláticas, atención plena, conversations, mindfulness, alternative methods, at-risk Latino students

References


Perceptions of Special Education Pre-Service Teachers for Collaboration With Families

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Abstract
In this study, I explored the perceptions of pre-service teachers regarding collaboration with families based on their past experiences with their own families. I tried to find out how pre-service teachers’ families/parental interactions affected their perceptions of collaboration. In this study, I had two participants who were special education undergraduate students a female student from level 2 (second semester in the program) and a male from level 5 (fifth semester in the program). There were three main topics in the study and the findings of the study represented in three parts. In the first part, I discussed what participants described about collaboration with families. Several themes emerged in this category, including differences of age and grade levels in collaboration, effective ways to collaborate, barriers and facilitators in collaboration, the importance of collaboration, plans for collaboration, important areas in collaboration, the involvement of parents in the IEP process, plans for communicating with families, how students can benefit with collaboration, the involvement of culturally and linguistically diverse (CLD) families, and differences in involvement of children with or without disabilities. In the second part, I discussed what participants described with respect to their personal experiences and how these experiences affected their perceptions in terms of collaborating with families. This category includes themes such as their families’ collaboration experiences, their teachers’ collaboration experiences, their favorite teacher and communication experiences. Finally, in the third part, I discussed participants’ perspectives about the effectiveness of their teacher preparation program regarding family collaboration. This category includes themes such as why they choose to be a teacher, what grade level they would like to teach, how their K-12 experiences prepared them to be teacher, impact of coursework, and examples of collaboration. In this study, I used phenomenology as a research method to explore the past experiences of the pre-service teachers. I used phenomenological approach to look at the individual pre-service teachers’ experiences and what individual pre-service teachers think about collaboration with families. Since I would like to build on my research from the perspectives of pre-service teachers, my approach was more participant centered. However, I realized that using case study would be much better. Because, I am seeking to explore for deeply understanding a particular group of people (preservice teachers) in real life context.

Keywords: preservice teachers, collaboration, families, special education
Strategies That Teachers Use to Support the Inclusion of Students Who Are Deaf or Hard of Hearing

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Abstract

Students who are deaf or hard of hearing have the ability to learn and demonstrate progress in inclusive settings. However, for successful inclusion to occur general education teachers should include strategies to make the instruction more accessible to students who are deaf or hard of hearing and make some adjustments to the classroom environment such that they are better able to meet these students’ special needs.

The existing literature indicates that there has been an increase in the number of students who are deaf of hard of hearing placed in general education classrooms (Forlin, 2006; Kelman & Branco, 2009). According to Laurent Clerc National Deaf Education Center (n.d.), approximately 2.5 million D/HH students receive their education alongside hearing students in general education classrooms. With the advantages of newborn screening and technological support (e.g., cochlear implants and hearing aids), the number of deaf or hard of hearing students who attend regular classrooms has grown consistently in recent years (Kelman & Branco, 2009). Both globally and across the U.S., the inclusion of D/HH students in regular classrooms with their hearing peers has gained great momentum in the last couple of decades. Nevertheless, some studies show that placing these students in general education classrooms does not automatically enable them to further develop their social and academic skills. The academic and social settings, which are not sufficient to meet individual needs of students who are deaf of hard of hearing, affect negatively their academic achievement and may result in weak spoken language development for students who are deaf of hard of hearing (Antia et al., 2002; Bobzien et al., 2013; Luckner & Muir, 2002). Since teachers are integral to their students’ success, additional information is needed with regard to the strategies general education teachers employ in the attempt to foster the inclusion of students who are deaf of hard of hearing in their respective classroom environments.

In the current literature, the strategies used to promote the inclusion of deaf or deaf students in general education classes are mostly discussed as instructional strategies, classroom arrangement that includes seating arrangement and audial arrangement, visual and technological support, and assistive listening and communication tools. However, limited data exists with regard to the examination of all these strategies under the same roof. This study aims at examining all of these strategies under the same study. The results of this study will provide more knowledge regarding the effective strategies for the inclusion of student who are deaf or hard of hearing in general education classroom settings.

The purpose of this study is to examine strategies used by general education teachers in their attempts to adjust their instructions and classroom environments for the inclusion of students who are deaf of hard of hearing in inclusive classrooms. This study seeks to answer the following question:
What strategies general education teachers employ to meet needs of students who are Deaf or hard of hearing in an inclusive classroom?

Table.1 Observed Strategies Used by General Education Teachers

<table>
<thead>
<tr>
<th>Instructional strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short and brief directions and verbal instruction</td>
</tr>
<tr>
<td>Repetition of the information</td>
</tr>
<tr>
<td>Repeating the questions and answers from other students</td>
</tr>
<tr>
<td>Written notes on the board</td>
</tr>
<tr>
<td>Varying instructional activities to engage all type of learners</td>
</tr>
<tr>
<td>Interaction opportunities between students who DHH and students with hearing</td>
</tr>
<tr>
<td>Encouraging students who are DHH to be active</td>
</tr>
<tr>
<td>Determining preferred communication</td>
</tr>
<tr>
<td>• Interpreter</td>
</tr>
<tr>
<td>• Spoken language</td>
</tr>
<tr>
<td>• Sign language</td>
</tr>
<tr>
<td>Speaking fluently/clearly and audibly</td>
</tr>
<tr>
<td>Asking brief and clear questions</td>
</tr>
<tr>
<td>Visual and technological support</td>
</tr>
<tr>
<td>Using visual aids</td>
</tr>
<tr>
<td>• Classroom rule charts</td>
</tr>
<tr>
<td>• Task organizer</td>
</tr>
<tr>
<td>• Smart board</td>
</tr>
<tr>
<td>• IPads</td>
</tr>
<tr>
<td>• The internet</td>
</tr>
<tr>
<td>Providing vocabulary in written format</td>
</tr>
<tr>
<td>• Flash cards</td>
</tr>
<tr>
<td>• Notes on the board</td>
</tr>
<tr>
<td>Using facial expressions and gestures clearly</td>
</tr>
<tr>
<td>Seating and audible arrangement</td>
</tr>
<tr>
<td>Sitting and standing closer to the students who are DHH</td>
</tr>
<tr>
<td>Students who are DHH face the smart board or white board</td>
</tr>
<tr>
<td>Facing to the students who are DHH</td>
</tr>
<tr>
<td>Eliminating background noise</td>
</tr>
<tr>
<td>Using assistive listening and communication devices</td>
</tr>
<tr>
<td>FM (Frequency Modulation) system</td>
</tr>
<tr>
<td>Hearing aide</td>
</tr>
<tr>
<td>Speaker</td>
</tr>
</tbody>
</table>

This study aims to explore three general education teachers’ practices in inclusive classrooms as the unit of analysis. For this study, a data collection chart was used to guide the observations. This data collection chart was created from the most frequently cited effective strategies that emerged from the related literature. These strategies were divided into four major themes and several sub-themes. The major themes were emerged as followings: (a) instructional strategies, (b) visual and technological support, (c) physical arrangement of classrooms, and (d) assistive listening and communication devices. To accomplish this, nine observations of three elementary general education teachers were conducted in a public elementary school. After the completion of observations, some follow up questions, which were emerged from the observations, were directed to the general education teachers to learn their thoughts regarding the usage of these strategies. Throughout investigation of the instructions and classroom activities, the strategies that support the inclusion of students who are deaf or hard of hearing were observed as listed on Table. 1.
All of the strategies listed on the Table I were observed in the general education classrooms. However, the preferred language was determined depending on the level of the students’ hearing loss. Additionally, the strategies used to increase the interaction opportunities between students who are deaf or hard of hearing and the students hearing varied depending on the grade levels of the students and teaching style of the classroom teachers. All three classrooms were designed to meet the needs of all students. They were appropriate for both group and individual studies that are very important for their inclusions. Through my investigation, I have found that these strategies are very important to provide an effective inclusion for the students who are deaf or hard of hearing. The strategies listed previously can be applied in almost any grade level. The application of these strategies is very effective to support the learning of students who are deaf or hard of hearing and promote their inclusion.

**Keywords**: inclusion, student who deaf or hard of hearing, general education classroom, effective strategies, general education teachers.

**References**


Programming for Students 18-22 Years Old With Moderate to Severe Special Needs: A Case Study in Transition

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Abstract
This study considers current research and best practices in working with students with severe disabilities and what transition programs should look like for these students. This case study uses the research to build a foundation for the researcher to ask vital questions of teachers to determine what program components should be in place to support students during their years of transition. For individuals with disabilities, moving along the continuum of special education services provides support and structure that families and students rely upon. Often times students with more significant disabilities have a hard time transitioning from school to the real world because those supports are much more limited and the structure is gone. Most of their time spent in the school system is focused on academic success and limits the amount of real-world, independent living skills that they are able to master. Students with moderate to severe disabilities, are able to stay in the school system until they are 21 years of age. Many of them have finished the high school program, so what happens next? How should we move these students out of the high school setting and into adulthood? How can we offer supports and continue the progression of learning but also encourage independence? As educators, it is important that we help parents, families and students plan for life after high school. Transition services start at the age of fourteen and continue as a student progresses through the remainder of their days in school. Transition services may include independent living, employment, and education or training but also need to focus on developing skills and behaviors that will help a student become independent once they finish the high school program. Creating environments that foster and develop skills of independence should be a top priority. Moving students from an academic rich environment to one that immerses them into daily living skills should be the focus of transition programs. As Naugle, Campbell, and Gray (2010) report, students with disabilities are less likely than their peers to attend post-secondary school or participate in vocational studies programs. Furthermore, they say that the perception of students with disabilities is far more negative than that of their peers which causes discrepancies in the types of programs that they seek to participate in. Creating skills-based programs that support a student’s independent living, employment, and vocational training or education should be the basis for transition programs at the post high school level. It is argued by Pennington, Courtade, Ault, and Delano (2016) that students with moderate to severe disabilities are often times socially isolated. Programming that encourages community involvement and social skill development is vital to the success of transition programs. This case study will compare research centered-around transition but it will also help to demonstrate what important pieces should be in place in an effective transition program for students with disabilities from the years of 18-22. Programming considerations will include work tasks, job shadowing, practice work skills and interviewing, grocery planning, budgeting, shopping, household chores, and community participation. All of these would be considered necessary skills to be a successful adult, however the time spent teaching these in the school system are limited. This case study serves to find a balance between academic skills and the skills necessary for the jump to adulthood. Observations and interviews with teachers, students, and parents will help to determine what skills should be taught and the literature will help to inform the best practices for implementing those skills.

Keywords: transition, special, education
References
Part 9: International Education
Intercultural Competence in Teaching Chinese as a Second Language: A Case Study in Shenzhen

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Abstract

This paper outlines an empirical case study on the development of intercultural competence (IC) by international students studying Mandarin in Shenzhen. Teaching Chinese as a foreign language (TCFL), referring either to the teaching of Chinese internationally, or the teaching of Chinese as an international language, is widely recognised as a subject (George, 2014). However in line with the practice of referring to the teaching of another language within the country where it is spoken as 'second language teaching,' and the case study relates to teaching within China, this paper concerns the teaching of Chinese as a second language (TCSL). Since the late 1980s, research into intercultural competence (IC), particularly with regard to the teaching of English, has seen the development of models to measure student progress in effective and appropriate interaction in the target language (Deardorff, 2006). The case study research aims to use documents, questionnaires, classroom observations and individual interviews to examine how international students perceive Chinese elements of language and culture in the learning process, and how they interact with this content in practice. The study then aims to determine factors that contribute to student intercultural competence in a classroom context. Three conceptual areas were identified: intercultural competence; critical cultural awareness, and task-based language teaching/learning. Documentary analysis was carried out under the broad categories of archaic culture, residual culture, and emergent culture (Williams, 1977, 1983). The research was conducted in a college in Shenzhen. It involved 78 international students from 28 countries, together with nine native-speaking Chinese teachers. The researcher collected 39 consent forms and 41 questionnaires from the students, and nine consent forms and eight questionnaires from the teachers. Twelve students and eight teachers undertook individual interviews. The student participants ranged in age from 18 to 57, with 85 per cent in their twenties (26) or thirties (9). Around 61 per cent of the students were from ten European countries, about 32 per cent from five Asian countries and about 7 per cent from North and South America and an African country. Around 71 per cent of students speak English as either their first language or second language, and about 76 per cent of the total were bilingual or multilingual (excluding speakers of Chinese). All the twelve student participants interviewed had advanced proficiency in English. On average the students had learnt Chinese for just over one year. This study was designed to take place in three stages. First, a general survey collected basic background information on both student and teacher participants as well as their opinions relating to intercultural competence, teaching/learning materials, pedagogical approaches and student learning outcomes. Secondly, two or three 30 minute classroom observations were carried out for each subject area. Finally semi-structured individual interviews were carried out with preliminary analysis of questionnaire and classroom observation data in consideration; various data sets were analysed and compared through triangulation. (Denzin, 1997) Documentary data gathered were cross checked and validated against observation of actual interactive in-class practice. The Shenzhen findings on intercultural competence, generalised to apply to China as a whole, indicate that there are both improvements in and barriers to IC development of international students in the context of TCSL in China. Nearly 70 per cent of the student participants were generally happy with the curriculum and teacher instruction, and their Chinese language level improved to an
extent. The students’ linguistic competence correlated with their measured IC level. Significantly, students mentioned that some teachers had brought the students' studies into their daily lives by introducing Chinese learning apps and meaningful tasks and assignments. Nearly all of the participants stated that the macro learning environment -- the city of Shenzhen, one of the most developed and internationalised areas in China -- had played a vital role in their learning. From the Shenzhen case study, it can be seen however that what may be termed 'a native-speaker approach' was still dominant in curriculum design and classroom practices at all levels of TCSL in certain courses, especially in reading and listening classes. Classroom teaching was focused on discrete knowledge of language and cultural content, as determined mainly by the native-speaking Chinese teachers. There remained a mismatch between overseas students’ learning needs, the curriculum content and the pedagogy employed. Innovative measures to achieve student intercultural competence may predictably be held back through teachers' lack of necessary knowledge and skills. These barriers or difficulties relate partly to limited teacher access to professional development opportunities and local and global communications, and limited teacher experience with foreign languages. Difficulties in conveying skills in intercultural competence to students also relate to limited understanding by teachers of the key role of the students' first language and native culture in the process of second language learning. The findings also indicate a lack of flexibility in teaching in terms of a comparatively rigid institutional system and administration. From the case study, it appears that globalisation, high technology and social media platforms have been playing an increasingly important role in IC development in the context of TCSL. Other factors that may impact on international student IC development include students’ personality, attitudes towards their first and second language, motivations to learn Chinese, and peer influence. Teaching Chinese as a second language is more than just teaching/learning language and culture. At the heart of TCSL there is the need to develop learners’ intercultural competence for communication in global as well as bilateral contexts. TCSL needs to focus on the importance of intercultural competence in more depth and in a broader scope. The actual application of IC teaching in a college in China might vary according to specific geographical factors, the number of students and the students' ethnic background. Accordingly, there will be value in assessing the validity of conclusions on the development of intercultural competence as it emerges from the experience of other universities and colleges throughout China and other areas in the world in teaching Chinese as a second/foreign language.

**Keywords**: intercultural competence, teaching chinese as a second language, international students

**References**
Abstract
For over a century the United States has had economic and political interest in Central America. In order to protect these interests, U.S. officials have developed a series of policies; including educational programs aimed at transforming the minds and actions of individuals. The educational component of U.S. foreign policy is part of a comprehensive strategy aimed at achieving foreign policy objectives. The U.S. has created educational programs aimed at restraining the presence of fascism and communism in Latin America. Currently, U.S. programs in the region are designed to curtail to drug trafficking and immigration. This paper analyzes these educational programs, explaining their failures and providing possibilities for their redefinition. Furthermore, the U.S. government has recently proposed eliminating these programs. This paper argues how this decision will weaken the region and reduce the positive impact their redefinition may have on immigration and drug trafficking as China fills the void left by the United States.

Keywords: education, drug trafficking, immigration, educational aid
Postsecondary Education Global Rankings

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Abstract
This paper contributes to the emerging debate of controversial and contentious ranking of the world postsecondary institutions. According to Walshe (2007), university rankings on a global scale became common in the 1990’s. There are currently over forty national rankings that exist around the world (Gordan, 2009). Rankers of postsecondary institutions include newspapers or magazines, accreditation organizations, government agencies, and higher education ministries (Wildavsky, 2010). Although ranking systems are source of contention among stakeholders (Wildavsky), both positive and negative attributes of ranking systems are identified. Hazelkorn (2007) asserts ranking systems serve a useful role as a consumer information tool and highlight key aspects of academic achievement. Detractors indicate that ranking systems focus heavily on research and reputation related measures and not enough on student learning outcomes (Wildavsky). Since 2003 Shanghai Jiao Tong University’s Institute of Higher Education has annually published the Academic Ranking of World Universities (Academic Ranking of World Universities, 2017). Some consider this global ranking system as the most influential (Wildavsky, 2007). This paper will focus on the history of global rankings, identify pros and cons of global ranking systems, identify a ranking system that is perceived to be the most influential, and examine the methodology used to determine global rankings. Methodology for the selection of universities, ranking criteria and weight, indicators, and data sources used in the Academic Ranking of World Universities will be explained.

Keywords: international education, higher education, global initiatives, global rankings

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Beyond the Thaw: Fostering Fluidity in U.S - Cuba Academic Collaborations

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Abstract
José Martí, father of the Cuban independence, said, “like stones rolling down hills, fair ideas reach their objectives despite all obstacles and barriers. It may be possible to speed or hinder them, but impossible to stop them.” The free exchange of ideas and collaboration between Cuban and U.S. educators for mutual inter-cultural understanding is one such “fair idea,” one whose foundational objective ought to be reciprocal learning.

As the “thaw” period of normalization of relations between Cuba and the U.S. unfolds, larger groups of citizens from both countries are mobilizing to and fro. Among those are educators from universities who are seeking to establish academic collaborations as well as scholar and student exchange programs. President Obama’s renewal of portions of the Trading with the Enemy Act, which extends the economic embargo and blockade through September 14, 2017, hinders the possibility of traditional academic exchanges to be carried out as they are throughout the globe. Yet, “like stones rolling down hills,” the players in budding collaborations are striving to build momentum that would make such collaborations “impossible to stop.” One said budding collaboration is developing between the colleges of education at a regional university in Southern Cuba and a Midwestern research university in the U.S.

For centuries, the preparation of teachers has remained a localized enterprise and, at least in the United States, the great majority of teachers teach within 100 miles of where they were born or attended school. Opportunities for international educational experiences are also not common among pre-service teachers with less than 4% of U.S. education majors participating in study abroad and programs like the Fulbright Classroom Teacher Exchange Program that ran from 1946 to 2013 going inactive. However, quality education is being called onto the world stage to provide “the knowledge, values, competencies and behaviors needed for a globalized world, balancing local, national and global aspirations, reflecting cultural and linguistic diversity for equity, equality and quality of life, and for peace, freedom, solidarity, democratic citizenship, human rights and sustainable development” (de Leo, 2010, p.17). Article 13 of the International Covenant on Economic, Social and Cultural Rights, echoes the sentiment stating that: “Education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. Education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups” (in de Leo, 2010, p.8). If the promotion of understanding, tolerance and friendship among all nations is to, indeed, be the goal of quality education, the teachers who impart education throughout the world are called to be agents toward these harmonizing goals at a global scale and will be well served to be prepared in programs that actively spouse these values and facilitate development opportunities toward them. Exposure to intentionally crafted international engagement and exchange prospects among educators and future
educators from nations whose relations have been marked by strife can support the achievement of these goals.

As Cuba and the United States move through the normalization of relations, exchanges among educators have the potential of adding to the humanization and harmonizing of those relations. One of the main goals of educator exchanges is to move participants from a position of otherness to one of relatedness; this can only be accomplished in an atmosphere of mutual respect and active engagement. During October 2015, the first Taller de Alianzas Estratégicas para la Internacionalización de la Educación Superior (TIES) was held at a regional university in Southern Cuba. 24 U.S. institutions sent representatives and several collaborative initiatives stemmed from that first encounter; one of those between two colleges of education.

In this presentation, the Dean of Education from the Cuban institution and the Director of Global Engagement for the College of Education at the U.S. institution discuss their budding collaborations, opportunities, challenges and lessons being learned as their partnership develops.

In October 2015, the Director of Global Engagement from the U.S. based college of education attended the TIES event in Cuba and met with the Dean and several faculty from the Facultad de Ciencias Pedagógicas at the Cuban university. They began conversations about future collaborations and also met with representatives from the ministries of education that oversee both basic and higher education. Those conversations were followed by my multiple email exchanges during the subsequent months.

In April 2016, the Dean of the U.S. based college of education and three other faculty attended the Convocación Paulo Freire. Unlike the TIES event which brought together Cuban and U.S. institutions, this event brought together scholars from all over the world. Only two U.S. institutions were represented at the event. The conversations between the two deans further cemented the desire for collaboration and it was agreed that a Memorandum of Understanding would be proposed to promote faculty and student exchanges as well as scholarly collaborations. In January 2016, the U.S. college extended an invitation and wrote letters of support for the visa petitions for four senior administrators from the Cuban institution to attend the NAFSA Annual Conference and visit their campus.

In May 2016, the four senior Cuban administrators attended NAFSA and presented various sessions about Cuban higher education and the budding collaborations with U.S. institutions. In June 2016, representatives from the Cuban school visited the campus of the U.S. institution where they met with senior internationalization administrators and faculty in various departments.

The two institutions are now seeking to establishing a teach abroad program for U.S. pre-service teachers in Cuba who have been prepared to support English learners. Following the model of an already existing program in India, these pre-service teachers will be mentored by Cuban teachers of English in K-12 classrooms. The U.S. students will focus on developing the fluency of the English Language Learners (ELL) while learning about the Cuban educational system and culturally contextual pedagogies and methodologies from the Cuban educators.

In consultation with the local schools and partner university, the accompanying U.S. faculty member will offer professional development tailored to the needs of the Cuban teachers and college students preparing to be teachers of English.
Individual faculty members from the two schools are planning to work together in research projects and in presentations that advance the mutual understanding of each other’s educational systems; their underpinning values, outcomes, best practices and challenges. The U.S. college is willing to explore opportunities to work together toward capacity building of Cuban faculty who want to partake in the global scholarly exchange which is dominated by submissions in English.

Cuban institutions have established and maintained academic collaborations with international institutions for decades. While there are opportunities for bilateral collaborations between U.S. and Cuban institutions, there is also potential for the creation of multinational research teams. Since president Obama and president Raúl Castro’s agreement opened a path for normalization of relations, academic institutions have flocked mainly to Havana proposing varied MOUs. In October 2015, the University of Havana was reportedly reviewing near 1000 MOUs proposed by U.S. institutions. Working with regional universities can spread those connections to other parts of the island. Collaborating with Midwestern U.S. institutions will give Cuban scholars access to a broader cultural perspective of the U.S.

Even after the period of normalization began, it was difficult for Cuban scholars to obtain visas to travel to the U.S to attend conferences or visit institutions. It still remains to be seen how the Trump administration will move forward on the normalization of U.S. – Cuba relations. Given the effects of the embargo and the realities of Cuban economy, one-to-one scholarly exchanges of faculty and students are unlikely to take place due to the economic disparity between the two countries. Even as this abstract is submitted for consideration, the presenters are looking for ways to fund the Cuban presenter’s travel to the U.S. and participation in the conference.

Over the last 18 months, we have begun what we hope is a long lasting and mutually beneficial collaboration. We’ve learned that mutual respect is paramount, that speaking the same language is an enhancing factor for relationship building, that reciprocity can take many forms and that the collegial and personal friendships born of this exchange are transformative for all involved.

We hope that our presentation will spark conversations about the future of U.S. – Cuba academic partnerships and especially about the importance of providing educators in the k-20 continuum with opportunities to truly get to know and understand each other.

Keywords: fostering fluidity, Cuba, academic collaborations

Reference

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Abstract
There are no studies exploring the development of international faith-based universities in the context of the fierce competition of the higher education market in Thailand. This case-study summarizes the history, achievements and challenges of a Christian private institution, the Asia-Pacific International University (AIU), established in Thailand and officially recognized by the government in 2009. The university has an enrollment of over 1,000 students out of the 2 million students enrolled in the 170 higher education institutions in Thailand. It has about 400 international students out of the total of 20,000 attending universities in Thailand. Some key indicators are quite promising: Full accreditation, modest but steady enrollment growth, vibrant student life, attractive modern campus, remarkable diversity, and improved financial standing. However, some factors pose a significant threat to AIU, including its small size, the country’s political instability, the economic slowdown in the region, some serious governance issues, the unpredictable and intrusive government regulations, the increasing cost of maintenance, the excessive dependence on tuition and fees, and the competition characterizing the global higher education market (Praphamontripong, P. 2010; Singh, 2011; Kim, 2012; McBride, 2012). Andriga (2013) identified seven major causes of fragility among religiously affiliated institutions. Are they present at AIU? This study will conclude with some recommendations to mitigate the risks and maximize the potentials of this private institution. This case study has its limitations. Particularly, it will be unwise to generalize its conclusions. However, this in-depth study is a solid foundation for further inquiry (Hamilton, 2011; Yazan, 2015).

Keywords: international education, private universities, faith-based institutions, Thailand higher education

References
Why Do Chinese Students Say They Come to Canada to Study?

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Abstract
The world is now seeing regular and constant cross-cultural movement of people, both an effect of and contributing factor to globalization. Education plays a significant role in this aspect of globalization, with many students travelling abroad to continue their education. In the Canadian education context, Chinese students are Canada’s largest international resource. The literature reveals that Chinese students contribute to bilateral institutional relationships and people-to-people links between Canada and China. This paper reports on the increase in the number of Chinese students coming to Canada in recent years, and explores their stated reasons for wanting to study in Canada. Data in this study was derived from a survey which focused on reasons why Chinese students chose to study in Canada. The survey included 55 international graduate students across two faculties (Education and Engineering) at an Ontario, Canada University with a high international graduate student population. The paper reports that while many students come to Canada to improve their foreign language (English, French) skills, other reasons also influence such decisions. These include pressure from family in China to study abroad, and a personal desire not to remain in China. In the latter case, education may be seen as a means of legitimizing this desire. The data also shows that students stated they chose Canada because they perceived it as a safe country, and were attracted by the quality and prestige of its educational institutions. As a second phase of this research, we intend to explore whether there was a difference between international students’ stated reasons and their underlying or covert reasons for studying abroad.

Keywords: international education, why students study abroad, globalization and education
Conceptions of Good Citizenship Among Majority and Minority Youth in Canada

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Abstract
Democracies around the world depend on the conscious and active participation of its citizens, youth included. However, recent research reveals that young people have turned away from electoral and other political forms of institutionalized participation (Bilodeau & Turgeon, 2015; CIRCLE, 2016; Pew Research Center, 2012; Turcotte, 2015). As a group, youth in United States and Canada have the lowest voter turnout rate, affiliation in political parties, and levels of political interest (Bilodeau & Turgeon, 2015; CIRCLE, 2016; Pew Research Center, 2012; Turcotte, 2015). Although gains have been made, participation is lower among youth who are poor and who belong to minority ethnic and racialized groups (Bilodeau & Turgeon, 2015; CIRCLE, 2016; Ladner & McCrossan, 2007). Some scholars have warned that such trends can lead to a “democratic deficit.” Others, however, have indicated that perhaps youth do participate in public life, but have shifted toward more direct, individualized and informal modes of participation including demonstrating, online activism, consumerism politics, volunteering and membership in civil associations (Cohen, Kahne, Bowyer, Middaugh, & Rogoswky, 2012; Stolle, Harell, Pedersen, & Dufour, 2013). For many observers, this shift represents “an erosion of the activities and capacities of citizenship” (Macedo et al., 2005, p. 1; Theiss-Morse & Hibbing, 2005). However, for others, civic-oriented action gives citizens a direct voice and a chance to act on issues important to them, which in turn encourages political participation (Bennett, 2008; Cohen et al., 2012). Despite ample recognition of the importance of youth civic engagement, the question of how youth, especially minority youth, engage in the democratic process remains poorly understood.

This research investigates the conceptions of good citizenship that majority and immigrant minority students aged 15-18 have. How young people understand themselves as citizens largely influences the actions and behaviours the favour to participate in the democratic process. Of particular interest is to probe whether and the extent to which social justice is part of youth conceptions of good citizenship. Two questions drive this inquiry: (a) What are young Canadians’ understandings of being a good citizen? Are these understandings shared by ethnically/racially minority youth? (b) Do students’ understandings of good citizenship endorse a view of citizenship participation that seeks to influence decision-making to promote change?

To answer the research questions, I use Westheimer and Kahne’s (2004) citizenship framework to analyze youth’s dominant understandings of good citizenship and the ways they see themselves engaging in public life. In addition, I examined the discourses students mobilize when they justify deep-seated inequalities. Research findings reveal that for the most part majority and immigrant minority youth see themselves participating in civic and political life in similar ways, including voting in elections and volunteering in their communities. However, there is an important difference between the two groups. Majority youth tend to believe that Canada is a fair, egalitarian country, and while they recognize issues of inequality, they consider them to be minor and somewhat acceptable. In contrast, immigrant minority students, while appreciating state-granted rights and freedoms, see poverty, racism, and discrimination as serious problems our democracy
faces. Further, only youth who recognize standing issues of social justice see citizenship action as a mechanism to affect social change.

In this exploratory case study, I report on data from individual and focus group interviews with 25 youth aged 15-18 (data drawn from a larger study, Author, 2012). 9 were majority and 16 were immigrant minority students. Majority students are those who they and both parents were born in Canada, and who identify themselves as White. Minority students included eight 1.5 generation immigrants, or foreign-born students who arrived in Canada while or before age 15, and eight second generation immigrant students; youth who are Canadian born, but whose both parents were born outside Canada. Student interviews lasted between 15-40 minutes, followed a semi-structured format, were tape-recorded, and then transcribed.

To elicit students’ understandings of good citizenship, they were asked questions like: Who is a good citizen? What do good citizens do? How young people like you can effectively participate in society? To probe whether students had a social justice stance, they were asked: In Canada, are there any issues of injustice?

Research findings reveal that majority and minority students have similar conceptions of citizenship, and overall they endorse a participatory conception of good citizenship and devise different avenues to participate in public governance. Of 9 majority students, 7 have a participatory conception of good citizenship compared 2 students who regard citizenship as acting responsibly. Similarly, out of 16 immigrant students 9 have a participatory conception, compared to 7 who endorse a personally-responsible conception of good citizenship. Youth with a personally-responsible conception of citizenship see themselves as contributing members by obeying the law, helping others and the community. This citizenship conception is well captured by Suzanne. ‘A good citizen’ she affirmed, ‘knows about the country, how it is run, and is aware of what is going on even if they are not always active’.

While most students understand citizenship in participatory terms, only a few have a justice-oriented citizenship stance – probed by students’ identification of issues that challenge Canada’s democracy. Of 9 majority students, 7 recognized justice-related issues, but only 4 considered a direct relation between democracy and creating more just societies. 6 majority students contended that Canada is a fair, egalitarian country and while social issues exist, they are minimal. In contrast, 10 out of 16 minority students named poverty, discrimination and racism as long-standing societal problems, which they often experience. 9 out of 16 immigrant students have a justice-oriented conception of good citizenship. What is different in students who have a justice-oriented conception of citizenship is a stronger sense of citizenry participation to affect societal change. Adana, for example, explained ‘I learned… not be afraid, to stand up and speak out for what I believe or when I see stuff happening… If you keep quiet, what’s the point? Nothing’s going to happen’.

The findings of this research are significant. If interrogating the structures that create and maintain inequity is not part of youth’s conceptions of good citizenship, our young citizens may perform public-spirit actions, but this engagement may fall short of advancing a more equitable and just society (Theiss-Morse & Hibbing, 2005; Westheimer & Khane, 2004).

**Keywords:** good citizenship, majority youth, minority youth, Canada
References
International Students’ Perspective on the US Election

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Abstract
International student enrollment has continually increased in the US for the past 15 decades reaching over 1,000,000 in 2015/2016. Research indicates that international students positively contribute to the globalization efforts in higher education, promoting diversity and fostering collaboration. International students frequently face many mental and emotional struggles transitioning from their home country to America. What is the impact of the US 2016 election on the perceptions of international students? How do international students translate Trump’s presidency? What are its implications on their academic and social engagement? This qualitative study explores the impacts of the US election on the perceptions and performance of an international student sample in the US.

Keywords: international education, international students, diversity, higher education, adult education
Well-Being and Happiness: Identifying ‘Basic Psychological Needs’ Within a Local Culture

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Abstract
What are the key ingredients required for well-being and happiness? Within the framework of Self-determination theory, this question is addressed in part by the concept of basic psychological needs, or BPNs. The aim of the present study is to investigate BPNs idiographically, within the context of a local culture. To date almost all research on basic needs has taken place nomothetically: the relevant constructs have been defined drawing upon Western traditions in philosophy and psychology, scales designed to measure the constructs have been validated and their psychometric properties tested primarily on Western samples, and the majority of empirical studies investigating basic needs have taken place in the context of Western cultures, primarily North American. This has changed in recent years as researchers have begun to test claims about the universality of basic needs in cross-cultural studies. The nomothetic approach, while consistent with best practices in the quantitative tradition of research, overlooks the possibility that other things might emerge as essential ingredients for well-being (that is, as ‘basic needs’) if one were to approach members of other cultural groups more idiographically and qualitatively. The present study seeks to address this issue. Under funding from a Fulbright teaching and research grant, 250 practicing teachers (local experts) from the Republic of Tatarstan completed Russian-language qualitative and quantitative measures reflecting their views on what children need in order to grow up psychologically healthy and happy. Using an adapted Q-sort technique for the qualitative responses to open-ended questions and a statistical analysis of respondents’ rank-ordering of a set of 26 candidate needs culled from the literature, results are compared with the SDT perspective on basic needs. Recommendations are made for next steps in the cross-cultural research of basic psychological needs.

Keywords: basic psychological needs, teacher perceptions, idiographic and nomothetic approaches, self-determination theory
Reflections of 2012 New Education Act on Education System and Special Education in Turkey

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Abstract
Turkey, which is a very fast developing country, had two significant education acts and then reforms in the last two decades. In 1997, with the 1997 Education Act, the compulsory education period decreased from five years to eight years education with the unification of primary school (five years) and secondary school (three years). In 2012, 2012 New Education Act, compulsory education changed from 8 years to 12 years, as three times four years education in other words, 4+4+4. Primary education reduced from 5 years to four years, secondary school increased from three years to four years, and all the high school programs included 4 years education. In this presentation, the following questions will be answered: what happened after the new education act in 2012 in the Education system and special education in terms of organisation, the compulsory years the students should attend from nursery schools to the high schools? After the new education Act in 2012, the new legislations 652 were adapted in the light of the Turkish Constitution, the number of general directorates reduced from 22 to 16, the new 4+4+4 system, 12 years in total, was initiated in all programmes in Turkey. Each individual should complete 12 years of education which is free and compulsory in the new 4+4+4 education system. In other words students are obliged to take 12 years of education between 6 and 18 years, if something happens s/he can make extend up to 21 years old. Annually, 1.5 million student gradaute from High schools every year but %95 percent of them attend public/ government schools. Pre primary schools are optional for the age group of 3 and 5 who have not reached the age of compulsory primary education. Primary age group is between 6 and 9 years old which is free and compulsory in state schools. Secondary school age group is between 10 and 13. Four years of High school education is for the age group of 14 and 19 which is free and compulsory in state schools as well. After the twelve years of compulsory education, students have to take Exam called as YGS-LYS and each year more than 2.5 million students attend this exam to be able to enroll the university which includes from two years to 6 years education, namely from two years colleges to 6 years medical schools. Teacher training programmes takes four years in 102 Education faculties. Each year seven hundreds fifty thousand students can enrol the universities. There are more than 185 universities in Turkey. All special education institutions initiated twelve years compulsory education. In the mean time General Directorate for ‘Special Education and Guidance Services’ in the Ministry of National Education in Ankara, changed in itself organisation in which newly and first time seven units were founded for the specially gifted and talented children. The General Directorate consists of seven units in its organisation such as a unit for the gifted and talented children and six more. The detailed information about the new education and special education systems will be presented in the Congress.

Keywords: special education, Turkish education system, inclusion, constitution, legislation
Bologna Process Policy Implementation Within the Context of Teacher Education in Ukraine

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Abstract
As there is no uniform pace for countries to implement the proposed changes, there exist Bologna leaders and laggards (Börzel, 2003). Countries with the established systems of higher education, such as Italy, Spain, and Germany, are taking a longer time, while most of the former Eastern Bloc countries have enthusiastically embraced reforms (Charbonneau, 2009). Since the announcement about Ukraine’s intention to sign the protocol to join the Bologna Declaration in 2005, both European and Ukrainian educators voiced concerns about the impact of the Bologna Process on the country’s higher education system and its integration with EHEA (Artyomenko, 2005; Kotmalyova, 2006). After Ukraine joined the EHEA, Bologna Process quickly became one of the mechanisms for the Ukrainian government to achieve its goal of reforming the system of higher education in line with European standards (Stepko, 2004). As officially reported to the UNESCO European Center for Higher Education, the top priorities of education policy in Ukraine have become further development of the national education system, its adjustment to new economy, and its integration into the European and global community (Kremen & Nikolayenko, 2006). These goals initiated a series of declarations and efforts toward implementation of reforms in the field of higher education in Ukraine. The government expressed commitment to an international effort to harmonize higher education by redesigning the curriculum, switching to a three-cycle degree structure, and submitting to cross-national mechanisms of quality assurance (Clement, McAlpine, & Waeytens, 2004; Kremen & Nikolayenko, 2006). The picture that emanates from the Ukrainian government reports and policies and official Bologna Process documentation (e.g., Bologna National Report Ukraine, 2009; Bologna Stocktaking Report, 2009; Ministry of Education and Science, 2010; Nikolayenko, 2007) is that Ukraine has become, in Börzel’s (2003) terms, one of “leaders” in the implementation of Bologna Process provisions. However, researchers have pointed to the discrepancies between official reports and practices, as well as inconsistencies of Bologna Process implementation in Ukraine (Shaw, 2013; Shaw, Chapman, & Rumyantseva, 2011). Furthermore, despite the fact that there have been multiple studies problematizing the implementation of Bologna Process across the contextual mosaic, the recommendations issued by international organizations continue to obviate or ignore the local needs of signatory countries. Hence, implementation efforts within the post-Soviet context are further complicated. We envision these complications, discrepancies, and inconsistencies as indicative of a tension of stated vs. actual outcomes, a dilemma that virtually all policymakers grapple with in any policy development and implementation process.

Summing up the discussions in this paper is the sentiment that “there is no “one size fits all” answer to the question on the role of the Bologna Process for the so-called transition countries (Zgaga, 2009); local national realities and circumstances always need to be taken into account to understand the implementation of this process in individual countries of EHEA. Or, in the words of Kvit (2012), ‘to understand the way things work in Ukraine, one must remember that it is a post-Soviet state with its own features that cannot be compared to any other system in the world.’ Designed to meet the needs of a centrally planned economy, the Soviet Ukraine’s education system had been characterized by high funding for education, high literacy levels, a majority of graduates with solid basic knowledge, a large
core of skilled workers available for the industrial sector, and cultural and scientific achievements. However, the post-Soviet systemic problems remained, characterized by declining quality of education and low efficiency (World Bank, 2011). Today, Ukrainian educational system, including teacher education, is undergoing a reform informed by a new policy rhetoric which is in turn an “emergent hybrid [of] communist-neoliberal rationality” built on the ideas of national identity and consciousness, “catch[ing] up with a developed Europe,” and market economy (Fimyar, 2010, p. 85). In her analysis of Ukrainian educational policy documents, Fimyar showed how policy rationalities – which underlie discourses that inform educational reforms – point to the departure from the old ‘Soviet’ educational system and its realignment to catch up with Europe. The implementation of the Bologna Process can be viewed as one of the strategies to align and harmonize a Ukrainian higher education system closer with European standards and thereby modernize educational structure and content, educational governance and quality monitoring system of higher education. The state has taken the rhetoric of restructuring of European higher education for granted and presented it as an inevitable process (see Fejes, 2008; Nóvoa, 2002) for the educational reforms in Ukraine. Yet, as discussed in this paper, despite the new policy rhetoric, its implementation or practice has been rudimentary and inconsistent.

**Keywords:** Bologna process, policy implementation, context of teacher education, Ukraine

**References**


Abstract
The Republic of Turkey has become more diverse than ever. According to a United Nations International Immigration Report (2015), roughly 20 million people immigrated in 2014, and Turkey served as “the largest refugee-hosting country worldwide, with 1.6 million refugees” (p.2). In another report, the United Nations International Children’s Emergency Fund (UNICEF) (2017) noted that nearly half a million Syrian refugee children are going to Turkish schools, which means that, since June 2016, there has been a 50% increase in the number of continuous refugee students in the country. These results indicate that classrooms in Turkish schools all over the country host a tremendous number of refugee students. Because immigration movements have increased in recent years, it has become necessary to work on how people, especially teachers, assess societal differences. This assessment has also become necessary in Turkey because of the country’s changes in population demographics. These demographic changes do not only affect society at large; they also affect the cultural structures of classrooms. Examination of teachers’ awareness of diversity and the implications of this awareness in classrooms will help teachers to encourage students’ academic achievements. Researchers in the United States have frequently employed the Cultural Diversity Awareness Inventory (CDAI), which has been translated into other languages so that foreign teachers’ awareness of diversity in their classrooms could be examined (Barnes, 2006; Henry, 1986; Larke, 1990; Yeung, 2006; Ting 2009).
For this study, the researcher used the Turkish translated version of CDAI, which has never been used or tested regarding its reliability. The Cronbach’s alpha score of total items for reliability is 0.758. According to Tavakol and Dennick (2011), many researchers have reported that acceptable values of Cronbach’s alpha score should be between 0.7 and 0.95. Based on this recommendation, the Cronbach’s alpha score shows that the translated version of CDAI provided acceptable reliability. In this study, the researcher investigated the cultural diversity awareness of 171 teachers – 65 male teachers and 106 female teachers - all of who are from Turkey. For this investigation, the researcher used a Cultural Diversity Awareness Inventory (CDAI) survey, which was created by Gertrude B. Henry in 1986. According to Henry (1986), this survey is designed to examine teachers’ behaviors, beliefs and attitudes regarding culturally diverse students in their classrooms. The inventory includes 28 items, and the participants responded to each item using a 5-point Likert-type scale (e.g., 5 = strongly agree, 4 = agree, 3 =neutral, 2 = disagree, 1 = strongly disagree). Additionally, nine items of the inventory required reverse coding. This inventory consists primarily of five sub-groups: general cultural awareness, culturally diverse families, cross-cultural communication, assessment, and creating a multicultural environment. In addition to gathering results via the five sub-groups of CDAI, this study also examined the cultural awareness of teachers based on demographic information. This demographic information consisted of gender, level of education, number of years teaching experience, teachers’ major courses of study, the regions in which the teachers work, and the region where the teachers culturally belong. The present study was based on the following research question: To what extent are Turkish teachers aware of diversity and multiculturalism in current Turkish classrooms? To understand Turkish teachers awareness of diversity and multiculturalism, the researcher used frequencies and percentage of descriptive statistics. Demographic information was collected from each teacher response to address questions about gender, years of teaching experience, educational level, region of employment, and region of personal cultural belonging. Based on the demographic information provided, most participants were in the following groups: female teachers (62%), between
1-5 years of teaching experience (42.2%), bachelor’s degree (78.4%), Marmara Region of employment (30.4%), and the Central Anatolia Region (with regard to cultural belonging) (33.3%). Results of the study indicated that while general cultural awareness and cross-cultural communication scores of female teachers are higher than those of male teachers, culturally diverse families, assessment and creating multicultural environment scores of male teachers are higher than those of female teachers. More specifically, from each CDAI sub-group, the following sample items from the findings are provided. In the general cultural awareness sub-group, one item indicated that while 55.7% of female teachers claim that their culture is different than that of students, 37% of male teachers indicated that their culture is different than that of the students in their classrooms. Additionally, in another item, 86% of female teachers reported that they are not surprised when students, who come from diverse backgrounds, contribute to school activities. Among the male teacher respondents, 83% reported that they are also not surprised when those students contribute to school activities. The sample item from the culturally diverse families sub-group indicated that 80% of male teachers would establish communication with parents outside of school activities; however, only 72.6% of female teachers would establish communication with parents outside of school activities. Another sample item from the cross-cultural communication subgroup showed that 55% of male teachers believed that the Turkish language should be taught as a second language to students whose mother tongue is other than Turkish; however, 82% of female teachers believed that Turkish language should be taught as a second language to those students. Results of an item from the assessment sub-group indicated that 49.2% of male teachers would refer students for testing if the perceived learning difficulties appeared to be rooted in cultural or language differences. Similarly, 49.1% of female teachers would refer students for testing if the perceived learning difficulties appeared to be based in cultural or language differences. The final sample item from the creating a multicultural environment sub-group indicated that while 57% of male teachers believed that teachers and schools are responsible for teaching cultural differences, 54.7% of female teachers believed that teaching cultural diversity in public schools is the teacher’s responsibility.

**Keywords:** cultural diversity awareness inventory (CDAI), multicultural education, awareness of diversity in Turkey, Turkish teachers

**References**


Missed Opportunities for U.S. Study Abroad Students

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Abstract
Over 1 million international students are enrolled in U.S. higher education, making up a little over 5% of the entire U.S. higher education student body (Open Doors, 2016). At the University of South Florida, international students are 10% of the enrolled (USF System, 2016). The U.S., however, lags behind other nations in originating international students, sending fewer than its GDP and population would suggest. Nations such as Nigeria, Iran, Kazakhstan, Saudi Arabia, Morocco, Vietnam, and Malaysia individually send nearly as many international students as does the United States (OECD, 2013). Germany, France, Russia, Italy, China, India, South Korea, and Turkey originate more international students than the U.S. does (OECD, 2013). Currently, the U.S. is missing study abroad opportunities in three significant ways. First, too few Americans study abroad. Just 1.55% of American students engage in a study abroad opportunity in any given year (NAFSA, 2015) and only 10% of American undergraduate students have a study abroad experience at any point while completing their degree (Open Doors, 2016). Notably, over 60% of those experiences last just 8 weeks or less (Open Doors, 2016). Long-term study makes up just 3% of American study abroad experiences (Open Doors, 2016). Second, minority students are significantly underrepresented in study abroad programs. African American students make up almost 15% of the U.S. student body but take part in only 5.6% of study abroad opportunities (NAFSA, 2015). Similarly, Hispanic and Latino Americans make up over 16% percent of the U.S. student body, yet participate in less than 9% of study abroad opportunities (NAFSA, 2015). Third, study abroad experiences are narrowly focused on Europe. More Americans choose Europe for studying abroad than all other locations combined (NAFSA, 2015). Almost 40% of Americans who study abroad do so in the UK, France, Spain, or Italy (Open Doors, 2016), overlooking vital choices like Japan, India, Brazil, the Middle East, and sub-Saharan Africa. Study abroad organizations in the southeastern United States report observing several factors that may limit some U.S. students from studying abroad. First, insufficient family wealth seems to contribute to a decreased participation in study abroad experiences. This may partly explain why socioeconomically disadvantaged groups take part in fewer study abroad opportunities. Second, lack of significant domestic or international travel experience by the student seems to reduce a willingness to participate in study abroad programs. Third, parental or caregiver attitudes also seem to impact student decisions. For example, parents or caregivers may view overseas travel with negative attitudes, seeing it as wasteful, dangerous, frivolous, or unnecessary. Parents and caregivers may encourage nonparticipation due to these attitudes. Fifth, some students who lack foreign language proficiency seem to be concerned about travel to and within non-English-speaking countries. Sixth, some students seem to doubt the value of overseas study, citing concerns about earning college credits or receiving quality instruction while abroad. Finally, the study abroad organizations themselves may also limit the participation of students in programs. Budget constraints, time limitations, concerns over possible negative student behavior while
overseas and other considerations may lead study abroad programs to limit participation to select students. These limitations originating with the programs themselves may partly explain why U.S. students on average take short trips. Taken as a whole, these factors may be impacting U.S. student participation in study abroad opportunities. Each should be researched further. Studying abroad is valuable for Americans individually. Beyond the obvious contributions to foreign language proficiency, study abroad experiences may develop intercultural proficiency and openness to cultural diversity (Clarke III, Flaherty, Wright, & McMillen, 2009). The language skills alone can contribute to a boost in earnings for workers (Saiz & Zoido, 2002). Recent research shows the benefits of study abroad experiences as impactful across several key psychological attributes (Earnest, Rosenbusch, Wallace-Williams & Keim, 2016). Study abroad experiences appear to boost students’ emotional resilience, flexibility and openness, perceptual acuity, and personal autonomy (Earnest, Rosenbusch, Wallace-Williams & Keim, 2016). Studying abroad is valuable for the United States as a whole. Skills and attributes gained through study abroad experiences can contribute to improved international economic competitiveness, enhanced soft power influence, and strengthened national security (NAFSA, 2003). Study abroad experiences can also boost the overall foreign language skills of the U.S. and help the United States better understand other nations (NAFSA, 2003). NAFSA’s Strategic Task Force on Education Abroad candidly states “America’s ignorance of the world is now a national liability. Americans in vastly greater numbers must devote a substantive portion of their education to gaining an understanding of other countries, regions, languages, and cultures, through direct personal experience” (NAFSA, 2003, p. iv). The United States should recognize that study abroad experiences, particularly long-term study abroad programs, are vital to both individuals and the nation. Therefore, governmental, educational, and non-profit policy should prioritize narrowing the gaps in study abroad outcomes. Minority students and socio-economically disadvantaged student groups should be incentivized to pursue study abroad opportunities. Additionally, students should be incentivized to choose study abroad opportunities in underrepresented locations, particularly those deemed to have heightened economic, cultural, or political impacts on the U.S. in the medium to long-term.

**Keywords:** study abroad, international students, long-term study abroad

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Part 10: Pre K-12
Hiding or Out? Lesbian and Gay Educators Reveal Their Experiences About Their Sexual Identities in Their K-12 Schools

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Abstract
This qualitative study explored the ways in which lesbian and gay educators, in the Midwest part of the country, negotiate their sexual identities in their school settings. Ten gay and lesbian public and Catholic school educators from rural, suburban, and urban schools were interviewed. The purpose of this study was to determine how gay and lesbian teachers negotiate their identities and how those negotiated identities affect their relationships in their school communities. Four gay and lesbian teachers and two gay administrators from public schools were interviewed about their experiences in their school settings. Additionally, a focus group of five Catholic school educators, from two different schools, was conducted. Each of these educators negotiated their sexual identities differently within their school communities; however, descriptors such as age, experience level, and school setting did not affect their identity negotiation. Most of these educators were unable to negotiate their sexual identity with their teacher identity due to fear of intimidation and discrimination, or being fired. The only exceptions being when they cautiously negotiated their sexual identities with a few of their colleagues. This raises questions about school policy and school culture for the inclusion of gay and lesbian individuals in schools.

Keywords: gay and lesbian educators, school policy, inclusive school culture, relationships within school communities
The Relationship Between Middle School Students’ Mathematical Understanding and Math Anxiety-Apprehensions

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Abstract
Understanding is a repetitive phenomenon and a result of the movement of thinking between layers. Mathematical understanding, on the other hand, tried to be explained within the framework of the dynamic growth theory of mathematical understanding. Development of mathematical understanding is an active process involving mathematical structures and actions. Why do not students understand mathematics? What are the reasons for this? The desired understanding may not occur because the students cannot form the required connections in their minds or they form incorrect connections with regard to the subject. These reasons lead to failure in mathematics. According to the studies, there are various factors causing difficulties for the students to learn and understand mathematics. These include gender, self-confidence, problem-solving abilities, learning styles, attitude towards mathematics, and math anxiety. Math anxiety is dealt as the most important problems of math learning. Math anxiety-apprehension is defined as an uncomfortable feeling experienced when performing a mathematical task, which is seen as an obstacle to learning mathematics. The aim of this study is to investigate relationship between middle school students’ mathematical understanding and math anxiety-apprehensions. In addition to this, possible relationship was analyzed according to gender and grade levels variables.

The relational screening model was used. In the relational screening models, it is aimed to determine existence and the degree of the relational difference between two or more variables. The study was carried out with 466 (210 female and 256 male) middle school students. The study group include 15.02% (n=70) 5th grade students, 36.27% (n=169) 6th grade students, 24.89% (n=116) 7th grade students and 23.82% (n=111) 8th grade students. Determining the Mathematical Understanding Levels Scale (DMULS) and Mathematics Anxiety-Apprehension Survey (MAAS) were used as data collection tools. DMULS’s Cronbach alpha reliability coefficient is “.972”. MAAS’s Cronbach alpha reliability coefficient is “.890”. The sub-dimensions of MAAS Cronbach alpha coefficients was seen as “.819” for the positive attitudes towards mathematics and “.878” for negative attitudes towards mathematics. As the 0.70 or higher reliability coefficients are considered enough for the reliability of the test points, the obtained reliability coefficients were found acceptable. It was tested whether the obtained data would be analyzed with parametric or non-parametric techniques. For this purpose, the hypothesis that “the distribution of the data must be normal or close to normal” was tested. The compliance of the data with the normal distribution was examined by means of the tests used in normality issues. Considering that Kolmogorov-Smirnov (K-S) should be used when the study group is larger than 50 (N=466), this test was used in determining the normality of the data. As a result of the analyses of both DMULS and MAAS data, it was determined that the data do not have a normal distribution, including the sub-dimensions of MAAS. For this reason, it was decided that the data must be
analyzed by means of non-parametric tests. In the next step where the data were sorted out, Spearman correlation, “Mann-Whitney U (MW-U)” and “Kruskal-Wallis (KW)” tests were used. While MW-U test was used in gender-based analyses, KW test was used in grade-level based analyses. In all statistical analyses, the significance level was accepted as “.05”.

According to the results of the study, there was a significant strong positive correlation between middle school students’ mathematical understanding and math anxiety-apprehension. As mathematical understanding is an indicator of mathematical success, the research supports the result that “there is a strong relationship between math anxiety-apprehension and success”. The reason why students have high-level apprehension though they are successful in mathematics can be attributed to the exams. It is a known fact that the schedules are often changed, the teachers do not have a good command of these new schedules and they are not informed enough. This may affect the students and hence they may have high-level anxiety though they are successful. The teachers’ effect on the student anxiety can be examined and the ways to decrease anxiety-apprehension level can be researched.

It was seen that there was a significant strong positive correlation between both female students’ and male students’ mathematical understanding and math anxiety-apprehension. Additionally, results revealed no significant differences between students’ mathematical understanding and their math anxiety-apprehension with respect to gender. That mathematical understanding differs by gender contradicts with the previous studies. The similar aspect is related to the fact that female students’ mathematical understanding is higher than that of male students. In all the studies, it was seen that the mathematical understanding points of female students were higher than that of male students. That math anxiety does not differ by gender shows parallelism with most of the previous studies.

There was a significant strong positive correlation between both 6th grade students’ and 8th grade students’ mathematical understanding and math anxiety-apprehension. Besides, there was a significant moderate correlation between both 5th grade students’ and 7th grade students’ mathematical understanding and math anxiety-apprehension. Finally, results revealed significant differences in both students’ mathematical understanding and their math anxiety-apprehension with respect to grade levels. That mathematical understanding differs significantly by grade levels shows parallelism with the previous studies. All of the studies including this research claim that mathematical understanding decreases as the grade increases. This may result from the difficulty of the questions on each grade level. For this reason, it is important to provide activities for the students so that they can understand mathematics, enrich the lessons with mathematical games and choose strategies that will enable understanding. In addition, it would be beneficial to carry out some studies investigating the reasons for the gradual decrees in understanding. It was found out that 6th grade level students have the highest anxiety points. This occurred in 7th and 8th grade students with a lesser amount. As a result, it can be interpreted that as the grade level increases, a decrease occurs in the anxiety levels. The reason may be attributed to the fact that the students get older and learn to cope with mathematics in a better way. However, it should not be ignored that the students feel anxiety and hence its solutions should be looked for. Considering the abstract feature of mathematical subjects, it can be beneficial to concretize them as much as possible.

**Keywords:** mathematical understanding, anxiety-apprehension, relationship, middle school students
The Effect of Realistic Mathematics Education on 6th Grade Students’ Skills of Using Operational Estimation Strategies for Verbal Estimation Problems

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Abstract
The purpose of this study is to explore the effect of realistic mathematics education on 6th grade students’ skills of using operational estimation strategies for verbal estimation problems. The research has been designed as the pre-test post-test control group. The research participants are conducted of 63 7th grade students attending a middle school on the European side of Istanbul. The experimental group students were taught through 17 activities based on “Realistic Mathematics Education (RME)” approach, whereas the control group students were taught through the activities contained in the textbooks and workbooks. The students exposed to the RME activities were required to create the models themselves, while the students using the activities in the textbooks and workbooks were given ready-made models. The data of the research were collected by use of “Word Problems Prediction Test (WPPT)” composed of 10 open-ended questions, which was developed by the researchers. For data analyze were applied frequency and percentage. Teaching through RME approach was found to be more effective, when compared to current system teaching, in improving students’ success in operational prediction and diversity of the strategies they use. In the light of the findings of this study, the researchers have developed suggestions for those who will conduct further researches.

Keywords: realistic mathematics education, operational prediction strategies, fractions
Once-Retained and Multiple-Retained Students: Differences in Perceptions of Engagement and School Climate

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Abstract
Repeating a grade in school is generally viewed as placing students at great risk for dropping out, or not completing high school. Studies have reported that retained students are 2 to 11 times more likely to drop out of school than those who are promoted. From the framework of developmental systems and transactional theories, dropping out of school is viewed as the last step, and grade retention as an early step, in a gradual process of school disengagement. This study investigated differences between retained and promoted students in their self-reported cognitive-behavioral engagement and emotional engagement. Unlike in previous studies, we included students retained once and those retained twice or more. We also examined differences in students’ perceptions of school’s climate. Reviews of the literature have concluded that engagement, in general, is associated with grade retention (Jimerson, 2001). However, differences between retained and promoted students are more consistently reported for behavioral and cognitive engagement than emotional engagement. This is seen in studies reporting that retained students, compared to promoted students, demonstrate less academic effort and achievement and less conformity to rules, values, and social norms (Demanet & Van Houtte, 2013). Studies also suggest that whereas many retained students are lacking in behavioral and cognitive engagement, they nevertheless are socially and emotionally adjusted, as seen in experiencing a sense of school belonging and having positive peer relationships. It is unclear if this includes what is generally recognized as emotional engagement. The constructs of school climate and school engagement share common elements, especially students’ perceptions of relationships with teachers and other students and academic engagement. However, an important distinction between the two is that school climate is generally conceptualized as a school-level construct, and is treated as such in most measures of school climate. Thus, items on measures of school climate typically address what individual students perceive to be values, expectations, and behaviors that are school-wide (“Teachers in this school care about students.”), and not specific to the individual respondent. Multiple studies have shown that students’ perceptions of their school’s climate are related to a number of valued academic and social-emotional outcomes. Thus, one might expect that students who are disengaged view their school climate negatively. We found only one study that examined differences in perceptions of school climate between retained and promoted students. Based on theory and previous research, we predicted that compared to promoted students, retained students would report less behavioral and cognitive engagement. We also predicted that students retained multiple times would report less emotional engagement. We made no predictions in exploring the relation of retention to perceptions of school climate. The sample included 204 students (51% male) in grades 5-9, enrolled in four public schools in the Porto Alegre, Brazil: 56 were in grade 5, 41 in grade 6, 45 in grade 7, 37 in grade 8, and 25 in grade 9. Records identified that 80 students had been retained: 45 once and 35 retained two or more times (21 twice, 11 three times, 2 four times, and 1 five times).
Students completed the Brazilian version of the Delaware Student Engagement Scale (DSES; Authors, 2016a) to assess their perceptions of being involved, committed, or invested in the cognitive-behavioral and emotional aspects of schooling. The scale consists of two subscales, Cognitive-Behavioral Engagement and Emotional Engagement, with five items on each subscale. To assess their perceptions of school climate, students completed the Brazilian Delaware School Climate Survey-Student (DSCS-S), which consists of 28 items and six subscales (Teacher-Student Relationships, Student-Student Relationships, Safety, Fairness and Clarity of Rules, Bullying School-wide, and Engagement School-wide. The DSES and DSCS-S are supported by confirmatory factor analyses and additional research in Brazil and the U.S. on their validity and reliability (Authors, 2016a; 2016b). A significant overall main effect was found for cognitive-behavioral engagement, \((F = 14.585, df [2, 187], p < .001)\). Promoted students scored significantly higher on cognitive-behavioral engagement than once-retained students \((t[187] = -3.80, p < .001)\) and multiple-retained students \((t[187] = -4.64, p < .001)\). Effect sizes, based on Cohen’s \(d\), were .728 and .944, respectively. However, once-retained students did not differ significantly from multiple-retained students. A significant overall main effect also was found for emotional engagement \((F = 4.646, df [2, 183], p = .011)\). Promoted students scored significantly higher on emotional engagement than multiple-retained students \((t[183] = -2.97, p = .003; d = .591)\), but no significant differences were found between promoted and once-retained students or between once-retained and multiple-retained students. With respect to school climate, results of multivariate analysis of variance revealed no significant differences between the three groups on the six school climate subscales. Finding that retained students are significantly less cognitively-behaviorally engaged than promoted students is consistent with previous research. It is commonly stated in the research literature that retention is harmful to academic achievement, and that differences between retained and promoted students are more consistently found in the long-term than the short-term due to cumulative or “sleeper” effects of their retention. Thus, we anticipated that students retained multiple years would report less cognitive-behavioral engagement than students retained once. This was not found. This begs the question “If not self-reported cognitive-behavioral engagement, what might account for some students being retained once whereas others are retained multiple times?” Drawing from theory and previous research, we argue that preretention factors, not assessed in the current study, largely account for those differences. Finding less emotional engagement among students retained multiple times also is consistent with developmental theory and research on the long-term “sleeper” effects of retention, especially the cumulative negative impact of multiple retentions. However, we argue that as with cognitive-behavioral engagement, preretention factors likely contribute to the greater emotional engagement between promoted students and those retained multiple times. Limitations and implications of the study for practice are discussed.

**Keywords:** grade retention, student engagement, school climate, Brazilian schools

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Socio-Cultural Dimensions or Performance Metrics Dilemma in Early Childhood Quality Assessment? The Nigerian Experience

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Abstract
Earlier studies have argued that quality early childhood care and education (ECCE) is predicated on performance metrics. Recent approach to quality assessment argued a post-modern concept of quality assessment which is based on contextual and meaning making in a particular context. This paper is an outcome of a qualitative study conducted on teachers, policy-makers and parents in Nigeria. A generational gap outcome revealed that the older stakeholders cherished an educational approach that emphasizes values of communal training, respect, courtesy, character training and projection of good names, in addition to modern knowledge of technology and formal education. The younger stakeholders are more inclined to individuality of a child, score system based on performance measurement. Thus, the two findings indicate the hybrid of modern and post-modern theoretical underpinning in this context. It further argues that while metrics ratings are important assessment tools, the Nigerian ECCE needs to sufficiently incorporate these socio-cultural values.

Keywords: early childhood education socio-cultural performance metrics
The Impact of a Framework-Aligned Science Professional Development Program on Literacy and Mathematics Achievement of K-3 students

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Abstract
This study investigates the effect of a Framework aligned professional development program at the PreK3 level. The NSF funded program integrated science with literacy and mathematics learning and provided teacher professional development, along with materials and programming for parents to encourage science investigations and discourse around science in the home. This quasi-experimental study used a three level hierarchical linear model to compare the Renaissance STAR Early Literacy, Reading, and Mathematics scores from 2015-16 of K3 students in treatment and control classrooms in a large Midwestern urban school district. The statistically significant results indicate that, on average, every year that a student has a program teacher adds 11.2 points to a student’s spring STAR Early Literacy score, 21.8 points to a student’s STAR Mathematics score, and 47.9 points to a student’s STAR Reading score compared to control students. Implications for teacher education and policy are discussed.

Keywords: teacher professional development, science, literacy and mathematics
Liberty and Justice for All: A Global View of Corporal Punishment in Schools

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Abstract
Corporal punishment was outlawed as early as 1867 in some States; however, over 160,000 students are administered painful discipline each year in public schools (Gardner, 2016). While this is significantly below the 226,190 students assaulted in 2006 (Eveleth, 2014), it remains an alarming and figure which challenges one’s social conscience as both a practitioner as well as a humanitarian. In addition to the irony of corporal punishment as a means to reduce aggression, there is an even more complex and disturbing thread within the web of childhood assault. Given that 4.5 million students currently in K-12 schools have been sexually abused by an educator (Palmer, 2012), it is no unrealistic conjecture that these educators are likely to be the ones most supportive of such protocols whereby children could be struck with purposeful intensity. Unfortunately, little evidence exists where federal actions have sided with the protection of children’s rights, leaving in place the 1977 case of Ingraham v. Wright which allows for the cruel and unusual punishment of children, excluding them from the Protection of the 14th Amendment, as it was intended for the protection of convicted criminals not children (Morones, 2013). Each morning across the nation, children in chorus recite the following: “I pledge Allegiance to the flag of the United States of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all” (Bellamy, 1892). Perhaps it is time to reexamine the liberty and justice to which they are entitled.

Keywords: liberty, justice, global view, punishment

References
A Pilot Study: Preservice Early Childhood Teachers’ Perspective on Giftedness in Early Childhood

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Early childhood education offers young children an excellent experience to socialize with their peers and nurture their developmental areas. While an early childhood education teacher is creating a learning environment, s/he should recognize the fact that the each student in the kindergarten classroom has different and wide range of abilities. The earlier the teacher of a young gifted student recognizes and fosters the abilities of the gifted child, the better their chances are to actualize their full potential (Feldman, 1980). In this sense, the early childhood education teachers’ perspectives and understanding about giftedness in early years have an influence on learning settings they created for young gifted students in their classroom. Therefore, the purpose of this interview study is to investigate the perspective of the preservice early childhood education teachers on giftedness in early childhood. This study took place in a research based South Eastern Public University, which offers a program that meet State requirements for the early childhood educator. Three female preservice teachers became participants of semi-structured interview. The results showed that preservice teachers are uncertain about the definition of the giftedness and characteristic of the gifted child. Even though they are aware the education of the young gifted students should be distinctively unique, they do not have enough knowledge to utilize tools and strategies for challenging young gifted students in their classroom.

**Keywords:** preservice teacher, early childhood teacher, giftedness, young gifted
Analysis of the Cognitive Demand on Preschool and Primary Grade Students Initiated by Teachers’ Read-Aloud of Fictional and Informative Texts

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Abstract
This study aims to analyze the extratextual utterances of preschool and primary teachers when reading aloud for their students. We conducted structured observations when they were reading fiction and informational texts. The complexity of the cognitive demand, ensued from their extratextual utterances, was the main criteria from which we made comparisons. Teachers’ read-aloud practices in preschool and primary grades are well documented. It is believed that this is the most single recommended practice given by researchers in the matter of reading instruction (Moss, 2003). In fact, read-aloud has been shown to offer numerous benefits to students in the areas of language growth and reading achievement (Pressley, 2005). When reading aloud to their students, teachers are modeling vocabulary development, reading fluency, and comprehension strategies. They are also encouraging students to interact with the texts, which make them active participants in their own learning (Fountas & Pinnell, 2006). However, as stated by Yopp & Yopp (2012), teachers are rarely choosing informational texts when they read aloud, as their selections for this venue are mainly fictional stories. For many researchers (i.e. Duke, 2003; Wigent, 2013), this is worrisome since children’s limited exposure to informational texts could hinder their « ability to navigate the genres that dominate the later years of schooling and adulthood » (Yopp & Yopp, p. 481). Exposing students to informational texts could be done in different ways in school. However, since read-aloud appears to be such a common and efficient practice, it is important to examine more deeply how preschool and primary grade teachers are interacting with students in regards to the type of text they choose for this activity. Moreover, since they are used to choosing fictional stories for this task, it could be interesting to compare their extratextual utterances when they, instead, choose to read an informational text. Hammett Price, van Kleeck and Huberty (2009) define extratextual utterances as being the talk that goes beyond actual text reading. An effective read-aloud involves much more than simply opening up a book and enunciating the written words. When reading to the students, the teacher entertains a dialogue with them, becoming a mediator between the text, the social context and the listeners. Such discussions are scaffolding their comprehension and their engagement with the text in ways that have been shown to facilitate language and literacy development (Pressley, 2005). Moreover, it seems that the quality of the teachers’ extratextual utterances is offering different learning opportunities to the students of different ages (Dickinson & Smith, 1994). Also, as Moschovaki & Meadows (2005) demonstrated, some of the teachers’ extratextual utterances are prompting a low, a medium or a high cognitive demand on their students. Their extratextual utterances are fluctuating according to the type of text being read, with informational texts prompting higher cognitive demands. To date, researchers have underlined that read-aloud could be a profitable practice to expose preschool and primary grade students to a variety of texts. However, informational texts are seldom the teachers’ choice for this activity. It has also been sustained that efficient read-aloud depends on the quality of the extratextual utterances of the teachers, which have been shown to fluctuate in regards to children’s age and the type of text being read aloud to them. Hence, it could be enlightening to analyze those two factors (grade level and type of text) in order to get a deeper understanding concerning teachers’ read-aloud in preschool and primary grade classes. In this research we aim to answer the following question:
How do the extratextual utterances of the preschool and primary grade teachers fluctuate when they are reading aloud fictional or informational texts to their students in regards to the complexity of the cognitive demands? Ten preschool teachers and twelve primary grade teachers (from grade 1 to grade 3) were the participants of this study. The data collection was done by conducting two sessions of structured observations in each classroom. One of those sessions was dedicated to the read-aloud of an informational text and the other to the read-aloud of a fictional story. Those two sessions of observation were followed by a semi-directed interview regarding the teacher’s preparation of those two periods of teaching as well as specific aspects that were noted during the observations, especially in regards to their extratextual utterances. In order to take into account the complexity of the cognitive demand during the read-aloud of the informational or the fictional texts, a content analysis was conducted on all sessions of observations. This procedure allows us to classify the extratextual utterances of the teachers into thirteen exclusive categories that were determined from the review of the literature on the subject. For each category, the frequencies were noted in order to later conduct statistical analyses. As for the interviews, they were used as a means of triangulation of the observations. Preliminary results are showing that there is little variability in the extratextual utterances of preschool and primary teachers, which is an indication that they do not adapt their interactions to the students’ grade level. Moreover, for all teachers, the reading of the fictional text brings more extratextual utterances of low cognitive demands than the reading of the informational text. This is an indication that teachers should choose a variety of texts for their read-aloud activities. Results are also pointing to some other distinctive elements. By interviewing the teachers, it was possible for many of them to underscore that they perceived that read-aloud of fictional or informational texts have different goals: fictional texts are read for pleasure and informational texts are read to acquire some knowledge of the world. Hence, when they are reading to their students, they perceive that they have to adapt their extratextual utterances according to these goals. These results bring out the urgency for teachers to become aware of the numerous benefits that the reading aloud of each type of texts could bring to their students, especially the informational texts. The consequences of such beliefs in part of teachers will be discussed further in our presentation.

**Keywords:** read-aloud, cognitive demand, informational text, fictional text, preschool and primary classes

**References**
The Epistemic Climate of a Fourth Grade Lesson About the Ecosystem of the Woodlands.

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Abstract
This qualitative study explores the epistemic climate of a science lesson about the ecosystem of the woodlands in a fourth grade classroom. The Educational Model of Personal Epistemology (EMPE) was used to define components and relations of the epistemic climate. Interviews with students and the teacher, classroom observations, and document analyses of handouts, textbooks, and other materials were conducted and triangulated to describe the overall nature of the epistemic climate of the 60-minute lesson. The results describe an epistemic climate that was dominated by an overall absolutistic (truth as black and white) pattern with an evaluativistic (truth as shades of grey) notion. The epistemic belief pattern of the teacher was mainly evaluativistic in nature, while the epistemic patterns of the students, instruction, and educational materials were more absolutistic. Conclusions for classroom teaching and teacher training are discussed.

Keywords: science education, personal epistemology, epistemic climate, classroom research
Getting Students Engaged in Reading: How Can Educators Select Books That Interest, Engage and Encourage Young Students to Read?

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Abstract
According to national data, student reading achievement scores have been inconsistent across elementary, middle and high-school age groups, and also across racial/ethnic groups (National Assessment of Educational Progress, 2012). While some gains have been made in reading achievement, and the achievement gap has narrowed slightly (National Assessment of Educational Progress, 2012), reading achievement remains an area of focus for educators, and an area that requires continued research, evaluation, and improvement. Reading achievement is connected to reading amount, with data indicating the more students read, are exposed to print, and have interactions with text, the better their reading skills will become (Allington, 2001; Anderson, Wilson & Fielding, 1988). Reading amount is connected to reading engagement, with numerous studies indicating the more students find books and reading to be an engaging experience, the more likely they are to read (Guthrie & Wigfield, 2000). Reading amount is connected to reading interest, as research highlights the more students find a literary piece of interest, the more likely they are to read it, read it repeatedly, and to recommend the literacy piece to others (Dawkins, 2010; Guthrie & Wigfield, 2000). Reading interest involves many factors, including the genre of the book, physical book characteristics, and multicultural representation (Dawkins, 2010; Harkrader & Moore, 1997; Nodelman, 1988; Williams, 2008). This presentation focuses on the factor of multicultural representation in picture books and how it relates to reading interest. This presentation will offer insight to educators regarding book selection patterns of early childhood and elementary-aged students, and the strategies young readers use when selecting literature to read, to re-read, and to recommend to peers. With increased knowledge regarding book selection patterns of young readers, and characteristics about books and stories young readers tend to find interesting, teachers can offer students books that will likely pique their interest, which can positively effect and increase reading engagement, reading amount, and overall reading achievement.

Keywords: reading engagement, reading interest, picture books, multicultural children’s literature

References
The Impact of Stress on Literacy Development in Children With Special Needs Who Live in Urban Environments

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Abstract
Stress, a phenomenon that has been described as a state of emotional tension arising from unmet needs or environmental threats, affects students in ways that educators may not realize. Among the many effects of stress is the difficulty in concentrating on and attending to tasks. Children who live in urban areas and have special education needs are often confronted with issues that will not allow them to focus on academic subjects, particularly those that require a connection to literacy. These students are often impacted by stressors of violence, poverty, family dynamics, and other issues that make it difficult for them to focus properly. Educators, administrators, and policy-makers should be concerned and develop strategies to address these stressors to promote more academic involvement. The purpose of this presentation will be to share recent survey data that was collected from culturally diverse subjects attending schools in the northeast region of the United States and how stress impacts their literacy development. The condition of stress will be discussed in context why subjects were stressed and how it affected literacy. A theoretical model will be presented that addresses stress and its impact on children. The presentation will conclude with stress management strategies for teachers to use in classrooms as they attempt to bridge the gaps in academic achievement for students in under-served communities and Title 1 schools. Moreover, recommendations will be made to administrators, policy-makers and others about the need to address the issue of stress in educational environments.

Keywords: stress, literacy
Using Reader’s Theatre to Promote Fluency in Struggling Readers

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Abstract
Struggling readers are often reluctant to engage in reading related activities. Much of this reluctance is often associated with four most common causes of reading underachievement. They include 1) reading role models and life experiences, 2) the acquisition of reading skills (e.g., phonics and comprehension), 3) visual processing, and 4) learning disabilities. When teachers proactively address these underdeveloped skills struggling readers can make progress. Reader’s theatre is an approach that has been well-documented to encourage fluency in the development of literacy skills. Research has indicated that when children are exposed to reader’s theatre, they become active participants in the reading process. The presentation will focus on how reader’s theatre has been used in the urban context to teach students to be better engaged with literacy development. Participants may expect to gain an understanding of reader’s theatre, research results that show its impact on fluency development, how it can be used to address fluency, and its application within the classroom context. The presentation will conclude with recommendations for practitioners, administrators, and policy makers as they contemplate more effective ways to promote literacy development in students struggling to read.

Keywords: readers’ theatre, fluency, struggling readers
Managing Disruptive Behaviours of Challenging Students in Turkish Primary Schools

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Abstract
This research is a qualitative study and aims to identify perceptions and attitudes of Turkish primary school teachers, regarding the effective behaviour management of challenging students. Reference is made to the relevance of Bowlby’s (e.g. 1969) Attachment theory in understanding and managing disruptive behaviour of the most challenging students in the classroom. The Attachment theory perspective is an innovatory approach for Turkish schools, drawn from best practice and research evidence, such as Attachment Aware Schools in the United Kingdom. The Attachment perspective is a new concept for the Turkish education system and the data will offer an insight into the process of policy-making and practices of Turkish primary school teachers. All schools in Turkey have to follow the national curriculum and behaviour management policies that are designed by the Ministry of National Education. These policies are designed with a sanctions and rewards perpective, which focuses on the need to discipline disruptive students, whereas an Attachment perspective seeks to understand disruptive behaviour from a psychological/psychodynamic viewpoint.

Effective behaviour management in primary classrooms needs a specifically formed behaviour management strategy. The existing literature shows that behaviour policies and practices of primary school teachers should be enhanced in different ways for different children (Atici & Merry, 2001; Geddes, 2006; Leflot et al. 2010; Durmuscelebi, 2010). According to the report published by the House of Commons Education Committee (2011), disruptive behaviours of challenging students can disrupt learning and teaching in the classroom for all concerned. Research literature identifies behaviour as one of the main stressors for teachers and reasons for leaving the profession (Kyriacou, 2009). There are many forms of disruptive behaviours that may adversely affect the learning environment for children at primary school, namely; bullying, vandalism, violence, fighting, distracting peers and/or teacher, skipping school and so forth (Atici & Merry, 2001; Türnüklü & Galton, 2001; Luiselli et al. 2005; Geddes, 2006; Hempel-Jorgensen, 2009; Nash et al. 2015). According to Atici and Merry (2001), family problems is the most important cause of misbehaving at school in both Turkish and British primary schools. The majority of the teacher participants in both countries highlighted that misbehaviour continues to be a persistent challenge for them.

The proposed paper will report on data collected from semi-structured interviews with 20 primary school teachers in Turkey. Participants were asked a range of questions focusing on Attachment theory, educational policy and teaching practice. Most of the teachers mentioned that managing disruptive students continues to be a challenge and notable stressor during their lessons. Moreover, three quarters of teachers indicated that they need more support and guidance from their school.
leadership team and external sources, in terms of how best to manage the most challenging students. It is anticipated that the data will indicate areas for staff training.

In this study, the teachers who were interviewed believe that a revision of the curriculum is needed for managing disruptive behaviours in primary classrooms. Classroom size is another problem in primary schools and almost all of the participants emphasized that the high number of students in classrooms is an obstacle in supporting every child individually. Moreover, participants reported that a collaboration between teachers, school leadership team, parents and behavioural experts is crucial (for example; psychologists, counsellors), because teachers feel ill-equipped to effectively manage the disruptive behaviours of the most challenging students at school.

In summary, the proposed paper will offer an insight into the educational practices of primary school teachers in Turkey, regarding the management of disruptive behaviours of the most challenging students. A compelling case will be made for the adoption of an Attachment-based approach to behaviour management, founded on understanding disruptive behaviour from a psychological/psychosdynamic perspective.

**Keywords:** primary schools, behaviour management, challenging students, attachment theory

**References**


Brain Boosts: Does the Type of Movement Matter in the Elementary School Classroom?

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Abstract
Background: The evidence for positive health outcomes related to physical activity among children is abundant. As such, physical activity among children can lead to increased physical fitness, decreased body fat, and decreased risk for cardiovascular problems, and continuing research indicates physical activity has been linked with better cognitive control and memory in children. The above mentioned findings suggest that physical activity is associated with positive health outcomes and positive changes in the brain that can improve attention, learning, and memory—all important correlates with academic achievement in school, however, no research to date has examined how the type of physical activity in which youth are engaged affects these variables. Purpose: The purpose of this study was to determine whether there was a difference in purely aerobic based classroom physical activity breaks/boosts (ex: jogging in place) and academic based classroom physical activity breaks/boosts (ex: jogging in place while spelling vocabulary words) on children's achievement outcomes. The first research question that guided this study was 1. Do solely aerobic-based movement breaks/boosts result in larger achievement gains than academic-driven movement breaks/boosts? The second research question undergirding this research was 2. Are there differences in the levels of physical activity obtained for children who engage in academic-driven movement breaks/boosts versus purely aerobic-based breaks? Methods: Elementary school children in grades 3 - 5, N = 647, from four schools (two in each condition, tx/control) participated in the sample. Two schools were randomly assigned to be treatment schools and the other two were active control schools. Schools were located in the southeastern United States in a geographically urban area. Mean school-level demographics for the four schools were as follows: 59.5% White, 18.3% African American, 12.5% Hispanic, 4% Asian, and 5.7% Other. Almost half of the students qualified for free and reduced lunch (47%) and approximately 10% of students were classified as English Language Learners (ELL). Parental N = 176 children in treatment schools and N = 284 in the control schools. Activity (Walk4Life LS 2500 pedometers), achievement (standardized test scores), and behavioral (teacher prompts/student compliance) data were collected on 10 days for each classroom in the sample during each of the three waves of the study. Results: Children in purely aerobic-based breaks/boosts (control) had significantly greater increase in steps over time (b = 00.33, SE 0.05, t = -6.24, p<.01) than those in core-content based movement breaks/boosts. Results also indicated that children who were engaged in purely aerobic movement breaks showed significant increase in reading scores over time, compared to their counterparts who received academic based movement breaks (t = 2.47, p < .01), but this relationship was not significant for mathematics scores (t = 2.80, p = .005). Results were not significant for the predictors of student behavior between treatment and control classrooms. Discussion: The current study provides some evidence that the type of physical activity break matters in terms of a child’s cognitive abilities, but more research is needed to elucidate the effects of extraneous variables on this relationship.

Keywords: physical activity, elementary, children, learning, academic, movement.
Health Fairs as Learning Centers: Stimulating Interest in Health Issues Among Elementary School Students.

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Abstract

Significance: With the national recommendation that students in grades Pre-K - 2 receive a minimum of 40 hours and students in grades 3 - 12 receive a minimum of 80 hours of health instruction per academic year, programs that support elementary school teachers’ capacity to deliver quality health education is essential to helping students avoid or reduce risky health behaviors in youth. Unfortunately, many health education programs and curricula fall short in allowing students to practice skills vital to avoiding or reducing health risk behaviors. Children in the United States are afflicted with health issues that interrupt or interfere with the learning process and the evidence-base has consistently demonstrated that improving the health of students is likely to improve academic achievement (grades, test scores) and other educational outcomes such as increased school attendance, decreased nurse visits, and improved student behavior. Health risks that occur early in a child’s life are likely to carry over during the transition into adolescence and adulthood, creating long-term negative effects on health and well being that are largely preventable. In elementary (K – 5) settings, there are typically no trained (as in academic preparation) health educators as classroom teachers. Not having qualified health educators who are prepared to address the health issues of students leaves K – 5 classroom teachers ill prepared to teach health education more than their middle and high school counterparts. Health fairs provide opportunities for health concepts to be addressed with elementary school children in a hands-on, fun, creative, and exciting way. The purpose of a health fair is to stimulate interest in health issues and to expose students to a variety of developmentally appropriate health issues in a compressed period of time. A health fair, in this sense, is a collection of learning centers, each of which increases functional knowledge, develops essential skills, and/or helps students examine their attitudes or beliefs about health topics. While working at a learning center, students are active, engaged, and can process information in the context of their personal experiences or understandings. Learners are encouraged to work at their own pace, selecting from any number of interesting and multisensory activities organized to supplement more formal or larger-group instruction. Well-designed learning centers can: incorporate both independent and collaborative activities, supplement or reinforce basic instruction, provide opportunities for applying higher-order thinking skills and working in multiple learning domains, and provide opportunities for peer-based learning. Therefore, planning should be focused on the following common elements: developmentally appropriate learning objectives or organizing concepts, directions for students working at the center, samples or models of previously completed work, strategies for introducing and sequencing activities, and an evaluation protocol based on the identified objectives. Methods: A health fair was implemented with elementary school children from one school located in a geographically rural community in the southeastern US. The health fair was a school-wide approach, meaning approximately 500 children were provided with the opportunity to engage in the learning centers at various time points throughout the school day. N = 50 pre-service (university) elementary education majors designed health fair stations covering a variety of health topics such as: reading nutrition labels, sun safety, dental hygiene and sugar in foods. Implication/application for Education: Based on the university students’ collective responses to the health fair experience, it can be concluded that students’ highly rate the experience as being positive, an opportunity to teach health to students, and one that contributes to their confidence to address health issues with students in their K-5 classroom in the future. Overall, the value of this whole-school approach cannot be understated as an opportunity to discuss pertinent health issues with elementary school students and provide them with information they are likely not getting in their general education experience.

Keywords: elementary children, health fair, learning stations, health education, teacher education
The Judicious Parent

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Abstract
When parents implement The Judicious Parent paradigm, their children establish and maintain better interpersonal relationships than children and their parents in families where stimulus/response theory is practiced. There is a transfer effect of good citizenship practiced within the family to other social settings, e.g., school. In families, where the principles of The Judicious Parent are applied, parents contribute favorably to children’s social development, their sense of autonomy, and they better prepare children for living and learning in a free society. To ascertain what effect The Judicious Parent is having on children’s level of social development, the researcher administered a Social Development Questionnaire. The social development questionnaire differentiates between power and affect relationships through a series of eight true/false propositions and places a child's response in one of the four developmental stages “dependent,” “rebellion,” “cohesion,” or “autonomy.” For parents to extend family relationships from social development Stage 1: “Dependent” to Stage 3: “Cohesion,” they need to pass through the “Rebellion Stage.” Our research indicates conducting family meetings is a vehicle where children can vent their concerns, and even question authority in a civil manner. This “release of social tension” at family meetings does much to reduce the amount of time family relationships spend in Stage 2: “Rebellion.” Conducting regular family meetings can quickly move children through to Stage 3: “Cohesion.”

Keywords: parenting, social development, civics
Parental Involvement of Asian American Preschool Children

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Abstract
Home and school symbolize two of the most important frameworks that influence a child’s development (Bronfenbrenner, 1986). Parental involvement normally refers to parental contributions to their children’s school education by communicating with school faculty and administration, attending school functions, and helping to cultivate child behaviors that support educational achievement (Li, 2006). The purpose of this study was to determine which of three aspects of parental involvement (Home-Based, School-Based and Home-School Conferencing) correlate positively with preschool children’s literacy achievement in English. The study recruited a convenience sample from the Buddha’s Light Private School and the Community Center which both serve populations of predominantly Asian American children and families. Families eligible for participation had a child between the ages of three and five years enrolled in these programs. Eighty-one parents were participant this research. This research study was used the following instruments: Parents’ Demographic Questionnaire, and Family Involvement Questionnaire-Early Childhood Survey (FIQ) (Perry, Fantuzzo & Munis, 2002). Parents’ demographic questionnaire was used to describe the sample, and FIQ was utilized to examine the rates of Asian American parental participation in their preschool children’s early education. The Family Involvement Questionnaire (FIQ) is a 42-item self-reporting rating scale developed to determine the involvement of parents in their child’s education, and items are rated on a 4-point Likert-type scale, ranging from 1 (rarely), 2 (sometimes), 3 (often), to 4 (always), to evaluate the participant’s rate of agreement with each item measured. The founding of this current research revealed Asian American parents responded with the highest levels of participation in Home-Based Involvement and lower levels of participation in School-Based Involvement and Home-School Conferencing. Overall, this research found that Asian American parents responded with the highest levels of participation in Home-Based Involvement. This was probably because Asian American parents have high educational expectations for their children. Conversely, this research found the Asian American parents responded with lower levels of participation in School-Based Involvement and Home-School Conferencing. A possible reason is that Asian American parents had language barriers and limited English proficiency. These possible reasons may work together to inhibit parents from participating in School-Based Involvement and Home-School Conferencing. Additionally, the findings of this study were important for parents to be made aware that the Home-Based Involvement may contribute positively to children’s achievement. Additionally, preschool teachers and administrators might encourage parental involvement by providing multiple strategies for parents to be engaged with the preschool programs. Finally, teacher educators might use the findings to re-examine the preparation of teachers who will be working with children from diverse cultures.

Keywords: parents involvement, asian american, family involvement questionnaire(FIQ)
Go Figure: Can Gestures Promote Spatial Reasoning?

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Abstract
In order to design innovative technology-facilitated environments that encourages embodied interactions, we must better understand the role of gestures and visual-spatial processing in learning mathematics. Spatial reasoning tasks were designed for touchscreen interfaces and manipulatives with the ultimate objective of exploring how cued body-based expressions affect children reasoning and mathematical thinking during problem solving. In this study, both cued and spontaneous gestures were produced by a small sample of children, aged 4 to 6, while completing spatial reasoning task. Both pointing and representational gestures were observed to be used by children to express spatial recognition and communicate spatial thinking.

Keywords: embodied cognition, gestures, spatial reasoning, touchscreen technology
Using Engineering Design Challenge to Engage Middle Schoolers in Problem-Based STEM Learning

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Abstract

NASA Aerospace Academy program site at Elizabeth City State University (ECSU) partnered with school districts in northeastern North Carolina (NENC) to promote science, technology, engineering, and mathematics (STEM) literacy, prepare and encourage students, especially underserved and underrepresented populations from the region to pursue STEM careers. As part of this program, a “Mission-to-Mars” camp was held simultaneously in four counties surrounding ECSU. All sites used curriculum, developed around NASA’s Mars Exploration Program and Vernier Mars Challenge. One hundred thirty-three (133) middle school students participated in a week-long summer camp hosted concurrently at four school districts. Students were engaged in 36-hours of hands-on activities leading to an engineering design challenge. Throughout the week activities, students implemented the engineering design method as they work towards building a successful working robot capable of completing each of the tasks in the Martian Challenge. Students had to build a Mars rover robot capable of detecting magnetized versus non-magnetized rocks and retrieve stranded astronaut figurines. Students also designed a Mars colony compound, built hydroponics units, designed a mission patch, and digital storytelling that captured all the week’s activities. The end of the satellite camp week culminated in a field trip to ECSU, where participants competed in a “Mission-to-Mars” Robotics Challenge along the lines of First Lego League robotics competitions. Evaluation data was gathered through STEM Career Interest Surveys (STEM-CIS), student interviews, teacher interviews/focus group, and students’ evaluation of the hands-on activity sessions.

Keywords: STEM literacy, K-12 outreach, robotics, out-of-school learning
Part 11: Research Methods in Education
Teacher Practitioner Research: Social Justice Action in the Classroom

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Abstract

The word research originates from the French word recerche meaning to investigate thoroughly; careful or diligent search; studious inquiry or examination (Webster's Ninth New Collegiate Dictionary, p. 1003). Teacher research has a sustained history evident in the work of educators such as Pestalozzi, Rousseau, Dewey, Montessori and more recently, Nancy Atwell, Donald Graves, Lucy Calkins, among others (Hubbard & Power, 2012). Early on, Lawrence Stenhouse promoted the idea that successful teacher research is nurtured within a research community. The systematic methodology of using student observations to improve learning and teaching efficacy is still relevant (Hubbard & Power, 2012).

Teacher practitioner research honors teachers as professionals who are experts in their own classrooms. Teacher research reclaims the professional power and expertise educators possess. Practitioner research is known as: action research, practice-centered inquiry, teacher research, teacher-as-scholar, practical inquiry, classroom inquiry, and storytelling school of research. Practitioner research reflects the ability to contribute to student success and learning within reflective practice.

Teacher voices, as collected wisdom, are a refreshing backdrop to the preoccupation of standardized, high stakes testing currently dominating educational landscapes. It is in practitioner research where the richness and power of students’ stories unfold. Students become co-researchers who observe, analyze and interpret learning environments while moving toward profound understandings of each other and themselves.

Reflective Teacher Practitioners are ethnographers in their respective classrooms. Such teachers describe their learning environments, along with what is and is not working. From their struggles to teach effectively and become better educators, their questions are born. Teacher inquiries reflect who they are as teachers and learners, understandings of their students’ funds of knowledge, and what is bugging, nudging or tugging at them in their evolution as professional educators who have a fundamental commitment to upgrading their pedagogy.

In the master's program at The University of New Mexico’s Teacher Education Department, licensed teachers enjoy the privilege and responsibility of choosing a reflective practitioner research inquiry to pursue over two semesters; it is an authentic and professional capstone experience. What has repeatedly emerged from teacher practitioner narratives is an embedded sense of social justice. As “reconceptualists,” teachers challenge the status quo, while recognizing bias, censorship, racial proclivities, and colonialist attitudes (AERA, 2017). They problematize inequalities within the curricula they teach; detect disparities in educational systems and seek to influence policy makers who establish the rules governing our profession (AERA, 2016). During the research process, reflective teacher researchers embark on a Hero(ine)’s Journey. In the process, they are reiteratively transformed. Spiraling toward advanced levels of awareness, clarity and vulnerability, teacher researchers tell their research stories. According to Nikki Giovanni "If
you want to share a vision or tell the truth, you pick up your pen and take your chances.” The most common methodologies are case stories and autoethnographies.

Autoethnographies and case studies consistently emerge as methodological conduits for teachers to position their stories alongside student narratives in reflective teacher practitioner research. Sarah Bitah (2009) recognized the play of words in poetry as a way to engage her struggling readers in first grade. Julia Charles (2008) focused on storytelling and play to promote oral language development with her kindergarteners. Veteran teacher Rita McGrath (2013) chose autoethnography when she acted as a mentor for her daughter who was struggling as a first-year teacher while earning her teaching license. Rita recognized that stress coupled with a lack of experience may lead her daughter to give up teaching altogether. Yesica Romero (2017) intertwined her own experiences as a bilingual student with her Navajo high school students in her English class. Melissa Nakai (2017) confronted the challenges as a teacher making a call to social services in protecting one of her students.

Case studies also provided a storytelling approach. Debra Martinez (2008) articulated her school experience as a bilingual student when challenged with teaching a monolingual Spanish speaking kindergartener in her classroom. To meet their students’ cultural and linguistic learning needs, Gladys Tracy (2006) and Judith Benally (2007) each wrote a case study about a Navajo student as a way of understanding student strengths in culturally situated contexts. Navajo language teacher Betty Williams (2012) pursued telling the story of a kindergartener learning Navajo language and culture and teaching his grandmother. Dana Murray (2014) sought to conduct home visits for all her second grade students in her classroom as a way of connecting with them better. High school Spanish language teacher Maritza Reyes (2015) documented teaching AP Spanish for the first time with her bilingual students. Christine Hubbell (2013) recognized the imbalance of culturally relevant reading materials in her classroom library for her students. Lydia Aranda (2012) explored the language acquisition through three-generations of a Spanish bilingual family. Misti Phelps (2010) advocated for one of her special needs language impaired students in securing a computer assisted technology devise for him to communicate. Juanita Begay (2015) prepared materials and learning engagements for a student with Down Syndrome in her fifth grade classroom.

Teacher practitioner research is equitable to good teaching. In the current educational landscape, to practice what is professionally effective for students requires courage. Teacher practitioner research provides agency and voice in a time of professional stress, burnout, and oppression. Vicki Holmsten concisely sums it up:

"Here’s the bottom line—teacher-researchers are teachers with questions who are committed to the process of observing, collecting some sort of data, and then are willing to struggle with analysis of what they are seeing, even while they understand that there will never be conclusions or answers to their questions. Teacher-researchers, like all good storytellers, have a compelling need to share their stories in multiple conversations. The retelling and reworking of the conversations add layers of richness to the work and deepen our understanding of what happens in classrooms. In this world possessed by a mania for standardized test scores that actually mean very little, these stories are ongoing conversations that can keep us connected to what is really important in what we do in classrooms.” (Vicki Holmsten, personal communication, April 6, 2010)

Keywords: teacher practitioner research, social justice, action research, research art of storytelling

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Empowering Communication Through Advanced Student Response Systems: Perspectives of Pre-Service Mathematics Teachers.

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Abstract

Calculators were introduced in the mid-eighties and since then we have used them for more than a quarter of a century in our mathematics classrooms. There were many studies conducted, especially to understand the effects of calculators on students’ mathematical learning and understanding. Literature reviews in precollege and college levels suggested that calculators can provide more opportunities for students in solving mathematical problems and its use do not hinder their development of mathematical skills (Ellington, 2003; Reznichenko, 2007). Over time, technology of these calculators was enhanced and new features were added at a rapid rate. A review of the literature suggested that graphing calculators can positively affect students’ mathematical learning (Adams, 1997; Herman, 2007; Lauten, Graham, & Ferrini-Mundy, 1994; Quaseda & Maxwell, 1994). Further development of technology, like Computer Algebra Systems (CAS), allowed calculators to perform more sophisticated mathematical tasks. The potential positive effect on mathematics learning and achievement of CAS devices has been reported (Heid, 1988; Hillel, Lee, Laborde, & Linchevski, 1992). The new millennium is about the effective communication and connecting people through networks. Networked classrooms seem to be an upcoming technology in mathematics classrooms (Arnold, 2004). Student (or Classroom) Response Systems (SRS/CRS), like Clickers, is a tool that enables teacher and students to communicate in a networked classroom setting. There are two types of SRS, namely Selected SRS and Constructed SRS (Pelton & Pelton, 2006). The difference is SSRS only allow students to select an answer from a given list, whereas CSRS allow students to submit their own answers or select an answer from a list. Studies in different disciplines including Biology (Preszler, Dawe, Shuster, & Shuster, 2007), Astrophysics, Communication, and Physics (Trees & Jackson, 2007), and Engineering Mathematics (d'Inverno, Davis, & White, 2003) suggested that the use of SRS can enhance students’ engagement and motivation in classroom activities. SRS can promote learning when the appropriate pedagogical methodologies were integrated to the classroom instructions (Fies, & Marshall, 2006; Roschelle, Penuel, & Abrahamson, 2004). The TI-Nspire CAS Navigator system allows students to connect their calculators to an instructor-monitored wireless network, which enables students to use their calculators as CSRS. This instructor-monitored environment can provide new learning and teaching experiences to both students and teachers. This study investigates a specific population, pre-service teachers. Pre-service teachers can have different beliefs about teaching mathematics, their mathematical knowledge, and the use of educational technologies in their future classrooms. These beliefs can be based on their personal experiences as learners and a series of content and methods courses can gradually change or reshape their beliefs, especially their beliefs about teaching (Conner, Edenfield, Gleason, & Ersoz, 2011; Cooney, Shealy, & Arvold, 1998; Tennison, 2010). Several studies have shown that integration of educational technologies, specifically the use of multimedia and online discussions, can positively affect pre-service teachers’ attitudes about using technology in their future mathematics classrooms (Goos, 2005; Li, 2005; Özgün-Koca, Meagher, & Edwards, 2010). This qualitative
study was designed to understand the pre-service teachers’ perspective of the use of the TI-Nspire CAS Navigator system. The research questions were designed to investigate how the students would describe the role of the TI-Nspire CAS Navigator system. By examining pre-service teachers’ reactions and perspectives, we hope to gain a better understanding of students’ learning in a mathematics classroom with an enhanced CSRS. What is the potential of the TI-Nspire CAS Navigator system in terms of learning and teaching? How do these pre-service teachers react to the use of the system? Does the system positively influence our pre-service teachers’ beliefs about the use of technology in their future classrooms? Findings to these questions will be discussed in detail.

Keywords: student response systems, communication, pre-service teachers

References
Examining Psychometrics for Student Teacher Evaluation Instruments

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Abstract
In 2016-2017, the college faculty created two new instruments to evaluate student teachers in a live classroom setting: (a) an observation rating scale and (b) an evaluation instrument that provided formative and summative feedback. The dual purpose of the new instruments was to add rigor and to more closely align content and criteria to Florida Educator Accomplished Practices (FEAPs). Thus, the purpose of this study was to scientifically examine the validation, overall reliability, interrater reliability, and generalizability of the instruments. A team of carefully selected teacher educators and statistical experts (the team) was formed to assess the instruments for various forms of construct and criterion validity. Four forms of validity were tested. Construct validity included both face validity and content validity. Face validity was satisfied with the team participants’ expertise in education and statistics. The team systematically reviewed the content of each construct and its related criterion language. determined that both were detailed and satisfactorily covered the construct domains. Thus, content validity was satisfied. The team determined that discriminant validity existed by collecting and reviewing assessment tools and rubrics from various educational institutions. They determined that the new observation rating scale and evaluation instrument were unique and met the needs of the college’s teacher candidates. The team established concurrent validity when they determined that the new instruments appropriately distinguished between different groups (i.e., students in Internship I, students in Internship II). The college will pilot the new instruments in 52 schools (28 elementary, 24 secondary) in a three-county geographic area in the center of the State. Student teachers will plan and implement lesson plans in a live classroom setting. For each student, one supervising teacher and one internship coordinator will observe the lesson taught, and provide feedback using the new observation rating scale. At the mid-point of the semester, supervising teachers and internship coordinators will complete the evaluation instrument to provide student teachers with formative feedback. We will enter data from both instruments into SPSS and SAS, respectively. In SPSS, we will examine Cronbach’s Alpha, which will inform us of the instruments’ overall reliability. Based on the Cronbach’s Alpha results, faculty will revise the instruments as necessary (e.g., deleting items to increase reliability). In SAS, using generalizability theory, we will examine the initial level of generalizability for both instruments. Finally, if the generalizability coefficient is .70 or higher, we will move to the next part of the study. If the coefficient is below .70, we will run a D4 decision-study to determine how many observations are needed to appropriately test for generalizability. Following the revisions of the instruments (if necessary), student teachers will make a video record of themselves teaching a lesson plan in a live classroom setting. Following guidance from peer-reviewed literature, 12 raters will be randomly selected through proportionate sampling (50% supervising teachers, 50% internship coordinators). The reviewers will independently observe the recorded lesson plans, and evaluate the students’ teaching using the two newly revised instruments. We will collect and input the data into SPSS and SAS, respectively. In SPSS, we will examine the level of interrater reliability for both instruments. In SAS, using generalizability theory, we will examine the generalizability of both instruments. The study will be completed with data analyzed and the paper completed by April 15, 2017 in time for submission of final papers.

Keywords: teacher preparation, student teachers, evaluation instruments, psychometrics
Coding Schemes Based on Cognitive Principles Are Best Practice

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Abstract
Not much guidance is provided to researchers and students in the process of developing coding schemes to analyze data in the field of qualitative research. Method books focus on qualitative research methods and designs but rarely explain the concrete steps of developing coding schemes. This paper focuses on how cognitive principles can be used to develop valid, reliable, and objective categories and hierarchies that facilitate the coordination of theory and evidence in the process of scientific inquiry. Eight principles derived from cognitive learning theory in the field of educational psychology provide a foundation for the development and application of coding schemes in qualitative research: (1) Theory and evidence coordination (2) Hierarchical structure, (3) Organizing principles, (4) 7 ± 2 items limitation, (5) Operationalization, (6) M-codes, (7) Grounding of evidence, and (8) Collaboration. The paper provides example coding schemes to illustrate the analysis process, its outcomes, and use of qualitative data analysis software, like Atlas.ti.

Keywords: qualitative research, coding schemes, cognitive principles
The Opinions of Pre-Service Teachers on Measurement and Evaluation Applications at University

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Abstract
The best practical examples of what is theoretically taught in measurement and evaluation courses are the measurement and evaluation activities performed by instructors teaching in educational faculties of universities. Pre-service teachers begin to adopt a critical perspective of the measurement and evaluation activities performed by instructors teaching them especially after they have taken courses on measurement and evaluation. In this way, they can analyse instructors’ strengths and weaknesses in this sense better. Thus, they have first-hand experience of what it might lead to if what is learnt in theory and recommended to be applied is not put into practice. There are a number of important points that pre-service teachers in the future when they become teachers and instructors currently should take into consideration while giving examinations to their students. For instance, prior to a test, an explanation about test content should be offered, and the test should contain a balanced distribution of questions about the whole content explained. These points highlighted are about the content validity of a test. Content validity, which is a type of validity, is the degree to which a test contains the behaviours it intends to measure (Baykul, 2000). It is expected that the behaviours intended to be measured should be measured in a balanced way (Güler, 2011). Validity, which is a property of the meaningfulness of test scores and not a property of the test actually (Messick, 1995; Sireci, 2009; Kane, 2009), is classically defined as “a test’s measurement of only the variable that is intended to be measured and the requirement that the variable should not be mixed up with other variables” (Thorndike, 1971). According to the criteria set on the basis of the literature, data on measurement and evaluation activities were collected from pre-service teachers who were attending different departments of educational faculties and who had taken measurement and evaluation course. Besides, students’ recommendations for the improvement of measurement and evaluation activities as well as their criticism were also included in this study. Research data were collected from 302 pre-service teachers attending the Educational Faculty of Sakarya University in the fall semester of 2015-16 academic year and willing to answer the questionnaire on measurement and evaluation activities they were exposed to. The data used in the study were collected through the questionnaire developed by the researchers. The questionnaire was composed of two sections- one which was about demographic information on pre-service teachers and the other which was about their views of measurement and evaluation activities they encountered during university education. Prospective teachers’ views on measurement and evaluation activities used in courses were analysed through frequency analysis. Findings obtained in this study demonstrated that the measurement instrument that pre-service teachers encountered the most frequently were multiple-choice tests and written examinations. While almost half of the pre-service teachers completing the questionnaire stated in relation to the reliability and validity of measurement and evaluation activities that mostly test content was explained to them beforehand, questions about the whole of pre-explained content were available, the pre-announced content was distributed in the test in a balanced way, the questions had been expressed in brief and clear sentences and that they were allowed enough time; more than half said that exam questions had been expressed clearly and in a comprehensible way most of the time; and 30% said that mostly the limit on the number of pages to be used was told them and that occasionally questions out of the content were also available in exams. Approximately half of the pre-service teachers responding to the items
In relation to the number of questions in their examinations in general during their university education, chose to say “never” for the item “there is one question in general” whereas more than half said “most of the time” for the item “there are six or more questions in exams”. An examination of the pre-service teachers’ responses in relation to their views concerning the presentations they had made in the classroom showed that how their presentations were marked were “mostly” explained to them; that rubric for marking was “never” shared with them, that “mostly” instructors on their own marked the presentations and that instructors and peers “never” marked together; and that self-assessment was “never” available in marking. In relation to the item “I believe that marking is objective”, 30% said “often” while 29% said “mostly”. In relation to pre-service teachers’ views about the period following exams during their university education, the majority of them said “occasionally” for the items “exam results are announced in a week at the latest”, “exam results are announced in two weeks or later” and “the key to the exam questions is given in class after exams”. For the item “students are allowed to see their exam papers with no condition after exam results are announced”, 31% of the participants said occasionally while 36% said never for the item “we are allowed to see our exam papers but on the condition that we will be more strictly marked”. An examination of the participants’ responses about the factors during exam administration showed that the majority of the responders said that those administering the exams were “mostly” understanding and polite, that they “occasionally” displayed behaviours distracting attention, that they “mostly” made the necessary explanations about the exams (such as time allowed to answer the test questions, the number of questions, general rules about exams, etc.), that they “rarely” helped students answer the questions, that they “always” permitted students to use all the time to answer the questions, that they “mostly” made the necessary intervention when something disturbing the exam atmosphere happened, that “mostly” the instructor teaching the course was also available in the exam room, and that cheating was “never” allowed in exams. In addition to all these, the pre-service teachers also rated the measurement and evaluation activities they had encountered during their university education in general between 1 and 5, and according to 75% of the 302 participants were observed to assign 2 and 3 points to the activities. In the light of the findings it might be recommended that studies be performed to make measurement and evaluation methods and techniques other than multiple-choice and written test widespread in educational faculties, and that rubrics be prepared to mark presentations - an in-class activity- more objectively and in more transparency. Studies could also be conducted in order to include peer evaluation and self-evaluation in marking. Instructors could be offered training at certain intervals so that all measurement and evaluation activities could be conducted in more reliable and valid ways, and similar questionnaires could be repeated with pre-service teachers. Additionally, it might also be suggested that similar studies be conducted with data to be collected from a larger number of pre-service teachers, and deeper information be collected through qualitative data for prospective studies.

**Keywords:** pre-service teachers, measurement and evaluation, measurement tools and methods

**References**


Creativity and Innovation: The New Strengths Demanded by XXI Century Schools

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Abstract
We live in a changing era, in which man had never lived so closely with knowledge. Thus, it seems paradoxical that in the first decades of the twenty-first century students do not feel the passion for learning, the passion that has moved the world through history and turned the human being into something unique and unrepeatable. The incorporation of creativity and educational innovation in the classroom by a renewed teacher results in an increased motivation by students and, in most cases, the improvement of their academic performance. In this line, it is essential to work advisedly, analyzing and internalizing the attitudes that teachers should have in order to achieve a substantial change in mentality and philosophy of work.

Keywords: innovation, formation, creativity, change, teacher
Part 12: The Impact of Trump Administration
Transition Dynamics of a Mass Deportation

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Abstract
In discussions about immigration, the possibility of deporting the whole population of illegal immigrants is often bandied about. Most economists, and probably most people, intuit that this would be a bad idea, but rigorous arguments are difficult to find. Here we construct a simple three-period overlapping-generations model with high- and low-educated workers. Both types are ex ante identical. Upgrading education from low to high is costly in resources, time, and utility. Illegal immigrants are assumed to be subsumed within the class of low-educated workers. We study the transition dynamics following the deportation of a large fraction of low-educated workers. In the long run, the economy returns to the original intrinsic equilibrium, albeit with a smaller population and GDP. The elasticity of low-educated wages with respect to the supply of low-educated labor is the output share of expenditures on capital and high-educated labor divided by the elasticity of substitution between low-educated labor and capital/high-educated labor expenditures. If low-educated labor is a substitute for capital and high-educated labor, this will be less than one and often much less than one, so a deportation of low-educated labor has a negligible effect on low-educated wages and the welfare of low-educated households. High-educated households see a reduction in income. Whether the deportation has widespread effects on the economy depends on patience. If the population of young who initially planned to get high education resist the temptation to drop out of school, only the initial cohort of high-educated workers will be hurt by the deportation since their wages will go down. If a sufficiently large number of this group do leave school, the resulting output loss next period will lead the economy to alternate between good and bad periods.

Keywords: deportation, illegal immigration, general equilibrium, overlapping-generations model, occupational choice, sunspots, poverty trap
Failing at Freedom and Happiness

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Abstract
Historically, politicians have endeavored to control constituents’ hearts and minds through our system of public education. They have fashioned rules and approved curricula primarily to teach citizens reading, listening, and arithmetic. As a result, citizens have learned to obey and recite. Creativity, problem-solving, and critical thinking are discouraged. This is a threat to the preservation of freedom and happiness. Our system of public education needs revitalizing. Parents and educators need to, 1) embrace a cognitive, child-centered philosophy for parenting and education; 2) Learn, teach, and use the “language of civility” embedded in the Constitution of the United States of America; and 3) Teach about, with, and through the media and their messages, and their effects on individuals and society. These three incipient modifications to the current state of our system of public education will empower wise, responsible citizens; providing a roadmap to the preservation of freedom and happiness.

Keywords: citizenship, critical thinking, public education
The Glass Half Full? An Opportunity Under Trump’s Administration to Review the Perennial Aims of Western Education

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Abstract
This paper examines the earliest and most enduring goals of Western education, and argues for their continuation in the current US administration’s proposed policies. As a US citizen living in Canada, the author brings a dual perspective to the philosophical values that were identified in antiquity and have since served as a compass throughout the ages. Discussion centers on values as related to the education that today’s teachers feel students need for the society that they will inhabit. In light of 21st century issues, relevant contributions of Socrates, Plato and Aristotle, possibly education’s most renowned pairings of teachers and students, are explored.

Keywords: philosophy of education, values, perennial aims of education, Plato, Aristotle
The Debate Between Nationalism and Global Justice Behind Trump’s Executive Order on Immigration

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Abstract
As reported on 27 January 2017, an “executive order signed by new President Donald Trump suspends the entire US refugee admissions system, already one of the most rigorous in the world, for 120 days. It also suspends the Syrian refugee program indefinitely, and bans entry to the US to people from seven majority-Muslim countries – Iran, Iraq, Libya, Somalia, Sudan, Syria and Yemen – for 90 days.” Trump said his goal was to improve background checks to make sure terrorists are not admitted inadvertently. The order has provoked strong repercussions and extensive discussion in the United States and the international community; some support this order, and some strongly oppose. The present author believes that, from the perspective of political philosophy, the debate on the order actually arises from disagreement over the contrasting value ideals of nationalism and global justice. So this paper will start from the theory of justice by political philosophy professor David Miller of Oxford University and discuss global justice in response to practical problems in the world today. The paper treats the following three aspects: As an ideology and a way of thinking about the world, nationalism explicitly declares that “national characteristics” is the dominant factor in the division of mankind, and that any person should belong to one nation and can only belong to one, which is the main focus of identity and loyalty. Nationalism is divided into “civic nationalism” and “ethnic nationalism”. By contrast, the ultimate unit of cosmopolitan concern is the person or individual rather than family, tribe, race community, nation or state. This view claims that the status of each person as the ultimate care unit is equal and this principle is applicable on a global scale. The nationalists criticize the theory of global justice on three points: the theory of global justice undermines national self-determination, national responsibility and national identity. This section will discuss issues including immigration, territorial rights and responsibility for the poor in the world. The author believes that global justice is in a better position intellectually compared to nationalism theory. Nationalism in fact depends on global justice to delineate proper moral limits, and the special obligations advocated by nationalists are subject to the constraints of general obligations (e.g. harm no nation). Therefore, when one takes sides with the members of his own nation against other nations, he should note whether there is damage to the members of other nations. The author does not mean to argue that nationalism should be considered in the context of full practice of global justice or that the author belittles nationalism. In fact, nationalism has intrinsic value and has made many contributions to the progress and development of human society. Therefore, nationalism should be dialectically unified with global justice.

Keywords: Trump’s order, nationalism, global justice