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Global Conference on Education and Research (GLOCER 2019)
May 21-24, 2019 Sarasota, Florida, USA

ISSN: 2572-6374

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Preface

Welcome, Hoşgeldiniz, Willkommen, Добро пожаловать, 歡迎光臨, Bienvenido, Καλώς Ορίσατε, Benvenuto, ようこそ, 환영합니다, وELCOME to the Global Conference on Education and Research (GLOCER) here at the University of South Florida Sarasota-Manatee, Florida, USA. The Association of North America Higher Education International (ANAHEI) is very honored and excited to host GLOCER 2019. This is the 18th conference that ANAHEI is organizing.

GLOCER 2019 received 175 abstracts/papers for the conference from 230+ authors. One hundred thirteen of these presentations are accepted to be presented at GLOCER 2019. GLOCER is a truly an interdisciplinary and global conference as we will host 180+ participants from 28 countries and from different fields of studies. We would like to thank each author for submitting their research papers to GLOCER 2019.

As GLOCER 2019 was a peer-reviewed, double blind review conference, we would like to thank each and every reviewer who ensured that the paper review process was a high quality and smooth. We would like to thank the ANAHEI awards committee for their hard work in selecting the recipients of this year’s ANAHEI award winners. We also would like to thank the best paper selection committee for their hard work in selecting the best paper recipients.

We would like to thank University of South Florida Sarasota-Manatee for hosting GLOCER 2019. Without their support, this conference would have not been possible. We would like to thank our sponsors for making this conference possible: Bradenton Area Convention Center, Holiday Inn Sarasota-Airport, USF College of Education, USF ResearchOne. Also, we would like to extend our gratitude to our keynote speaker, Dr. Benjamin Kutsyuruba; and panelists Dr. Marie Byrd, Dr. Alisha Braun, Dr. Lois Harmon, Dr. Wendy Ruchti, Dr. Joanne Healy, Dr. Gunce Malan-Rush, and Dr. Sanghoon Park. We would like to also thank Dr. Rab Nawaz Lodhi for conducting a workshop on Qualitative Data Analysis using NVivo Software.

We extend our gratitude also to our ANAHEI Conference Director, Dr. Muhittin Cavusoglu, for his great contributions to the success of the GLOCER Conference. We also thank Scientific Relations Coordinator, Ms. Luana Nanu, and thank Assistant Scientific Relations Coordinator, Ms. Entzu Chang. Moreover, we sincerely express our appreciation to all lecturers, supporting staff and students at the University of South Florida Sarasota-Manatee, Florida who have volunteered their time to make this Conference a success. We also thank all other volunteers.

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URL: https://scholarcommons.usf.edu/anaheipublishing/vol4/iss2019/1
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Assessment of Teacher Dispositions With the ETQ2: A Guided-Reflection and Rasch Model Analysis

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Adult Education
The Developmental Stages of Teachers: A Critical Analysis

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Abstract

The developmental stages of both pre- and in-service teachers are a long-standing interest for researchers. The related literature is replete in a variety of theories addressing pre/in-service teachers’ developmental stages (Fuller & Brown, 1975). This paper sets out to provide a detailed review of the stages which lead to teacher development. Although multiple theories have addressed the issue, they seem not to be completely successful in portraying the stages which end in teachers’ competence. To date, the proposed models have predominantly and inherently been hierarchical and linear suggesting that the stages evolve developmentally and linearly. In this way, the reoccurrence of the stages is unlikely. Conversely, Khoshnevisan (2017) posits that the developmental stages of preservice teachers are nonlinear and multilayer. In other words, a teacher may undergo different stages at different times. However, teachers can activate a layer to cater to their needs as the need arises. He further postulates that the model identifies five distinctly different stages. Accordingly, drawing on the model proposed by Khoshnevisan (2017) concerning the developmental stages for preservice teachers, we delineate the model, reiterate its strength, and finally extend the model to International Teaching Assistants (ITAs). To achieve the purpose, we explain how ITAs experience the same stages. We hope that the insights gained from this article can usher the academic path of preservice teachers, ITAs, and teacher educators.

Keywords: developmental stages of teachers, in-service teachers, preservice teachers, ITAs, teacher education

References


An Innovative One Year Teacher Education Degree

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Abstract

This presentation describes an innovative one-year teacher education degree designed for delivery at a mid-sized Canadian university. Teacher candidates in this program are preparing to teach in the intermediate/middle and high school areas across Canada and internationally. The impetus for this new degree came from reports coming in from the local school systems that teacher candidates were not being adequately prepared for the rigors of teaching a diverse student population in a school environment that was rapidly changing. The Faculty of Education at the local university set upon a sustained course of action whereby a new teacher preparation degree would be created. The goals of the new program were that it should be pedagogically sound, current with what new and future teachers would need to enable them to teach in the coming decades, be able to be delivered within one year and give the candidates opportunities for a multiplicity of both learning and teaching experiences. The overall concept was that the new degree would be a cohesive program rather than a collection of required courses. The new degree had a number of innovative components: (a) Candidates for the new program would be required to hold a degree in one of a number of teachable areas (mathematics, science, language arts, visual arts, theater arts, history, geography, physical education, religion, French) and have courses completed in a second teachable area; (b) Students would complete two methodology courses in their teachable areas; (c) Students would complete courses in Effective Teaching, Adolescence, Exceptionalities, Learning Difficulties, Student Evaluation and Assessment, Reading, Diversity & Social Justice and Professional Leading and Learning in the School Organization. The most innovative aspect of the new degree was to be a 12-month continuous course called Education 5000. This course would have several components: (a) Students would work with a single professor over the three terms of the course (12 months); (b) Students would complete a series of online readings and activities designed to enhance their teacher preparatory program in such areas as teacher identity, professionalism and the value of reflective practice; leading to a personal philosophy of teaching; (c) Students would participate in a series of Workshops that dealt with topics important to school life but might not normally be included in an academic program (Topics included Resume Writing, School Safety and Lock-Down Procedures, Aboriginal and First Nations Education, Gender and Sexuality Alliances, The Role of the Professional Teacher Organizations, Social Media and Digital Literacy, The Google Classroom); (d) Students would develop a comprehensive ePortfolio showcasing exemplary examples of their work and documentation of their journey to graduation as a certified teacher; (e) Students would participate in a culminating activity that would see them plan, organize and present at a professional quality Student Summer Conference on Educational Innovation. The most important aspect of the entire degree experience was the opportunity for the students to participate in two in-school internships as part of the new program. The first Introductory Internship was scheduled as a two-week block of mostly classroom observation/introductory teaching. This was scheduled very early in Term I. During this period the students communicated with their ED 5000 professor daily as they responded to a series of guiding questions related to the routine operations of a school and teacher-student interactions. The second Internship was more robust in that students spent the entire Term II of the program learning and teaching in a regular classroom under the guidance of a cooperating teacher. This proved to be the
most significant aspect of the entire degree experience. Again, students responded weekly to a series of guiding questions that dealt with ongoing teaching-learning issues. The ED 5000 professor was engaged with the students throughout their entire internship experience. During the internship students were evaluated by both their cooperating teachers and university personnel, who conducted classroom visitations in order to observe real time teaching. One of the strengths of the ED 5000 course was that a specific university professor would be responsible for both the university classes and workshops as well as the online component of the student experience during the Internships. As well, the professors visited most of the schools and met with both the students and cooperating teachers during the term of the Internship. This one year relationship proved to be an opportunity for exceptional bonding between the teacher candidates and the professors involved in ED 5000. The intent of this presentation is to draw on the expertise of the Conference participants to contribute to a discussion of what teacher education could or should look like in the coming decade.

**Keywords:** teacher education, Canadian university, ED 5000
Curriculum and Instruction Development
The Leader in Me: An Analysis of the Impact of Student Leadership on Science Performance

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Abstract

Statewide science assessment scores of more than 50 K-12 schools in Florida that implemented The Leader in Me, a student leadership development process, were examined. The results show that after three years of implementation, students scored statistically significantly higher on the state science assessment. Further examination of the multi-year data and related research reveal similarities (collaboration, problem-solving, and creative thinking) between best practices for effective science teaching and learning as articulated in the best practices for science classrooms embedded in the Next Generation Science Standards and the leadership components embedded in The Leader in Me. These similarities may provide insight into the value of student leadership development for improving science achievement. The findings also shed light on the influence of instructional practices of teachers on creating engaging and effective learning environments.

Keywords: science instruction, leadership development, whole school transformation, next generation science standards, organizational improvement
Examining Pre-Service Teachers’ Perceived Approaches to Teaching Evolution

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Abstract

The purpose of this study is to examine pre-service teachers’ perceived approaches to teaching evolution. The participants were 65 pre-service teachers in a teacher education program at a large urban public university in the Southwest United States. We developed the Approaches to Teaching Evolution Scale (ATES) to explore their teaching approaches. The ATES instrument was designed on a 5-point Likert type scale ranging from strongly disagree (1) to strongly agree (5). The instrument includes 30 questions which address two dimensions: teaching controversy and evolution content. The descriptive analysis revealed that approaches to teaching evolution apparently varied among pre-service teachers. For instance, although more than half of the pre-service teachers agreed or strongly agreed that they would not adopt the avoidant approaches, more than half of the teachers declared that they would focus only on students’ learning but not on their acceptance of it. As for addressing social controversy with regard to evolutionary theory in classroom settings, this study indicated that nearly half of the pre-service teachers seemed to prefer to discuss the controversy within the social context and from different vantage points as well. This study is a first attempt to develop a quantitative measure of approaches to teaching evolution. The ATES instrument could be useful in identifying teachers’ approaches to teaching evolution and provide a further understanding of their potential classroom implementations regarding evolution education.

Keywords: evolutionary theory, pre-service teachers, quantitative research, teaching approaches
Pre-Service Teachers’ Use of Academic Language Supports in English Language Development Instruction

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Abstract

This study examines lesson plans designed by twenty-five elementary pre-service teachers (PTs) to determine how they applied concepts and strategies from an English language development (ELD) course to support students’ literacy development. Findings revealed that PTs aligned their lessons to the ELD standards, implemented collaborative and meaningful learning tasks, and planned for students to use language domains in tandem. Additional findings revealed PTs’ abilities to emphasize explicit vocabulary instruction, which utilized linguistic scaffolds and targeted words and syntax instruction to promote language development. Since curricula varied among districts and schools, implementing these concepts and strategies is important for PTs in designing high quality ELD instruction. Despite limitations of a small sample size, this study is significant in how it captures PTs’ support of English Learners’ (ELs) academic language and literacy skills development.

**Keywords:** pre-service teachers, academic language, literacy development, English language development instruction, English Learners
The Making of Meaningful and Measurable Outcomes: Gather Credible Evidence of Student Learning

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Abstract

Learning outcomes and objectives are the first step in backwards design. As such they hold the primary spot in the course development process. Faculty engaged in course or program development face the prospect of a poorly designed course and less than meaningful learning experiences for students if they are ill-equipped to design meaningful and measurable outcomes. In addition, when outcomes and objectives are mandated by an institution and those outcomes are not meaningful and measurable, faculty can address this lack by designing module objectives that are meaningful and measurable. The process of developing learning outcomes that actively engage learners in a way that clearly describe what learners will learn and be able to do includes design principles to guide course authors.

Keywords: outcomes, student learning, course development
What Should the Objectives Be for an Effective “Introduction to Adolescent Education” Course?

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Abstract

Author seeks to discuss elements of an appropriate course to introduce university students to the field of Adolescent Education. Author created a course based upon adolescent psychology with the intention to connect said psychology to practice in the classroom: pedagogy and classroom management. Often such close and direct connections are not made for students to appreciate. Anecdotal evidence finds graduates often reluctant to use techniques which were not a part of their high school experiences due to a lack of meaningful understanding between theory (adolescent psychology) and practice.

Keywords: adolescent, young adult, education, adolescent psychology
Student Cognitive Style and Nonverbal Immediacy: Utilizing This Relationship to Increase Teacher Effectiveness

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Abstract

This study investigated undergraduate students’ assessment of their nonverbal immediacy behaviors as measured by the Nonverbal Immediacy Scale-Self Report and their perceptual and ordering qualities as measured by the Gregorc Style Delineator. In addition, the study investigated the relationship between the immediacy behaviors and cognitive style and the demographic information of age, gender, and major. The data were analyzed using a multiple regression stepwise procedure. Results of the analysis indicated that there is a relationship between the level of student immediacy and cognitive styles. Students with a low level of nonverbal immediacy have a higher preference for sequential ordering. The findings of this study indicate that as teachers observe the level of students’ nonverbal immediacy in the classroom they can be more aware of the variety of cognitive styles and the need to use a combination of teaching methods to engage all students. The use of various methods of teaching is critical to student engagement and to the creation of an active learning environment.

Keywords: immediacy, active learning, learning styles, nonverbal communication
Challenges for the Teaching Profession: A Necessary Re-Valuation

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Abstract

This paper has been developed from the Project “Teacher’s Identity: Re-valuing the Professional Work” (Code 0204-15) which is being carried out at the Basic Education Division of Universidad Nacional, Costa Rica. The study addresses several challenges to the teaching profession in Costa Rica, a Central American country where, as in other countries in the region, the teaching profession is currently undergoing a social devaluation. The proposal is drawn from a qualitative study that used interviews as its research technique. Sixteen teachers in cycles I and II of Basic General Education (Elementary School), who work at various public schools in the Province of Heredia, were interviewed. On this basis, an interpretive analysis is made of the responses given by the teachers concerning the challenges they face in the light of the lack of social recognition for their profession. Generally speaking, the results reveal a panorama of professional discouragement, although satisfaction is expressed when they refer to emotional and human aspects that, to some extent, reward them for their efforts. The study calls for a re-valuation of the teaching profession in the current social context of Costa Rica.

Keywords: professional identity, social recognition, elementary school
Global Competence and Learning Standards: Designing Engaging Units That Incorporate Both

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Abstract

This article explores the notion of integrating global competence into student learning. An analysis of the relationship between learning standards and the tenets of global competence is presented. Not only is there a correspondence between learning standards and the underpinning elements of global competence, but global competence enhances the fundamental aspects of learning standards. The constituent parts of a global lesson, four domains and four quality components are defined. The process of creating a fifth grade language arts unit that originates with learning standards and incorporates global competence is delineated. However, the process and notion of creating global units that are grounded with learning standards is applicable to all grade levels.

Keywords: curriculum, student learning, competence
Perceptions of Clinical Experience: View of Students, Staff, House Officers and Faculty in Veterinary Medicine Clinical Education

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Abstract

Clinical education is vital to veterinary medical students’ due to it being the main source of experiential learning before the emerging veterinarians enter independent practice. Occurring at or near the final year of a 4-year training program, clinical experiences provide the emerging veterinarians with developmental opportunities that are vital to their competency as soon-to-be professionals. Within the teaching hospital environment, students receive instruction from staff, interns, house officers (residents), and faculty. However, little is known about the value students and teaching staff place on the various ways that instruction happens in the clinics, how frequently the different forms of instruction occur, and under whose tutelage instruction happens. There is some evidence that medical students receive a considerable amount of their training from house officers (Tremonti & Biddle, 1982). Invitations to complete a survey were sent to approximately 110 graduating students, 110 rising fourth year veterinarian students, 110 rising third year veterinarian students, and all interns, house officers, veterinary technicians and veterinarian clinical faculty. The 22-item survey was created to evaluate the value and frequency of typical instructional experiences students would have while on clinical rotations and with whom they encountered the experience. Graduating students were asked to respond to the following three questions regarding the 22 experiences: (a) what value did the following educational experiences have as preparation for your career (none, a little, some, a fair amount, a great deal), (b) how often did you have this experience during your clinical training (very infrequently, infrequently, somewhat, quite frequently, all the time), and (c) who did you primarily interact with during this experience while in clinical training (vet tech, intern, resident, faculty). Rising 3rd and 4th year students had not yet undergone clinical rotations so the questions were reformatted to capture their perceived expectations of how valuable, how frequent and with whom they thought they would encounter the experiences. The questions house officers, veterinary technicians and faculty answered were also reformatted to capture their perceived expectations of what was valuable to the students, how frequently the students should be encountering the experience and with whom they should be experiencing it. The experiences ranged from observing professionals interacting with clients or performing procedures to completing quizzes as part of the clinical rotation requirements. Data included responses from 41 graduating students, 34 rising 3rd and 4th year students, 10 house officers, 21 veterinary technicians, and 35 faculty pertaining to their perceptions of clinical experiences. Data revealed misalignment between graduating and rising 3rd and 4th year students’ perceptions of the educational value and frequency of clinical experiences. There was also misalignment among house officers, veterinary technicians and faculty perceptions of the educational value and frequency of clinical experiences, and misalignment in the perceptions of the educational value and frequency of clinical experiences between students and the teaching staff. An example of misalignment occurred with regard to the value of experiences in which the primary responsibility in the decision-making regarding patient care is given to the students. A large percentage of rising 3rd and 4th years students and graduating students perceived this experience as valuable while a low percentage of house officers, veterinary technicians and faculty perceived this experience valuable. It is understandable that students want to practice independent thinking as one day they will be expected to do so as practitioners. The best way to exercise this type of thinking is by doing it. Motivation to think in this manner is also a strong factor. Motivation theories such as Murray’s “need to achieve theory” (Mcclintic, Snyder, &
Brown, 2018), value the importance of learner autonomy and fostering students’ intrinsic desires to achieve. In an observational study conducted by Watling, Ladonna, Lingard, Voyer, and Hatala (2016) a student said, “You have to feel the stress to learn things or look up things that you maybe wouldn’t have if you just knew somebody who already knew the answer…is standing beside you.” While graduating and rising 3rd and 4th year students believed this to be valuable they, as well as the house officers, veterinary technicians and faculty agreed that the frequency of these experiences was low. Data showed that some experiences perceived to be valuable by rising 3rd and 4th year students, graduating students, house officers, veterinary technicians and faculty had a low level of occurrence. Clinical experience in which students are supervised while personally performing procedures was highly valued by all parties, but all parties agreed that this learning activity occurred infrequently. The data suggests that students perceive they spend more time observing the residents and faculty than they do practicing and learning with supervision. If the goal of clinical rotations is for the student to learn through experiential learning then at some point it is vital for the student to do so; they should experience the learning opportunity for themselves first with observation from teaching staff and then independently with supervision. The data collected pertaining to who the student primarily interacts with during the instructional experiences revealed that there is inconsistency between the teaching staff’s expectation of who should be facilitating the experiences. This can be concerning because students might not be gaining fully from the experiences due to a lack of intentionality from vital members of the teaching staff. Fourteen out of the twenty-two experiences favored residents as the primary actors, showing that residents are vital to the development of students. This is consistent with information from medical students who also view residents as their most important teachers during clerkship rotations (Rencic, 2009). Faculty were the second most noted as the primary instructor. Veterinary technicians may not be fully utilized as educational staff. Although the current structure of clinical rotations is producing students who are capable of passing the North American Veterinary Licensing Examination (NAVLE), the misalignments seen in this data may indicate that time spent in clinical rotations might not be providing the types of opportunities that are valued by all. Attention should be given to providing students more opportunities to have hands on experiential learning in addition to observing the teaching staff perform the task. In the fast-paced environment that may be present in a clinic it is easy for faculty and residents to overlook opportunities for students to act as the primary facilitator and decision-maker within the case. Consideration of how best to utilize the teaching staff for the various instructional opportunities could help to round out the experience more for students, demonstrate the critical skill of a team approach to veterinary medicine, and provide professional development opportunities for teaching and clinical staff in the veterinary clinics.

**Keywords:** clinical rotation structure, value, frequency, educational experience

**References**


Using Self-Disclosure in Teaching: An International Doctoral Student’s Teaching Experiences in the United States

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Abstract

Communication plays a crucial role between teachers and students in the classroom. "Good communication is essential for good teaching" (Punyanunt-Carter, 2006, p. 3). Communication is regarded as a part of the teaching process (McCroskey & Richmond, 1983). When communication occurs in the classroom, it can be attributed to various purposes, such as to better understand each other in terms of relationship or to enhance the comprehension of the course content. One way for an instructor to communicate with students is through self-disclosure. Self-disclosure means that a person reveals information related to self to another person. When self-disclosure is applied to the instructional setting, it means “the information disclosed by teachers about themselves while teaching … [and it] may be relevant or irrelevant to teaching materials for different purposes” (Zhang, 2007, p. 8). The intent of this study is to examine the relevance of the use of self-disclosure by international doctoral students in the U.S. classroom. The focus of this study centers on how international doctoral students use teacher self-disclosure as an instructional tool to help them (a) increase teacher credibility, (b) improve the clarity of the instruction, (c) motivate students' participation and enhance learning and, (d) better improve student-teacher relationship. The purpose of this study is to explore international doctoral students’ self-disclosure in the U.S. undergraduate classrooms, the following questions emerge: 1) What topics do international doctoral students disclose about themselves in their classroom? 2) What are the purposes for international doctoral students to self-disclose these topics for their students? 3) How often do international doctoral students self-disclose? 4) How effective is international doctoral students’ self-disclosure in terms of teaching based on teachers’ perception? To look at the development of relationship between teachers and students, social penetration theory is selected. Grounded by Altman and Taylor (1987), social penetration theory indicates that the relationship between individuals develops gradually in relation to closeness. It describes that the relationship between two individuals is built in a gradual and incremental process. Notably, the onion analogy is used to describe this developmental process which is like peeling back a multi-layered onion from the outer layer, the intermediate layer, and to the core layer. In order to participate in the investigation of teacher self-disclosure in the U.S. classroom, the participant needed to meet two criteria particularly. The first criterion was that the participant had to be a doctoral student in the field of education. Second, the participant needed to be a non-native speaker of English who has taught or is teaching an undergraduate class in the United States. In this study, an international graduate assistant who was in his third year of the doctoral program was selected. The major aspect of the study is a set of interviews with an international doctoral student in teacher education. The purpose was to ask about his teaching experiences at a U.S. university while he was studying in the doctoral program. The study examined his teaching experiences using transcripts from oral administration of the questionnaire in which he answered about his teaching experiences related to teacher self-disclosure in the U.S. classroom and the influence of teacher self-disclosure to students' academic progress. The research plan consisted of one survey, which was administered as an oral interview, in which the participant was asked about his teaching experiences at an undergraduate-level course in the United States. The interview consisted of three parts which included background
information, teaching experiences of self-disclosure and evaluation feedback from students. This study is significant for foreign-born, non-native college instructors and international doctoral students specifically, because it will provide some details about the effectiveness of using teacher self-disclosure inside the classroom. The study has the potential of exploring how it is effective to use teacher self-disclosure for students’ learning. Moreover, the study will provide some suggestions for teachers to use appropriate self-disclosure (i.e. in terms of the topics, purposes and timing) in order to produce a positive and an interactive learning environment. In addition, this study explores non-native teacher self-disclosure which has not been investigated. This might provide a general picture of whether non-native teacher self-disclosure differs from the standard teacher self-disclosure and assist non-native college or university teachers in better understanding the practice of self-disclosure in the classroom.

**Keywords:** teacher self-disclosure, international doctoral students, social penetration theory

**References**


Story Theater of “New Pinocchio” in Chinese Language Learning – An Action Research

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Abstract

The beginning of the 21st century has seen an explosion of interest in learning Modern Standard Chinese at both college levels and secondary-school levels of education in the U.S.A. inclusive survey study showed by the Modern Language Association (MLA) demonstrates that Chinese language enrolments in U.S. organizations of higher education improved dramatically by 51% from 2002 to 2006 (Furman et al., 2007). According to Li Ding-Yong (2010) research survey, regularly students choose to study Chinese language after class or weekends because Chinese courses do not count for credits. Compare with Chinese school and states school, the education system from Chinese school are lacking. The prevalence of learning Chinese in the United States is very popular with the learning Chinese language throughout the world. This atmosphere is very encouraging for children in Chinese schools and improves their learning motivation. The purpose of this study are threefold: 1. To create an opportunity for the research team to understand overseas Chinese teaching education and share this understanding with Taiwanese educators and then use research results to improve the team's own learning. 2. Integrate the experimental materials of the Chinese language curriculum through innovative drama teaching with the Chinese language teachers and students at the Buddha’s Light Private School in Texas, USA. 3. Integrate listening, speaking, and reading abilities using innovative Drama teaching. The research is an Action research. Action research is employed to discover the result of the research. This research method is considered valid because it is a cyclical, continuous process focusing on the self-reflection of the researcher. McLean (1995) defined the process as a systematic evaluation of certain educational decisions which help to reach a maximum outcome of such practice. In addition, action research involves four basic procedures of planning, acting, observing and reflecting:

1. Planning: to develop a flexible plan of critical informed action based on the current situation.
2. Acting: to implement the plan.
3. Observing: to observe the effects of implementation.
4. Reflecting: to reflect on the effects observed as a basis for a revised plan. (Kemmis & McTaggart, 1988).

Participants in this action research are children who enroll in summer Chinese class at the Buddha’s Light Private School in Texas, two Chinese language teachers and one English teacher and six research teams. A total of 25 children in the summer Chinese class at the Buddha’s Light Private School in Texas, USA, aged between 5 and 12 years old, most of whom are Chinese-speaking children whose primary language is English, and the second language is Chinese. In addition, the Chinese teachers are native Chinese speaker and English as a second language. Moreover, the research team of six people are from Taiwan and all of researcher are familiar with early childhood education curriculum development and teacher training. Based on the formative assessment of the research, we changed the activities of Chinese language teaching and the teaching materials. The sources of evaluation included interviews with Chinese language teachers,
interviews with children, classroom observations, and children's homework. The interviews include formal and non-formal parties, and some non-formal talks will take place during the break of the course. In the fifth week, we made a formal group meeting and completed an action plan performance. The research team found that group meeting was more effective than individuals, and the information was more abundant than individual talking. It helps the research team understand the behavior of the participants and clarify the reasons and context (Seidman, 1991). The interview is a process of exploration for teachers and students to help children perceive their own learning. The researchers conducted a total of six weeks of observations every day, taking notes and recording and filming.

The ADDIE model is used in the research design of the Buddha’s Light Private School Chinese language curriculum in the United States as follows:

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<td>Consider Chinese teaching time and situational constraints</td>
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<td>(Design)</td>
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<td>Provide local student guidance and support and understand the factors that influence the course</td>
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When the research team designed the teaching method and curriculum, the reaction of the children was quite different from our expectations. The study found that effective Chinese teaching method in the United States are not necessarily effective in Chinese teaching in Taiwan because we neglect that the children's background may not be from a Chinese-speaking family, so the child's reaction is not the same as that of Taiwanese children because of language barriers. Therefore, the results of the innovative drama teaching performance are not too long, and the content of the story should be streamlined and adjusted to the content that young children can understand. In addition, for older children, the content of the story is not too complicated, and they need more time to think about the whole story. Finally, the research team hopes that children in Buddha’s Light Private School can using the innovation drama to make children interest with learning Chinese. Therefore, it is constantly being revised in the design of the summer Chinese language course of the Buddha’s Light Private School in Texas, USA.

**Keywords:** Chinese language, action research, innovation, drama teaching

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Education in Other Specialties
How Do the US and International Master Students Explore Their Career?

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Abstract
The purpose of this qualitative study was to explore the experiences of four US and international master-level student’s career decision making processes. The study was framed using a social cognitive career self-management model, career-life span, and self-authorship. The findings show students’ self-efficacy beliefs are stronger at graduate level than when they were in undergraduate level to explore career horizon, regardless of gender, age, nationality, and majors. Faculty and mentor interactions play a key contextual support role for students to identify their career goals and job search behaviors as well as professional networking. Family support indirectly influences on either the US or non-US students’ career decision. Local cultural insights have effects on US students’ job landing expectations, while international students face with more challenging contexts to an international career. Students’ self-efficacy directly influence their career exploration goals and adaptive career behaviors such as job applications and director-level-jobs as their outcome expectations. International students pay attention to new software self-learning, while US students prioritize networking for their career preparedness. Implications for institutions to support student’s career development are discussed.

Keywords: graduate students, self-efficacy, social cognitive career theory, career self-management, vocational theory, self-authorship
The Influences of Age Stereotype on Self-Perceived Health Among Elderly People in Taiwan Sample

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Abstract

As we know, Aging influence individuals a lot. Elderly people around might be suffering due to the age stereotype threat that bring underperformance, and negatively affected their self-perceived or actual health. The influence of the age stereotypes should be concerned; thus, this experiment was conducted to aim at testing the relationship between age stereotypes and self-perceived health. In main experiment, participants undergo age stereotype threat should appear with the poorer self-perceived health compared. A 2 (age level: young old vs middle old) x 2 (age stereotype threat: control group vs threat group) two-way completely between-participant design was conducted (n=15 in each cell; N=60). By using the SF-36 Survey, the results of experiment have found that: young old participant self-perceived healthier rather than the middle ones on the Self-Assessment-Health-Score (SAHS) and Physical-Condition-Score (PCS). Importantly, participant in the threat group seems to underestimated their own health rather than the ones in control group. More details and discuss are in this research article.

Keywords: age stereotype, elderly, self-perceived health, SF-36 survey
Internal Control Training of Managers to Reduce Occupational Fraud Risks

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Abstract

According to the 2018 “Report to the Nations” on Global Study on Occupational Fraud and Abuse published by the Association of Certified Fraud Examiners (ACFE) highlighted the tremendous impact of occupational fraud. According to this report, a typical organization loses about 5% of its annual revenue each year due to employee fraud. The report states that the median loss was $150,000, with 23.2% of cases causing losses of $1 million or more. Asset misappropriation was by far the most common form of occupational fraud, occurring in more than 83% of cases, but causing the smallest median loss of $125,000. Financial statement fraud was on the other end of the spectrum, occurring in less than 10% of cases but causing a median loss of $975,000. Corruption cases fell in the middle, with 35.4% of cases and a median loss of $200,000. The longer a fraud lasted, the greater the financial damage it caused. While the median duration of the frauds was 18 months, the losses rose as the duration increased. At the extreme end, those schemes that lasted more than five years caused a median loss of $850,000. In 94.5% of the cases in the report, the perpetrator took some efforts to conceal the fraud. The most common concealment methods were creating and altering physical documents. The most common detection method in our study was tips (39.1% of cases), but organizations that had reporting hotlines were much more likely to detect fraud through tips than organizations without hotlines (47.3% compared to 28.2%, respectively) (ACFE, 2018). The ACFE reports indicate that: (a) Employees pose the greatest fraud threat in the current economy, (b) Layoffs are affecting organizations’ internal control systems, and (c) Fraud levels are expected to continue rising. The ACFE reports reveals that organizations should have a plan in place as preventing fraud is much easier than recovering the losses after a fraud has been committed. With the implementation of effective internal controls, business leaders can reduce occupational fraud and avoid financial losses (Roden, Cox, & Kim, 2016). However, it was stated that many organizations have minimal strategies to establish an effective internal control system to reduce employee fraud (Hess & Cottrell, 2016). In any organization, corporate boards, managers or owners are responsible for the effectiveness of internal control and fraud risk management. Therefore, one of the strategies preventing the fraud is to train of managers who control the financial transactions of business and supervise the frontline employees. This study focuses on the methods and subjects of managers training about internal controls.

Keywords: internal control, fraud prevention, training, managers

References

ACFE (Association of Certified Fraud Examiner) Report to the Nations, from: https://www.acfe.com/
Training of Accounting Professionals in the Era of Globalization in Turkey

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Abstract

With the era of globalization, companies involved in international trade and investing in international money markets needed convenient and comparable accounting information to analyze local markets to minimize their risks. Understanding what financial statements produced under local regulations meant for them become ultimately important. As a result, accounting organizations responded to the needs of investors by creating new accounting and auditing standards. The respond of accounting organizations to the globalization was to develop International Financial Reporting Standards (IFRS) which many of the standards replaced the rules of Generally Accepted Accounting Principles (GAAP). IFRS represents globally accepted accounting standards which aimed to enhance the comparability of financial reporting across nations. Turkey has been one of the first countries responded to these changes and adopted the IFRS in 2005 for the publicly open companies. Later in 2010 when the new Turkish Commercial Code came into effect, all firms whether they were listed or unlisted, were obliged to comply with the Turkish Accounting Standards and Turkish Financial Reporting Standards (TAS/TFRS) published by the Turkish Accounting Standards Board (TASB) (Karapinar, Zaif & Torun, 2012). Adapting IFRS, as a result of globalization brought many changes not only in the preparation of financial reporting, but also in accounting education. Kargın and Aktaş’s study (2012) stated that accountants today must be trained according to the changing world of the accounting and accounting education should assist new graduates to be successful in their future careers. The major organization in Turkey involving with the training and certification of accounting professionals or candidates is the Union Chambers of Certified Public Accountants and Sworn-in Certified Public Accountants of Turkey (TURMOB). The TURMOB is the national professional body with the sole authority to certify professional accountants since its inception in 1989. There are two different certifications as Certified Public Accountant (CPA) and Sworn-in Certified Public Accountant (SCPA). In order to be certified for CPA, candidates must successfully complete their practical trainings and pass an examination from seven different topics. In order to be certified with SCPA, the candidate must have a 10 years of CPA experience and pass proficiency examinations from eight different subjects. Candidates for CPA examinations are required to hold a bachelor’s degree in law, economics, and management and complete a serious of final examinations to be awarded with certification. Certified Public Accountants (CPA): Candidates would like to be certified with CPA must be a graduate of a university and have a B.A. degree in economics, law or management and be successful in the proficiency examinations conducted by TURMOB after they have successfully completed their practical training lasting two years with and under the supervision of a CPA or swornin CPA, to be awarded a license for "certified public accountancy" (Toraman and Guvemli, 2007). The proficiency examinations conducted by TURMOB comprises the following subjects: financial accounting, financial statements analysis, cost accounting, accounting auditing, tax legislation, law, company law, the professional law of accounting, and capital markets law. Sworn-In Certified Public Accountants
(SCPAs): SCPAs must have at least 10 years of work experience as CPA and be successful in the proficiency examinations conducted by TURMOB. SCPAs are authorized to approve financial and tax statements with an authority quite comparable with what is possessed by the public officials of the Revenues Directorate of the Ministry of Finance (Toraman and Guvemli, 2007). As part of the continuous education TORMOB organizes various workshops, seminars, meeting panels, symposiums, and congress for accounting professionals and academics. Continuous education is a process which provides to continue professional productivity and efficiency.

**Keywords:** globalization, accounting, accounting education, training, CPA.

**References**


Communication and interaction network that starts to take shape as of the individual’s birth continues to develop in due course with the addition of social environment apart from family. One of the conditions for individual’s adaptation to social pattern in question is that s/he can develop behaviors suitable to the environment in which s/he grows and lives. This adaptation process shows the individual’s need of maintaining his/her life as a social being and refers to the importance of socialization in human life. Also, in this process the individual goes through experiences like expressing his/her emotions and thoughts correctly and at the right time, understanding the people around him/her correctly and exhibiting constructive and suitable behaviors in relations with them, making effective and pursuant decisions, receiving approval from others. All these experiences show up as various skills that a person as a social being develops in favor of expectation of a happy and healthy life and being in compliance with his/her environment. Social skills include various behaviors concerning social intelligence. Social intelligence is related with emotional intelligence and multiple intelligences in literature. Social intelligence can be defined as the sub-dimension of emotional intelligence. According to Goleman, social intelligence is composed of empathy and social skills that are accepted as sub-dimensions of emotional intelligence (as cited in Bacanlı). In the Social Skills Inventory developed by Riggio (1999), the structures forming the social skills are defined in 6 sub-dimensions. These dimensions express the skills in two main areas. Accordingly, emotional areas express non-verbal communication skills that are used by individual by internalizing; and social areas express behaviors involving verbal communication skills. In addition to that, balance of the following sub-dimensions is important in terms of effectiveness of social communication (Riggio, 1986; Riggio et al., 1990): Emotional Expressivity, Emotional Sensitivity, Emotional Control, Social Expressivity, Social Sensitivity and Social Control. Akelaitis (2018:22) stated that in many studies positive social skills are learned through observation and verbal behavior. And this points out to Social Cognitive Theory in which observational learning, imitation and modeling stand out. Social cognitive theory takes interactions between behavioral, social and environmental factors as base, by pointing to learning from social environment through watching and modeling. Various researches show that students who do not have social emotional skills on an enough level have difficulty in or outside school, in surroundings in which they live in comparison to students who have higher social skills. It is seen that these students have difficulty in learning, and are at more risk in situations like being prone to crime, violence, absence from school, and dropping out (Bradley et al., 2008; Colman et al., 2009). On the other hand, it is seen that students who have higher social emotional skills have better academic performance (Rivers et al., 2012), work up better relations (Lopes et al., 2004), are more effective at problem solving skills (Reis et al., 2007), and maladaptive behaviors are rare in these students (Brackett et al., 2004). Music education is an area that includes all of the individual, social, and cultural interactions. In this respect, it can be said that music education has a close connection with social skills. Ucan (2005b:24-30) states that social functions of music education are establishing bonds between people, providing emotion-thought-impression trading, joining group studies-being a group member-earning social trust within the group, strengthening collaboration-cooperation-
alignment and sharing. When literature is reviewed in this context, it is possible to encounter many researches about music education and cognitive skills. It is seen that music education has a positive relation with speech perception, other language skills (reading, vocabulary knowledge, spelling, learning a second language), and skills in various areas including visual-spatial ones, and more general ones (memory, management, intelligence and academic success) (Schellenberg, 2013:500-506). In their study on relationship between music education and social skills, Rittblat et al. (2013:257) state that music education contributes widely to the development of social and emotional skills of children in the process of readiness for school. One of the main factors in the assessment of school readiness is whether the social skills are sufficiently developed and the level of readiness in this matter. Also, it is stated that music education influences the learning approach of student, and increases the interest about acquiring new skills. In the studies, Music Education with a Group and Social Skills of Children, by Schellenberg, Corrigal, Dys and Malti (2015), social skill levels of 3rd and 4th grade students who join the experiment and control groups are examined. In this 10-month program, “ukulele teaching in classroom” in which students conveyed their knowledge to other friends in a collusive way was carried in experiment group. Control group continued to their school classes. According to this, after the completion of program, important differences arose between social skill levels of control and experiment groups. A significant increase was observed in the social skill levels of the experiment group who received expanded music education. In the socialization process, activities about music both in and out school help the formation of various behaviors and skills that requires belonging to a certain group, feeling as a part of the group and doing an activity with the group, also planning a work with the group or as a part of the group, then maintaining and concluding it, and complying to these processes. It is known that music contributes significantly to the social-cognitive development of the individual. It is assumed that the social skills of individuals engaged in music will differ from those who do not deal with music in their adolescent years which are the most complex of the years of development and where socialization is more important than ever. In the research, it is tried to be answered that to what extent relationship of adolescence students with music influences their social skill manners. In the study, personal information form is used as data collection tool; and in this form, there are questions about the participant like gender, grade, educational status of parents, family’s level of income, status of participating to social activities and relationship with music. As the assessment tool, 90-item social skills inventory that was developed by Riggio (1986) and adapted to Turkish by Yüksel (1997) is used. This descriptive study has a qualitative research model for making situation determination. Data were interpreted by subjecting it to statistical analysis. The data were obtained from 347 high school students from different school types in Selçuk, Izmir, Turkey. These types of schools consist of Anatolian High School, Vocational High School and Regular High School. In order to examine the differences between the age groups, the students from the first grade to the last year of high school were studied. In the analysis of data, frequency, average, percentage, Independent Samples T and Correlation test will be done.

**Keywords:** social skill, music education, adolescents.

**References**


Leadership Development of Military Officers as Leadership Coaches

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Abstract

The U.S. Air Force committed to a new leadership development program for future leaders of USAF Squadrons. Part of the leadership development of the military officers and civilians as faculty involved leadership coach training. This study uses instructor interviews and students’ end-of-course surveys (n=441) to assess coaching training methods, understand challenges, and provide recommendations for program improvements and continued success.

In 2018, the RAND Corporation published “Improving the Effectiveness of Air Force Squadron Commanders” based on the US Air Force Chief of Staff’s guidance. The publication energized the Air Force Strategic Integration Group to oversee developing a pathway to achieve the leadership development initiatives. One of the outcomes was the creation of the Leader Development Course for Squadron Command or LDC-SC. The LDC-SC is an 8-day intensive course of lectures, seminars, and experiential events that build the human domain for students in week one and then offer multiple opportunities to apply the knowledge in squadron like events in week two. The course culminates in a capstone experience involving augmented reality scenarios. The overall course objective is to “Improve leader development of officers and civilians approaching command selection in order to sharpen and focus human domain leadership skills to achieve mission success through high-performing teams” (LDC-SC Smart Card, 2019). Building and training the right team, choosing course content, and delivery methods of content were all key factors toward defining success in meeting student outcomes. Outcomes are measured through end-of-course surveys along with post-course follow-up surveys with graduates and their supervisors. The responses from 124 students in the first two courses indicate that the program is meaningful and valuable on many levels: 92% of students agreed to strongly agreed that the course met or exceeded their expectations; 96% of students agreed to strongly agreed that the course content would be useful in preparing them for squadron command. In sifting through the 124 survey responses, students seemed to indicate that coaching made an impact on their development in the course (84% agreed to strongly agreed) and that being involved in the one coaching session gave them an understanding of a model to use when they return back home. Student testimonials included “Coaching was fantastic”, “Coaching gave me a path to develop myself and my unit”, and “I better understand the importance of active listening and powerful questions.” However, there was a desire by some students to want more of a mentoring session vs. a coaching session. During informal discussions with military instructors, this draw toward expert advice was also felt as they seemed to want to meet the request for sharing their past experiences as a military leader of an USAF Squadron.

The USAF is committed to continuing the LDC-SC for the next three years. One of the responsibilities of the current cadre is to look at ways to improve the overall program, particularly the lessons learned in training current faculty as the new faculty developmental program begins in summer of 2019. The development of faculty as leadership coaches and the understanding on how their previous expertise as squadron commanders and experienced leaders can aid them in mentoring and coaching seems important. Hence, the two guiding questions to assess coaching
training methods, understand challenges, and provide recommendations for program improvements and continued success are:

1. What are the key components of a coaching program for the leadership development of the LDC-SC faculty.
2. How should the military officers and civilian instructors as LDC-SC faculty be trained to effectively coach students who are expected to lead USAF Squadrons?

“In order to build a stronger squadron, the Air Force must empower squadron commanders such that their Airmen look to them as actual leaders, rather than middle-management” (Eagles Think Tank White Paper, 2018). Professional leadership coaching can help fill the need to empower military officers to strengthen their own leadership development as leadership coaching is powerful in developing others and “particularly powerful when used to amplify other learning experiences (Velsor, McCauley, & Ruderman, 2010). Linking leader development of instructors and program content to student outcomes are challenges for any leadership development program due to resources, time, and difficulty in assessing causation (Velsor, McCauley, & Ruderman, 2010). The challenges can escalate when there is a need for the training before a full instructor training program is completed. There is real tension between getting instructors trained to certain level before the start of leadership development programs. There is always a concern on how much and what type of training is enough to ensure that instructors are ready to deliver the program content and ensure that students outcomes are met. Or, put another way, determining the key components of a coaching program for the leadership development of faculty and how they should be trained are key questions to answer for both current and future faculty.

To answer these questions and concerns, a four-part framework will be used that includes identity theory (Allen & Meyer, 1996; Ashforth & Mael, 1989; Burke & Stets, 2009; Erickson, 1951, 1958; Oyserman, Elmore & Smith, 2012; Leary & Tangney, 2012), an established CCL Coaching Framework (Center for Creative Leadership, 2004; Riddle, 2008; Ting and Har, 2004; Ting and Scisco, 2006), a new relational component in the taxonomy of educational objectives, and reliance on mentoring and consulting to support coaching (Bluckert, 2006; Gladis, 2017; Iliffe-Wood, 2014; Rogers, 2004, Silsbee, 2008, 2010; Western, 2012). The framework will inform how the two research questions are answered.

As a starting point, the identity of the military leader is important for the foundation of the study. Identity theory stems from Erickson (1951, 1958) and is comprised of how individuals make sense of self via social constructs (Oyserman, Elmore & Smith, 2012; Burke & Stets, 2009) as well as culture, friends, and family (Leary & Tangney, 2012). In general, the concepts of “self and identity are social products in at least three ways: 1) people create themselves in terms of what is relevant in their time and place, 2) being a self requires others who endorse and enforce one’s selfhood, who scaffold a sense that one’s self matters and that one’s efforts can produce results, and 3) the aspects of one’s self and identity that matter in the moment are determined by what is relevant in the moment” (Oyserman, Elmore & Smith, 2012, p. 76). At any given moment in how one constructs self and identity is determined by what is occurring around and how others and organizations influence time, place, and moment (Allen & Meyer, 1996; Ashforth & Mael, 1989). Regarding the instructors in LDC-SC, their identity as a military leader who is a previous successful Squadron Commander is critical to the overall identity as a coach. The military instructor who is training to become a coach for students who are to be future Squadron Commanders bridges the areas of overlap between coaching, mentoring, and consulting. Consequently, the instructor could feel a tension between relationship with self, the relationship
with the student and the relationship in the coaching context in terms of the military instructor wanting to provide advice and expertise rather than being a coach in the moment. It is these relational tensions that seems to be at the heart of the leadership development of military officers as coaches in their roles as instructors.

The training of professional coaches generally consists of understanding psychological dimensions, mindfulness, distinguishing between related professional areas (e.g., therapy, counseling, mentoring, consulting, etc.), powerful questioning, active listening, establishing relationships, levels of awareness/analysis, roles and voices of a coach, client engagement and client logs, ethics and confidentiality of coaching (Bluckert, 2006; Gladis, 2017; Iliffe-Wood, 2014; Rogers, 2004, Silsbee, 2008, 2010; Western, 2012). Yet, coaching in the military seems to be different that traditional coaching, especially when the coach is a military officer and former Squadron Commander. Hence, developing a coaching theory that both describes and explains coaching in the military by experienced former commanders requires a new meta-theory with specific micro practices (Western, 2012) that addresses the uniqueness of coaching in the military and embraces the experienced “commander” type of voice that is present in the military, and is an addition to the seven traditionally recognized voices of coaches that include guide, teacher, contractor, reflector, investigator, partner, and master (Silsbee, 2008).

This study will use thematic coding from semi-structured interviews of 11 instructors and the results from students’ end-of-course surveys (n=441) over eight courses of the Leader Development Course for Squadron Command to assess coaching training methods, understand challenges, and provide recommendations for program improvements and continued success. The results, findings, and outcomes will be provided after the study is completed in June of 2019, but implications can already be identified. The impact of this study will provide a framework of key components of a coaching program for the leadership development of the faculty of the LDC-SC as well as inform how to train military officers and civilian instructors as faculty of LDC-SC. The research will help assess coaching training methods, understand challenges, and provide recommendations for program improvements and continued success.

Keywords: leadership, development, military, officers, coaching, coaches

References

The Implementation of the Common Core English Language Arts Standards and Teacher Leadership at the Core of the Debate

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Abstract

Failure of school reform is not in the ideas but in the implementation of the ideas (Fullan, 2016; Hess & McShane, 2013; Jerald, 2008). Teachers’ implementation of change can be affected by a range of variables in a school setting (Durlak & DuPre, 2008). Harn et al. (2013) argue that interventions should be flexible so that implementation can be carried out with fidelity in various contexts. He emphasized teachers’ instructional philosophies, leadership, and teacher experience as circumstantial factors that can affect the level of fidelity. Without research examining fidelity of implementation, it is difficult to give a viable assessment of its contribution to outcomes (Carroll et al., 2007). Despite its importance, research on fidelity of implementation at the K-12 level has been, to date, limited (Cook & Dobson, 1982; National Research Council [NRC], 2004). Some leadership approaches are more effective in driving changes such as the implementation of the Common Core State standards. The intertwined nature of transformational leadership and change serves as the basis for its use as the theoretical framework for this study. According to Bass (1998), transformational leaders use: (a) Idealized Influence where the leader acts as a model to emulate; (b) inspirational motivation which allows the leader to promote team spirit, optimism and eagerness; (c) intellectual stimulation which promotes creativity; and innovation through questioning, reframing of existing issues and tackling of old problems in new ways; (d) individualized consideration which relates to the leader acting as coach or mentor, while providing a supportive climate which accommodates for individual differences. Although there is a substantial amount of research on school leadership in the context of school reform (Gigante & Firestone, 2008; Jwan, Anderson, & Bennett, 2010; Kaniuka, 2012; Mette, Biddle, Mackenzie, & Harris-Smedberg, 2016; Park & Jeong, 2013) most are case-based in nature which is not sufficient in developing a strong understanding of school leadership (Leithwood & Jantzi, 2006).

Keywords: common core state standards, leadership, instruction

References


Impact of Service-Learning in a Science Methods Course: Motivation Conflicts

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Abstract

This paper describes a flipped classroom course (Perkins, et. al, 2017) constructed in keeping with the holistic paradigm inherent in the Next Generation Science Standards (NGSS Lead States, 2013), into which a service-learning project was integrated that required learners to engage in open-ended inquiry. This service-learning innovation partnered a university with an informal science education institution (ISEI); and provided opportunity for prospective science teachers to respond to a real-world problem, employ scientific (systematic) inquiry, demonstrate autonomous learning, and blur the lines between school and community. This initiative was introduced in response to the university’s emphasis on engaged scholarship. What happened when the initial service-learning plan met reality (including a hurricane) is described. The service-learning model surfaced a conflict between intrinsic and extrinsic motivation as a driver for prospective teachers’ learning. The emergent conflict highlighted the way grading in higher education limits learners’ risk taking, inhibits creativity during open-ended inquiry consistent with doing scientific research, discourages productivity, constrains autonomous learning, and causes stress.

Keywords: service-learning, informal science education institutions, holistic paradigm, motivation, grading, science methods course

References

Complex Problem Solving: Do Personality Traits Matter?

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Abstract

Complex Problem Solving (CPS) can be defined as those psychological processes that enable a person to achieve goals under complex conditions, which are characterized by their complexity, connectivity, dynamics, intransparency, and polytely. Although many hypothesized influences have previously been tested concerning their relevance for the process of solving complex problems (e.g., general intelligence), results were often found to be rather heterogeneous. As this was found to be partially caused by fundamental differences between measurements of CPS, a new operationalization was used in the present study: Following the microworld approach, CPS was assessed in the simulation game Cities Skylines, because its aptitude as a microworld could be justified on a theoretical basis. A parameter for CPS performance was defined to investigate the following hypotheses: (1) Personality Traits influence success in complex problem solving tasks, (2) achievement motivation has a positive impact when combined with a minimum of cognitive abilities, (3) adults are better than children in complex problem solving and (4) there are gender differences in successful problem solving. We collected data from 136 children, adolescents and adults and calculated Analyses of (Co-)Variance, Latent Profile Analyses, Regression Analyses and Logistic Regression Analyses. Results show, that spontaneity has negative impact on successful problem solving, as well as optimistic personality traits and that restrained characters as well as compulsive personality traits have positive impact on complex problem solving abilities. Achievement motivation can only be a positive indicator, when the problem solver is good in reasoning, children and adults do not differ in ability and we found gender differences favoring men. We can explain the correlations between personality traits and problem solving partially by the numbers of interventions when doing a CPS task.

Keywords: complex problem solving, microworld, personality traits

Acknowledgements

Thanks to my students and to Stephan Bartholdy for collecting data.
A Questionnaire Survey on Knowledge, Attitude, Environmental Sensitivity, Self-Efficacy, and Preventive Behavioral Intention of Fine Particulate Matters for Junior High School Students in Taiwan

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Abstract

The purposes of this study were to investigate the knowledge, attitude, self-efficacy, environmental sensitivity, and behavioral intentions on fine particulate matters prevention for junior high school students, and to find out what material are needed for the teaching modules of preventing fine particulate matters (PM2.5). A total of 1066 junior high school students from 39 junior high schools in Taiwan participated in this study. 768 effective questionnaires were collected and the effective rate was 72.04%. The main results of the study were as following: (a) The students' knowledge of PM2.5 were good (70.2%, above middle level). Attitude and environmental sensitivity were towards positive with high self-efficacy and positive behavior intentions of fine particulate matters prevention; (b) Students in middle-high family social status had higher score in PM2.5 knowledge than students in middle-low and low group; (c) Compare to 8th and 9th grade students, 7th grade students performed better in attitude, environmental sensitivity, self-efficacy, and behavior intentions of fine particulate matters prevention. This is because 8th and 9th grade students in junior high school feel more pressure from closer high school entrance exam, less efforts were put on affective environmental education. Therefore, their attitude, environmental sensitivity, self-efficacy, and behavior intentions declined; (d) Female students had higher behavior intentions of fine particulate matters prevention than male students; and (3) Students that had been participated in environmental activities performed better in knowledge, attitude, environmental sensitivity, self-efficacy, and behavior intentions of fine particulate matters prevention than those without experience.

Keywords: knowledge, attitude, behavioral intention, junior high school students, fine particulate matters, environmental sensitivity

Acknowledgement

This work was funded by Ministry of Science and Technology, Taiwan, R.O.C. (MOST 105-2511-S-003-034-). The authors want to give thanks to all the teachers participated in this survey.
The Relationship Between Perceived Job Stress and Emotional Problems Among Kindergarten Teachers: The Role of Self-Control

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Abstract

Teacher is a challenging occupation. In contemporary era, kindergarten teachers are expected to be responsible both for children’s academic learning and social-emotional development. Moreover, kindergarten teachers need to spend a great deal of effort to maintain discipline in the class, take care of children, and more important ensure their safety. In sum, being a kindergarten teacher nowadays is highly demanding and stressful. Investigation of kindergarten teachers’ job stress and its relation to their emotional problems as well as the underlying mechanism is paramount, as stress not only affects teachers’ own psychological and physical health, but it also influences children to some extent via teachers’ emotional working. In this study, we proposed that perceived job stress impairs teachers’ self-control, which in turn causes more emotional problems. Convenient sampling method was employed to recruit kindergarten teachers from twelve public and private kindergartens in Guangdong Province, Mainland China. Participants completed a battery of questionnaires that assess job stress, self-control, and emotional problems three times, with two-month interval. A total of 118 kindergarten teachers finished all assessment waves (Time 1, N = 219; Time 2, N = 150; Time 3, N = 124). The hypothesized mediation model was tested in Hayes’ PROCESS macro (v2.15, Model 4). Results showed that after controlling for gender, perceived job stress at T1 predicted T3 emotional problems. More importantly, this predictive effect was found to be mediated by T2 self-control. Collectively, higher levels of job stress reduce kindergarten teachers’ self-control ability, which leads them to experience more emotional problems. Theoretically, the present three-wave short-term longitudinal study provides continuous support that high level of perceived job stress leads to more emotional problems among kindergarten teachers. The practical implication of this study is to lay foundation for schools principals and policy-makers to develop strategies to promote kindergarten teachers’ emotional well-being.

Keywords: job stress, emotional problems, self-control, kindergarten teachers.
Enhancing Opportunity: An Innovative Project/Problem Based Approach for Future Primary Science Teachers

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Abstract

Science teaching in primary schools, or the lack thereof, continues to be a serious international issue. Future primary teachers’ teachers' lack of confidence in teaching science is a major part of this issue. Future primary teachers' self-efficacy for science and science teaching, understanding of science, and intentions to teach it in their future careers will seriously matter how science is dealt in primary schools (Avery & Meyer, 2012). It is fact that professional development, inquiry approach and connections to real world contexts will have profound positive effects on primary teachers’ professional attitude towards teaching science. In addition, any innovative approaches will have a positive effect on teachers’ personal attitude towards science, including improved self-efficacy and relevance beliefs, and decreased anxiety (van Aalderen-Smeets & Walma van der Molen, 2015). Primary science education should provide opportunities for students to experience science learning opportunities in authentic settings and should connect to real world experiences. There is a need to address both substantive and pedagogical content knowledge, as well as beliefs about teaching, in teacher training programs to build confidence, competence and skills in their future teaching (Smith & Neale, 1989). Practice in primary science teacher education may include three aspects such as, learning about inquiry-oriented science teaching; using science curriculum materials effectively; and anticipating and working with students' ideas in instruction (Davis & Smithey, 2009). Many primary teachers face difficulties in teaching with inquiry-based approach in science, as believe that they do not have the content knowledge or pedagogical skills to do so. Further, researches also have shown that primary teachers poor science content backgrounds and their own negative experiences as students of science, resulting in a lack of confidence, competence and skills in teaching science (Gillies, & Nichols, K (2015); Knaggs & Sondergeld, (2015). This research based on a structured innovative Project/Problem Based Learning package developed with an inquiry based professional development by the Primary Connections (Australian Academy of Science, 2019), real world experiences and hands on experiences by expert groups. These future teachers had access to all resources developed by the Primary Connections. This research aimed to identify the capacity to teach among 193 future teachers in their career, used a design-based research setting and utilised a mixed methodology. Instruments like questionnaire, focus group interviews and researcher observations were used. Data analysis revealed that their background in science is; 45% have only up to year 10 or less and regarding interest in science; at the beginning of the program indicated that 21% have no interest; 73% don’t like; and 43% think science is beyond them. The success of the program revealed that Pearson Correlation is significant at the 0.01 level (2-tailed) between beliefs, to confidence in science to intention to teach science. Structural Equation Modelling (SEM) was conducted to find relationships of future teachers for capacity to teach science based on beliefs, understandings and intentions. Overall our findings indicate that future teachers enhanced their confidence, competence and skills in their future teaching science based on a structured Problem/Project based
innovative program. The results of this study indicate that the confidence they have built provided them with explicit views on how to teach science in primary schools now and informs what they need for the future teaching with a strong pedagogical approach, inquiry approach and linking to real-world issues. It is essential to formulate a course work and professional development in teacher preparation, capable of integrating disciplines, provide understanding of pedagogical approaches and connect to real life relevance with 21st century competencies.

**Keywords**: primary science teaching and learning, confidence and competence of teaching, problem/project-based learning

**References**


**Acknowledgements**

Australian Academy of Sciences/Primary Connections.
Emotional Intelligence, Ethical Decision-Making, and Happiness in College Students

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Abstract

For the purpose of this study, the variables have been conceptualized by previous literature. Most conceptualizations of EI are defined by Salovey and Mayer (1990) as “the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others” (pp. 528). As for ethical decision-making, the most recent and accepted definition refer to an individual’s ability to evaluate a situation and determine whether behavior in that situation would be considered ethical or unethical (Hopkins & Deepa, 2018). Happiness has been defined by researchers as contentment or psychologically-well state of being (Pettijohn II & Pettijohn, 1996, p. 759). This research project utilized three pre-existing surveys to study EI, ethical decision-making, and happiness. The Trait Emotional Intelligence Questionnaire Short-Form (TEIQue-SF) (Petrides & Furnham, 2009) is a measure of emotional intelligence. Reliability and validity of the instrument was investigated by Deniz, Özer, and Isik (2013). The instrument was used on Turkish university students. Deniz et al. (2013) found internal consistency was .81 and the test-retest reliability score was .86. They concluded the instrument is both valid and reliable to use (Deniz, et al., 2013). For this study, internal consistency reliability yielded .84, implying the instrument has acceptable reliability. The Ethics Position Questionnaire (EPQ) (Forsyth, 1980) is a measure of ethical decision-making and consists of 20 questions. The EPQ has previously been found to have adequate internal consistency and is reliable over time (Forsyth, 1980). The EPQ used in this study had a Cronbach alpha of .83, which demonstrates good internal consistency. The Oxford Happiness Questionnaire (OHQ) (Hills & Argyle, 2002) is a measure of happiness consisting of 29 questions. Internal consistency reliability in Hills and Argyle’s (2002) study yielded a reliability of .80. The validity in the study is also considered adequate for the OHQ (Hills & Argyle, 2002). The reliability of the instrument in this study was estimated at .91, indicating strong internal consistency for the study. The survey was issued via Qualtrics survey online and participants were recruited via posts on Facebook® Class Year pages. Data was collected for two months, where a Facebook® post was issued once a week for each Facebook® Class Year. Participation was completely voluntary, and participants could stop at any time. The average time taken to complete the survey was between 13-15 minutes. Demographics included year in college, sex, race, and the college in which the student was enrolled. Year in college was represented nearly equally across all four years, with 23.5% identified as Freshman, 19.1% identified as sophomores, 25.2% identified as Juniors, 25.2% identified as seniors, and 7.0% identified as “other.” The majority of the respondents were female, with 88.7% of respondents identifying as female. The majority of respondents identified as White (71.3%), or Hispanic/Latino (15.7%). Two colleges who were represented the most were the College of Agricultural and Life Science (CALS, 17.5%), and the College of Liberal Arts and Sciences (CLAS, 36.8%). Data was analyzed through SPSS, using a multiple regression forced model, Pearson Product-Moment Correlation, independent group t-test, and a one-way analysis of variance (ANOVA). Because the sample was majority females, additional analysis was conducted to test the relationships between EI, ethical decision-making and happiness and females, and an independent samples t-test was also run on females to evaluate the difference between freshman...
and senior college students when it came to EI, ethical decision-making, and happiness. The main findings were that EI and happiness have a strong positive correlation, \( r(104)=.855, p=.01 \). This confirms that the higher an individual’s EI, the higher the individual scored on happiness. When it came to the Pearson Product-Moment Correlation and independent samples t-test run on females, there were significant findings. There was a strong correlation between EI and happiness in females, \( r(94)=.853, p=.01 \). This concludes that the higher a females EI, the higher their happiness. From the ANOVA, it was found that happiness increases from freshman to sophomore college students, but then drops between junior and senior college student. There were no differences elsewhere. There were no significant findings for EI and ethical-decision making, \( r(94)=.059, p=.287 \). In the independent samples t-test, the two most extreme cases, freshman and seniors, were studied. A significant difference was found between the happiness scores of Freshman females (\( M = 108, SD = 24 \)) and Senior Females (\( M = 120, SD = 22 \)), \( t(47)= -1.83, p=.037 \). This concludes that happiness increased in females from freshman to senior year in college. There were no significant findings for EI from Freshman Females (\( M = 137, SD = 20 \)) to Senior Females (\( M = 145, SD = 17 \)), \( t(47)= -1.53, p=.037 \); or for Ethical Decision-Making among Freshman Females (\( M = 117, SD = 18 \)) and Senior Females (\( M = 123, SD = 17 \)), \( t(43)= -1.14, p=.13 \). Research such as this is important because emotional intelligence, ethical decision-making, and happiness have been noted as increasingly important in executive roles, healthcare professionals, and education. While this study did not look at executive roles or healthcare professionals, the main goal was to see if there were changes in college students. College can be a major milestone for many individuals, leading up to future professional roles. Analyzing the changes in EI, ethical decision-making, and happiness can give researchers insight on how people develop in these areas over the course of the four years the majority of individuals spend in college.

**Keywords:** emotional intelligence, ethical decision-making, happiness, females, college students

**References**


**Acknowledgements**

Dr. Candice Stefanou.
Teaching Responsibility, Sustainability and Justice to Business Students: Focus on the Core

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Abstract

Strategies for infusing social justice into the undergraduate business core curriculum are described. As a Jesuit business school, this is consistent with both the University’s identity and business school’s goal of increasing the levels of teaching and learning about mission-related themes, such as Responsibility, Sustainability and Justice (RSJ). This research addresses the effectiveness of such strategies in impacting students’ attitudes toward social justice issues. The focus is on five courses that are required of all undergraduate business majors. These courses, housed in the Operations & Information Management Department, are Statistics for Business I and II, Introduction to Management Science, Introduction to Operations Management, and Business Information Management. The study involves two sections of each course, one serving as the “treatment” group and the other as the “control” group. Topics related to social justice, ethics and environmental sustainability are covered in the “treatment” sections. The course dependent strategies used can be broadly classified as being either “covert” (e.g., hidden curriculum) or “overt” (e.g., explicit coverage). The hidden curriculum approach works well for quantitative methods courses (statistics and management science) because any theme can be used to provide context without sacrificing topic coverage (e.g., statistical methods, optimization techniques, simulation). The hidden curriculum approach involves using RSJ themes and/or data for introducing new methods, serving as the basis for assignments, and/or developing quiz and exam questions. This is not new, as others have used introductory statistics courses to deal with social issues such as discrimination, income inequality and unfair labor practices (Rose, 1996). Moreover, statistics has been referred to as the “grammar” of social justice (Lessor, 2007). Many of the examples used involve real data. These include the percentage of women on the board of directors for a sample of S&P 500 companies, GDP per capita ($) and literacy rate (%) for a sample of countries, ESG (Environmental-Social-Governance) disclosure scores for a sample of companies, and returns (%) for a sample of “green” mutual funds. In management science, global temperature increases using climate change feedback loops served as the context for simulation and the design of an eco-industrial park was used to illustrate minimal spanning trees. More explicit coverage of RSJ topics, by intentionally including content that fits with the subject matter, was used in operations and business information management. In operations management, topics emphasized the environmental consequences of various economic activities (e.g., deforestation, water scarcity, loss of biodiversity), how such trends impact the population at the bottom of the pyramid more directly (e.g., e-waste recycling in third world countries), and how leading firms can gain competitive advantage by adopting practices that mitigate these consequences (e.g., reverse logistics). A frequently cited factor for integrating environmental sustainability is a moral obligation to educate future leaders on these issues (Ralph and Stubbs, 2014). In business information management, cases were used to highlight important ethical dilemmas that can arise in the IT workplace and/or e-commerce setting, revolving around issues such as showroombing, information privacy, data security, data brokers, and personal use of corporate computers. Because these topics fit with course content, this strategy results in higher levels of student engagement with RSJ themes compared to the hidden curriculum approach. In order to evaluate effectiveness, a pretest posttest design was used that involved measuring students’ attitudes toward social justice using an established scale (Torres-Harding et al., 2012). The social justice scale (SJS) consists of 24 items rated on a Likert-type scale (1 = strongly disagree to 7 = strongly agree) that are
grouped into four subscales: Attitudes towards Social Justice (11 items), Perceived Behavioral Control (14 items); Subjective Norms (6 items); and Behavioral Intentions (4 items). In a psychometric review of various social justice instruments, Fietzer and Ponterotto (2015) provide the following description of the SJS: “The SJS operationalizes social justice using a social cognitive model… that hypothesizes how attitudes translate into behaviors. Behaviors are directly predicted by (1) an individual’s attitude toward the behavior, (2) the subjective norms of society around that action, and (3) an individual’s perceived behavioral control of the action” (p. 29). Data were collected during four regular academic semesters beginning in the spring of 2017 and ending in the fall of 2018. The SJS was administered (online) to students at the beginning of the semester (pretest), and again at the end of the semester (posttest) in all sections (treatment and control) of the five core courses. The items, grouped together by subscale in the SJS, were randomized (to avoid a potential halo effect) and the subscale headings were eliminated. Because our objective was to gauge the effectiveness of our strategies in changing students’ attitudes, attention is restricted to the 11 items comprising the subscale for Attitudes towards Social Justice. Overall attitude was measured as the sum of the scores on the 11 items, so each student had a pre and post measure for overall attitude toward social justice (Pre-Attitude and Post-Attitude). While responses were collected anonymously, students entered a code to be used for matching. A “test” question asked students to mark a particular response. Responses were eliminated if they could not be matched (pre and post), if the respondent failed the “test” question (indicating items not being read) or if the time to complete the survey was too short. This resulted in 279 valid usable responses. ANalysis of COVariance (ANCOVA), with Post-Attitude as the response variable, Group (treatment vs. control) as the factor, and Pre-Attitude as the covariate, was used to analyze the data. The ANCOVA results reveal a significant effect due to treatment (t = -2.14; p-value = .033) in the desired direction. After controlling for base level attitude toward social justice (Pre-Attitude), the mean Post-Attitude measure toward social justice is found to be significantly higher (at α = 0.05) for students in the treatment compared to control sections of the core courses. These findings are encouraging, especially given that the faculty members collaborating on the project were able to use infusion strategies deemed appropriate for their own specific course content. While a number of factors have been cited that suggest the marginalization of social justice issues in business school curriculum, such as profit driven motives (Toubiana, 2014) and emphasizing workplace competencies rather than moral reasoning and sensitivity (Bennett and Kane, 2011), this study highlights an opportunity for integrating these issues as part of the undergraduate business core. It illustrates how this can be done without making “extra space” in the curriculum. It offers the means by which important themes of ethics, sustainability and social justice can become an integral part of business education.

**Keywords**: business education, core curriculum, social justice, sustainability

**References**


Educational Technology
Electronic Media Use Between Zero to Six and Parental Mediation

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Abstract

Today’s children are born and raised in media-saturated environments, surrounded by televisions, computers, tablets, smartphones, and other portable electronic devices. Because these devices have become an indispensable part of everyday life, they have a significant influence on children’s entertainment and leisure, as well as their education. This study therefore examined how early and how much young children (from 0 to 6 years of age) use television, computers, and tablet/smartphones, specifically whether this media usage is directly affected by socio-demographic factors related to the children’s parents (i.e., their education, income, and age), the children themselves (i.e., their age, gender, and the presence and number of siblings), and the media environment in their homes (i.e., the availability of media, parental opinions about media, and regulation of media use). The sample for this study consisted of 412 parents of 0- to 6-year-old children who brought their children to the Social Pediatrics Department of the Faculty of Medicine in Ankara, Turkey, for developmental check-ups. The data for this study were collected through questionnaire that was prepared by the researcher. Statistical analyses were then conducted to evaluate the data. The results of the study show that today’s children start to use electronic media devices at an early age and use them more than expected. And in line with the focus of this study, factors that affect children’s media usage include demographics of both the children and their parents, their parents’ opinions about the effects of electronic media, and parental mediation when the children use media devices.

Keywords: electronic media use by children, home electronic media environment, parental mediation of media use
Effective Teacher Strategies of Using the Interactive Whiteboard in Kindergarten Classroom

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Abstract

This literature review focuses on the effective strategies teachers could use in kindergarten classrooms in using the interactive whiteboard. Teachers play an important role in planning, doing, and using different strategies to meet the individual needs and interests of children. An interactive whiteboard is a great digital tool in the kindergarten classroom for it allows teachers to better facilitate the teaching and learning through different interactive and engaging ways. We came up with three different strategies in using interactive whiteboard in kindergarten classrooms drowning from our readings; First strategy is teacher use the interactive whiteboard to support the lesson as visual learning. Second strategy is teacher use the interactive whiteboard as a device of play in learning. Third strategy is teacher use the interactive whiteboard to involve children in learning as collaboration and challenge children to solve - problems activities. In this paper, the importance of using a digital tool in kindergarten classrooms is discussed through examining several studies. Different uses of the interactive whiteboard are explained to show how it supports the primary learning styles of young children. A review of some empirical studies on the use of the whiteboard in the kindergarten classroom was done and it was revealed that using the interactive whiteboard enhances teaching and learning in kindergarten. Studies have revealed that using interactive technologies in school settings would stimulate and encourage children to learn. The use of the whiteboard increases the motivation of young children in the classroom. Observations prove that the interactive whiteboard creates a positive and interactive environment in kindergarten classrooms. Teachers need to have a variation of tool on teaching children and accommodating the 21st century development. Children would be expose to new tools in teaching and learning. Thus, children skills would be also developed through using this technology of interactive whiteboard.

Keywords: interactive whiteboard, kindergarten, early childhood, teacher, strategies

Acknowledgement

On appreciation of the blessing that we have, we would like to thanks GOD then our parents for their great support in our educational journey.
The Relationship Between Fear of Missing Out and Social Anxiety in Social Media: A Study on Distance Learners

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Abstract

Anxiety is generally defined as uneasiness and concern experienced by the individual in the face of a threatening situation (Scovel 1991; Işık, 1996). A high level of anxiety causes the individual to act rigidly and condone simpler behavior, become more concerned and causes them to be more focused on satisfaction of others (Doğan and Çoban, 2009). Despite its’ negative aspects anxiety can also help an individual by stimulating, protecting and motivating the organism (Akgün, Gönen and Aydın, 2007). Social anxiety, a subtype of anxiety, is defined as a state of discomfort and tension in which a person will behave in an inappropriate manner in different situations, fall into a bad situation, experience a negative impression and expect to be evaluated in a negative way by others (Eren Gümüş, 2006). With the diffusion of web 2.0 tools in our lives, the influence of social media on individuals has attracted the attention of researchers and increased the studies regarding the effect of social media on individuals. Considering the tendency and increasing popularity of social media studies and considering the intensive use of social media by individuals, it is deemed important to examine the social anxiety resulting from the use of social media (Kadirhan, Alkış, Sat and Yıldırım, 2016). Social media environments provide easy and fast access to real-time events. For this reason, individuals may tend to spend most of their time in social networks to share information, keeping up with the agenda, and updating their friends’ and their newsfeed. This constant updating and monitoring behavior, fed from social networks, has led to the emergence of a new concept worldwide called Fear of Missing Out (FoMO). FoMO, with the increasing importance of the internet and especially the introduction of smartphones in our daily lives, has caused individuals to spend excessive time on social networks by making them afraid of missing out on news and developments on social media. For this reason, examining the individuals’ FoMO and social anxiety levels in heavily used social media networks is deemed important. In this context, this research tries to examine the relationship between the FoMO and social anxiety in social networks levels of the students studying through distance learning through different variables. For this purpose, the following questions were asked: Regarding the FoMo and social anxiety in social networks of the students attending distance education: (a)Is there a relation between them?; (b)Do they differ according to gender, department, time spent in social networks and number of social network accounts of the students? Single and correlational survey models were used in the research. In single survey model, the type or number of the variables are determined. The correlational survey model aims to determine the presence and/or the degree of mutual exchange between two or more variables. Study sample consisted of 257 women and 177 men studying in eight different departments such as medicine / health, teaching, engineering, psychological counseling. 22.6% of the students reported that they spend most 3-4 hours on social
networks and having accounts in five different social networks. Data was gathered by using a personal information tool, The Social Anxiety Scale for Social Media Users and FoMo Scale. Personal information form was developed by researchers to gather demographic information of participants. The Social Anxiety Scale for Social Media Users which was adapted to Turkish by Alkış, Kadirhan and Sat (2017) consists of 21 items in four dimensions with Cronbach alpha values ranging from .80 to .92. FoMO scale, adapted to Turkish by Gökler, Aydın, Ünal and Metintaş (2016) has a one-dimensional structure consisting of 10 items and has a Cronbach alpha value of .81. After testing and determining the data set for normal distribution, parametric analyzes were performed to answer the research questions. In this context, a correlation analysis was performed to determine the relationship between FoMO and social anxiety in social networks, and Pearson moments correlation coefficient was calculated. Independent samples t-test was conducted to determine whether the FoMO and social anxiety in social networks levels of the participants varied according to their gender. One-way analysis of variance was conducted to determine whether the FoMO and social anxiety in social networks levels of the participants varied according to their department, time spent in social network and number of social network memberships. To explain the discrepancies, multiple comparison tests were performed to determine the groups from which the difference originated, and the effect sizes were calculated. Analyzes show that there was a highly significant relationship between the FoMO and the social anxiety in social networks (r = .82, p <.05). FoMO (t = 1.187, p> .05) and social anxiety in social networks (t = 1.232, p> .05) does not differ by gender. FoMO (F = 14.536, p <.05) and the social anxiety in social networks (F = 8.622, p <.05) differ by department. FoMO (F = 2.003, p> .05) and social anxiety in social networks (F = .973, p> .05) do not differ according to the number of social network memberships of the participants. FoMO (F = .611, p> .05) and the social anxiety in social networks (F = .64, p> .05) do not differ according to the time spent on social networks. In this study, the relationship between the FoMO and the social anxiety in social networks of the students attending distance learning was examined according to different variables. It is concluded that there is a very high correlation between the FoMO and the social anxiety in social networks. Both dependent variables were found to differ by department of the participants, but failed to differ by gender, number of social network memberships and time spent on social networks. To explain the source of the differences, further research could be conducted by carrying out semi-structured interviews with students from different departments. Further similar research studies can be conducted on different groups or by using different variables.

**Keywords:** fear of missing out, social anxiety, social media

**References**


To Integrate Media and Technology Into Language Education: For and Against

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Abstract

Advanced technology has extensively plagued education. The role of technology in education is key and researchers have harnessed different educational technologies to facilitate the learning process: animated pedagogical agents (Khoshnevisan, 2018a); augmented reality (Khoshnevisan and Le, 2018); audiotaped dialogue journals (Rashtchi and Khoshnevisan, 2008) to name but a few. Additionally, emerging technologies, by and large, enhance comprehension and increase the cognitive attainment of learners. Research indicates that technological tools, media, and emerging technologies can be harnessed to facilitate the learning experience and motivate learners (Ibáñez, Di Serio, Villarán, & Kloos, 2014; Singhal, Bagga, Goyal, & Saxena, 2012). This is, however, not to say that researchers unanimously concur with this statement. Accordingly, in this article, I first introduce the contradictory opinions of different researchers towards the incorporation of media and technology in language education. I then critically analyze their statements while chronologically take them into account. I finally give recommendations regarding the incorporation of technology in the learning process.

Keywords: affordances, technology, language education, constraints, media

References

Literacy Meets Augmented Reality (AR): The Use of AR in Literacy

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Abstract

The incorporation of technology in language education has plagued the field of second language acquisition (SLA): animated pedagogical agents (Khoshnevisan, 2018); mobile augmented reality (Nincarean, Alia, Halim, & Rahman, 2013); audiotaped dialogue journals (Rashtchi and Khoshnevisan, 2008). Ongoing technological advances in the design and use of augmented reality (AR) for improving the language proficiency of language learners necessitate a clear understanding of the related theory and pedagogy behind its use. Recently, augmented reality has been the topic of intense research in SLA. Multiple researchers from diverse disciplines have harnessed this emerging technology: picture books (Cheng & Tsai, 2014); AR-infused material (Chen, Teng, & Lee, 2011); 2D barcode and AR (Liu, Tan, & Chu, 2007). The research results indicate that AR in education has proved to be fruitful. However, only recently, the potentials of AR in language education has been unleashed (khoshnevisan and Le, 2018). This paper then deals with the theoretical considerations and didactic concerns involved in the integration of AR into the instructional process. To achieve that, this paper (1) introduces AR, (2) details affordances and constraints of AR in language education, (3) presents detailed discussion regarding the use of AR in literacy, and finally (4) provides readers with pedagogical implications.

Keywords: augmented reality (AR), affordances, constraints, language education

References

A Longitudinal Perspective Study in the Field of Educational Technology: 
Case of Korea

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Abstract

Using technology has become common in our lives. According to the KISA, more than 99.9 percent of students in Korea between ages twelve and nineteen use the computers and Internet (KISA, 2009). The use of e-Learning, one of the type of example using technology for learning, is almost 57.6 percent of the whole population of Korea (NIPA, 2015). This survey research report that technology is one of the essential tools not only in the field of daily life but also in education. Previous researchers have found the relation between technology and achievement (Kulik, 1994; Li & Ma, 2000; Han, Kim, Heo, 2014; Roschelle et al. 2000). Li & Ma (2010) found a positive effect on achievement using meta-analysis that technology has a significant positive impact on academic performance. Roschelle et al. (2000) have reported the positive effect of computer technology using a teaching assist tool on achievement. Han et al. (2014) also found the effectiveness of technology, i.e., smart learning, from the degree papers from 2006 to 2013 in Korea. Lots of prior research on the use of technology for learning have not applied a longitudinal viewpoint but cross-sectional approaches. It was limited because we could not find the ideas or problems in the longitudinal view. In this study is to find out changing trajectory in using technology for learning. We also use time variant for more accurate longitudinal growth model to use computer and internet.

Keywords: longitudinal perspective, latent growth modeling, Korea case

References

The State of Technology: Linkages Between Kindergarten Teachers’ Career Stages and the Stages of Technology Adaption in Turkey

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Abstract

The aim of this study was to explore the linkages between kindergarten teachers’ career stage and technology adaption in Turkey. Six kindergarten teachers who are working at technologically well-equipped kindergarten classrooms were interviewed for this study. Data was coded and analyzed based on Technology Integration Matrix (TIM), and Steffy, Wolfe, Pasch, and Enz (2000) teachers’ career stages. Findings showed that participants have been creating all types of learning environment including active, collaborative, constructive, authentic, and goal-directed at the active, adoption and adaption levels.

Keywords: early childhood education, technology adaption, career stage
Martin Steps in to Help: A Study of Robot Assisted Instruction to Teach Social Skills to Children With Autism

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Abstract

The National Professional Development Center on Autism Spectrum Disorders lists technology-aided instruction as one of 27 evidence-based practices used with children who experience autism spectrum disorders (ASD) (Disorders, 2015). Robot-assisted interventions are considered a promising intervention that needs more evidence to support its success in teaching social skills to children with ASD (Robins, Dautenhahn, Boekhorst, & Billard, 2005). This study will use a robot named Martin developed by RoboKind that has a very structured social skills curriculum that involves technology-aided instruction, social narratives, icon reinforcement, and video modeling which are all effective interventions for children who experience ASD (Firn, 2017; Robokind, 2012). Research has found that the robot peaks the children with ASD interest and holds their attention to the presentation (Goodrich et al., 2012; Kim et al., 2013). Further when parents, therapists, and teachers were asked if it is an ethically appropriate to utilize a human-like robot to improve outcomes with children with ASD 85% agree that is appropriate in therapy and in healthcare (Diehl, Schmitt, Villano, & Crowell, 2012). This study will add to the evidence regarding using humanoid robots with children who experience ASD in a clinical setting by getting feedback from parents, therapist, and the children. The primary location of our study will be based in an Autism Clinic which serves clients, ages three to adult. The overarching research goal is: Does using a humanoid robot to teach social skills with children who experience autism improve their social skills in the clinical setting and/or at home? The research objectives are: (a) Do children improve their chosen social skills during the robot-assisted lessons?; (b) Once children complete the robot-assisted social skills lessons, do they improve their chosen social skills with family members?; (c) Once children complete the robot-assisted social skills lessons, do they improve their chosen social skills with peers and staff in the clinic?; and (d) Do children with ASD respond positively to working with Martin the robot?

Keywords: autism, humanoid robots, social skills

References


Sharing With Robots: Using NAO to Measure Joint Attention

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Abstract

This case study assessed the joint attention behaviors of a child experiencing autism interacting with the humanoid robot, NAO. This study took place over eight thirty-minute sessions, utilizing an application in which NAO tells short stories and then asks the child questions. The child responded verbally or with visual icons to answer NAO’s questions. All instances of joint attention were measured: attention to NAO, the researcher, visual icons or the faculty mentor. Video recordings will be made of each session and analyzed to determine if there was an increase in instances and duration of joint attention behaviors over time. Recordings were reviewed to ensure the accuracy of the data. This instrumental case study adds to the body of research regarding the usefulness of using humanoid robots as an intervention for children experiencing autism to improve Joint Attention behaviors. This research provides insight into using humanoid robots. Goals: (1) Measure joint attention of a child who experiences autism over the course of eight sessions with NAO, a humanoid robot. (2) Utilize cutting edge technology, NAO humanoid robot, to determine its effectiveness of increasing joint attention of children experiencing autism, adding to evidence based research

Keywords: joint attention, Nao robot, humanoid robots, emotions
Technology Makes a Changing of Fandom Style: Case of Korea

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Abstract

Fandom is becoming a part of adolescents’ life. Youth are in growing processing for becoming an adult. In this process, youth may learn lots of other cultures. According to the theory of Erikson(1968), children set their self-esteem through the identification of meaningful others like parents and teachers. As the development of mass media, these useful others become not only people around them but also a singer, sportsman, and famous people. Recently, K-pop and K-drama made a fandom not only with Korean youth but also other countries people. This phenomenon is called a world fandom phenomenon. One example is BTS. It makes people around the world get an interest in the Korean culture. We are interested in changing trajectories as fandom style through the growth of youth. It can be helpful for understanding fandom culture and apply it to education.

Keywords: technology, changing fandom style, case of Korea, latent growth model

Reference

Applying the SAMR Model to Spark Creativity: Pedagogical Explorations in College Classrooms

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Abstract

Technology is reshaping the way people learn. There is limited research that describes how faculty in higher education are harnessing the potential of technology to promote creativity in college students. To fill the gap, the current study employed the Substitution Augmentation Modification Redefinition (SAMR) model to conceptualize levels of technology integration. With the use of this theoretical underpinning and help of two vignettes, an education professor and a psychology professor describe teaching pedagogies which stimulate students’ creativity through technology integration in American college classrooms. In the global economy, creativity has become an essential driving force for a range of fields (e.g., engineering and computer science) highly valued by both Eastern and Western countries. Despite its increasing influence on economy and various industries, creativity has been undervalued and even restrained in many higher education settings. For instance, MacLaren (2012) reported that the high stress level of the working environment (e.g., fast work pace and frequent interruptions) in institutions prevents creativity from flourishing in higher education. Moreover, limited research has explored creativity in college classrooms; and even fewer studies investigated teaching practices that can enhance students’ creative thinking and skills via meaningful technology applications (Egan, Maguire, Christophers, & Rooney, 2017). Given these limitations, the current study intends to describe teaching pedagogies which enhance college students’ creativity through technology integration in American universities. The SAMR model provides the theoretical framework of this study. Specifically, the Model outlines four levels of approach that educators could adopt to infuse technology into teaching and learning (Puentedura, 2006). The Substitution approach represents the lowest level of the model in which technology is often applied as a tool to replace the traditional format without any functional change. At the Augmentation level, educators often integrate technologies to improve an existing assignment. The Modification level goes beyond the Augmentation level in that it challenges educators to redesign certain tasks by using meaningful technologies. Last, the Redefinition approach reflects the highest level of technology integration; it is achieved when educators take full advantage of appropriate technologies to create novel instruction that transforms learning experience. There is dearth of practice-based research that explored the impact of technology integration on students’ creative thinking and expressions. If faculty are to experiment using technologies to inspire creativity, it is essential that they have access to examples of how other faculty are using technological tools to enhance learning outcomes. The two vignettes presented here illustrate how an education professor (Dr. A) and a psychology professor (Dr. B) sparked their students’ creativity by adopting the Redefinition approach, which significantly enriched learning experiences in college classrooms. Each vignette starts with course information and problem with the traditional teaching approach, followed by skills and process of incorporating technologies. Both vignettes end by summarizing pedagogical benefits to students’ learning outcomes. Through implementing technology use in other-wise traditional assignments, the researchers were able to increase students’ enthusiasm in exerting more efforts in completing the assignments. In addition, the students had the freedom of showing their creativity via multimedia...
technologies. The vignettes clearly showed that with careful planning and appropriate technology integration, faculty in higher education can reshape teaching pedagogies and extend learning experiences beyond classrooms. Furthermore, applying the SAMR Model to capture different levels of technology use is crucial, which provides faculty with sound theoretical underpinnings to design and improve their teaching practices in college classrooms.

**Keywords:** SAMR, pedagogy, college classrooms

**References**


English as a Second Language (ESL)
Augmented Reality: Hopes and Possibilities for No Child Left Behind

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Abstract

There is no denying that the process of second language acquisition (SLA) has dramatically changed with the rapid evolution of emerging technologies. Technological tools, when effectively integrated with appropriate pedagogical foundations, can enhance the quality of teaching and learning. Augmented reality (AR) has emerged as one of the latest technologies, offering a new way to bridge virtual and real worlds. However, only recently has it come to fruition in language education. This presentation aims to show that language learning can be simple. Using augmented reality, information is superimposed on the surrounding environment to engage English learners (ELs) and allow them to become active participants. Furthermore, it saves them embarrassment and allows them a richer and more entertaining learning experience. The need to provide effective and efficient language education is greater than ever due to rapid advances in information and communication technology, large-scale demographic shifts, and educational pressures resulting from current trends such as high stakes testing and the mainstreaming of second language learners. Studying the demographics of English learners in the U.S. clearly indicates that American classrooms are a mixture of students from different backgrounds and nationalities who speak various languages. According to Pandya, McHugh, and Batalova (2011), 25.2 million of the U.S. population was identified as limited-English proficient (LEP) in 2010. The number of immigrants and refugees in the U.S. is on the rise, which increases the pressure on the teachers and creates challenges in meeting their students’ needs. While many of today’s educators can turn to a variety of educational technologies to meet the needs of their learners, others might face limited choices due to constraints such as curricular demands or pressures to use mandated teaching materials. One technology particularly suitable to assist in these types of situations is Augmented Reality (AR). AR can help ELs understand difficult vocabulary and new concepts by superimposing information on the surrounding environment. ELs can have access to new vocabulary through embedded AR triggers that provide them with the meaning of new words in their own language and allow multimodal access to meaning. In addition, abstract ideas and unfamiliar concepts can be made clearer though AR embedded videos. Drawing on the affordances of AR in education, we will make a case for judicious inclusion of AR in texts. During this presentation, we will showcase how AR-infused materials can capture the complexities within and beyond the text, bridge the cross-cultural issues, and motivate students to read. In so doing, we propose AR-infused texts and flashcards to raise students’ cultural and social awareness, enhance understanding and build knowledge contingent upon and related to their prior knowledge. In this presentation, we aim to share reading activities that will allow ELs to better understand what they are working on. In particular, we will demonstrate pre-, during, and post-reading activities that will scaffold the ELs’ understanding of the science. We will provide handouts and put the cards on the walls in the presentation room so the attendees can actively participate in the presentation and experience the reading activities for themselves. For the pre-reading activity, we will prepare flashcards that will provide background information about the topic of discussion and act as a lead-in to the reading. For the during activity, we plan to share glossary flashcards that can help ELs pronounce difficult words and translate them into their L1. Finally, for the post reading, we will provide an activity whereby we ask ELs to share their impressions about the topic at hand. We propose that teachers...
use multimedia AR to supplement the curriculum and textbooks they use in their classrooms. Our approach is based on sociocultural theory, which holds that learners make gains when they receive scaffolding within their zones of proximal development, or a level of difficulty that is slightly above what they can achieve on their own. Support can come in the form of definitions or multimodal examples of the language and subject matter in context. Research indicates the benefits of AR in increasing memory retention, lowering anxiety, and promoting students’ production (Kayaoğlu, Dağ Akbaş, & Öztürk, 2011). In our presentation, we aim to explain how AR can benefit ELs in mainstream classrooms and demonstrate some AR infused activities that can empower ELs, help them take charge of their own learning, and serve to introduce them to the path to success.

**Keywords**: augmented reality, English learners, reading activities

**References**


Reconceptualizing Digital Storytelling for English Learners One Story at a Time

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Abstract

Digital storytelling (DS) is the artistic practice of using computer-based tools to tell short, personal stories involving still/moving images, text, voice, and music or other sounds (Lambert, 2009). And while the literature on DS in education in general and second/foreign language learning in particular is rich indeed (e.g., Chung, 2007; Eggins & Slade, 1997), firm recommendations for transforming ‘monologic’ teaching to ‘dialogic’ learning are far from sufficient. Indeed, the modalities and technologies involved with DS offer effective means to develop the multimodal literacy competence students will need to make sense of multiple modes of representational and communicational resources in different cultural, social, or domain-specific contexts. Furthermore, the strategic combination of multimodal literacy with multiliteracies is hypothesized to impact the principles upon which this multiliteracies pedagogical approach is philosophically founded: situated practice, overt instruction, critical framing, and transformed practice (Cope & Kalantzis, 2009). Focusing on the educational practices deemed necessary to meet students’ needs or interest, the presentation’s primary purpose is to help teacher educators and language professionals think through the dialogic process of developing DS projects that promote diversity of thought and critical understanding. We provide a detailed blueprint to DS project design to encourage experiential learning and reflective practice through the purposeful use of multimodal authoring. The diverse modes of communication omnipresent in digital stories, which students create and share with others, render meaning-making increasingly multimodal and provide a powerful organizational structure for the emergence of new understandings of learning. Throughout the presentation, we assert that the power of DS can be successfully leveraged if teacher/language educators are prepared to reconceptualize DS for English learners and, more importantly, if students are given the freedom to co-construct their own multimodal learning and grow from the experience of pursuing storied creations of self-expression and personal meaning, one story at a time.

Keywords: digital storytelling (DS), computer-based tools, English learners
College and Career Readiness for Emergent Bilinguals Using Contextualized English Language Development (ELD) Curriculum in an Integrated Program of Study

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Abstract

The integration of an asset-based model for English Learners/Emergent Bilinguals (EL/EB) can make the difference in achieving higher rates of social and cultural capital for students, parental engagement/enrichment and inclusive English Language Development (ELD) pedagogy in a contextualized teaching and learning format. Asset-based approaches require young people to identify personal strengths, resources, knowledge, and problem-solving abilities. (Greenleaf & Hinchman, 2009; Jiménez, 1997; Moje, Young, Readence, & Moore, 2000). According to (Gandara, 2015), their most obvious asset is the ability to speak another language. Often, English language learners (ELLs) and immigrant students have complex, multinational perspectives on history, culture, politics and they belong to a culture that prizes collaboration. ELLs display greater motivation to learn than many native-born peers and have become strongly resilient and self-reliant (Garcia et al. 2012; APA 2012). Emergent bilingual and immigrant students entering U.S. schools at the secondary level face various obstacles. Their access to core curriculum at the secondary level is often limited due to competing language policies and practices of how to teach English to emergent bilinguals. A study by Thomas and Collier (1997) found that English as a second language (ESL) taught via content-area instruction (social studies, math, science, etc.) is associated with higher long-term educational attainment than ESL pull-out programs. However, the prevailing method used to provide ELD courses is predominately the pull-out strategy rather than programs that teach English via content-area instruction (Thomas & Collier, 1997, p. 32). Researchers such as Menken and Kleyn (2010) and Umansky and Reardon (2014) have shown that many ELLs remain in ESL programs on a semi-permanent basis—as Long-Term English Learners (LTELs). Mendoza (2016) argues that ELL/EB students are not accessing core academic courses or electives such as career academies or other programs of study (POS) due to the competing language development policies and related program compliance mandates. At the same time, English language acquisition itself is treated as a “gatekeeping process for access to college preparatory content” (Rodriguez & Cruz, 2009, p. 2392), so that if students are not reclassified as English proficient, their access to rigorous curricula is restricted (Kanno & Gromley, 2015). Due to the competing mandates of implementing Title III policies, LTELs are not accessing core academic courses or electives that provide engaging and relevant preparation for college and career readiness. Mendoza created the Contextualized Teaching and Learning Model (CTLM) to address the disparities she observed in how EL/EB students are not accessing core content courses that prepare them for college and careers. Foundational to the CTLM is the asset-based-model which recognizes that EL/EB students come with assets that enhance their learning. Assets of resiliency, optimism, collaborative orientation to learning, multicultural background and bilingualism (Gándara, 2016). By integrating the asset-based-model, students, parents, and teachers participating in the CTLM study experienced a noticeable increase in communication, expectations and awareness resulting from an asset-based approach and a high-quality curriculum of the CTLM.
Consistent delivery over a long period of time of curriculum that integrates an asset-based-model shows a significant impact on academic outcomes for (Gándara & Aldana, 2014) EL/EB students at the secondary level for college and career opportunities. This research is a mixed method (quantitative and qualitative) case study conducted at a high school in California. The research design centers around the CTLM. Five teachers in the Media Technology Academy participated in professional development trainings on how to co-create lessons and unit plans on the design and implementation of ELD strategies into the integrated/thematic lessons/units. Teachers learned how to unpack the English language standards and incorporate them into the integrated ELD pedagogy. A significant shift was the role and function of the ELD teacher who became a part of the teaching team and offered ELD coaching to the core and technical teachers on how to develop English proficiency strategies for the ELL students. Two qualitative research instruments will be used to assess the teacher’s knowledge and growth of the ELD integrated and designated standards and instructional strategies. One instrument is a pre and post survey that will be administered to all five Media Technology Academy teachers (core subjects of English, Biology, Social Studies, Media Technology technical teacher, and ELD strategist). The pre-and-post survey will be used to determine the knowledge and skills in developing lessons with ELD strategies embedded in language inclusive instructional pedagogy. In addition, a teacher focus group interview was conducted to gather data on their experiences with the implementation of the CTLM. The other qualitative instrument was an observation protocol used during monthly classroom walk-throughs. Quantitative measures will be the student’s data indicators of grade point average (GPA), attendance rates, academic grades and changes in the 2018-2019 English Language Proficiency Assessment for California (ELPAC) assessment results. Mendoza applied the CTLM in a study conducted in California where EL/EB students enrolled in a Media Technology Academy fully participated in a core curriculum program of study. The same students participated in an afterschool program called ÁNIMO SUCCESS where the students’ social and cultural capital was enhanced through their assets of resiliency, optimism, collaborative orientation to learning, multicultural background and bilingualism. Students developed their social capital by creating a community of practice through peer networks and support. In cultural capital, the EL/EB students validated their home language, core values, beliefs, traditions, and customs. This social and cultural validation developed their self-efficacy, classroom interactions and community relations. The parents/caretakers of the students enrolled in the ÁNIMO SUCCESS program participated in parent enrichment and empowerment workshops where they learned skills to support their students. They formed and fostered alliances with other immigrant parents in the workshops and the interactions gave all parents the opportunity to support their children and understand the keys to high school readiness that leads to academic success and college and career readiness. The CTLM framework and pedagogy is structured on research-based evidence of the Shelter Instructional Observation Protocol (SIOP) model (Echevarria, Vogt,& Short, 2013). The teachers in the Media Technology Academy participated in professional development trainings on how to develop language objectives, preparation for lessons, building background knowledge, comprehensive input and learning strategies that support ELL/EB students develop English proficiency and participation in courses (Math, Biology, English, ELD, and Media Technology) leading to high school and college and career readiness. The CTLM model triangulated the key components of how ELL/EB students at the secondary level can learn English in the context of core curriculum. The students gained access to core academic courses and acquired English language proficiency in the context of the course content. Parents gained valuable knowledge and skills in navigating the US secondary school system which provided them with resources to enhance their students’ academic success and parenting skills in supporting their ELL/EB students in secondary schools. Teachers in the Media Technology Academy increased their knowledge and
skills in applying inclusive pedagogy teaching language with ELD strategies embedded in the course curriculum. The CTLM is a successful example of how an asset-based model for teaching EL/EB students makes a difference in building their social and cultural capital through access to core content courses, parental support and teacher engagement.

**Keywords:** emergent bilinguals, college and career readiness, teacher efficacy, equity and access

**References**


Global Competence
Comparing the Post-Secondary Education of the Physically Disabled in the U.S. and England

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Abstract

The objective of this paper is to answer the research question of how the postsecondary education services provided to college students who are physically disabled in the United States and England differ. The differences in the services provided to this student population are striking considering these two counties both have well-developed education systems. An empirical approach was used in order to conduct a comparative analysis of how the needs of students with physical disabilities are met at four universities in the U.S. and England. This comparison was made considering the role history of education, legal mandates, implementation of mandates, early intervention, assessment of disability, individual education plans, the transition to higher education, and physical structure of buildings. Structure of campus locals is the most important factor that affects college students with physical disabilities. The adaptations made in order to meet these structural needs is explained by comparing Harvard University to the University of Cambridge (CU) and University of Notre Dame (Notre Dame) to St. Mary’s University. The findings show that the services offered to college students with physical disabilities in the U.S. and England differ in regards to when students are supposed to initiate services, who is responsible for doing so, the type of proof that is required to gain services and if students receive financial assistance.

Keywords: disabilities, physical, college students, England, U.S.
Global Learning Benchmark Integration Project at Corbett Preparatory School

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Abstract

In 2006 the not for profit International School Connection’s (ISC) global community of educators approved its validated set of 10 Global Learning Benchmarks and recommended that these be a guide for developing students as capable global citizens while integrating global realities into their classrooms and schools. In March 2018 OECD’s PISA added Global Competence to its examination of 15-year old in developed nations and adopted it as a vital set of basic competencies for K-12 students. The challenge for educators is to learn about the knowledge, attitudes, skills, values, and experiences essential for competence development in the formative years, and how to integrate these into the daily classroom life every year. In 2018, the ISC launched a project about integrating their Global Learning Benchmarks into today’s classrooms and school unit at the private, K3-8 Corbett Preparatory School in Tampa, FL USA, and a study to examine the processes and find out about hurdles faced and successes realized in a year period. This paper is designed to more fully understand the urgency to prepare students as global citizens, share the Global Learning Benchmarks and their development, and report on learning from this study. The Project’s information and insights will help ISC design systems on how to integrate the Benchmarks into the school and classroom to prepare students not only in the basics of the past but with the new realities of life. The ISC hopes this paper will inspire others to start efforts to prepare every student now and throughout the school years to become aware, participate in, and become responsible in the current and future global life.

Keywords: global citizen, global competence, global life
Preparing Globally Competent Students: The K-12 Schooling Challenge

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Abstract

The overarching purpose of schooling now is to prepare every student, every day and year in the knowledge, attitudes, behaviors, values, and experiences that are required to live and work in a simultaneous local/global world. A new dynamic was created for education institutions worldwide when OECD’s PISA declared that Global Competence was a set of basic skills, adding a new set of test items to its March 2018 administration to over 70 nations. With this new challenge, the inclusion of global learning into the daily life of a school takes on a new urgency. Working with educators around the world, the International School Connection, Inc. is designing fresh programs to help school leaders reframe school development systems toward a global purpose, and work with teachers to integrate global learning into daily life in classrooms. This paper reports the global realities for preparing competent and caring global citizens, along with the new ISC programs and services that are designed to help school leaders and teachers rethink and redesign schooling for this global era of living and working.

Keywords: global competence, global learning, global citizen, school connections, global schooling
Global Citizenship and Sociocultural Identity Within Preservice Education

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Abstract

With increased globalization and interconnectedness, it is imperative to prepare teachers to educate for global citizenship. Preservice teachers will need to think critically about an increasingly global society and the implications for school policies and classroom practices. For example, students’ understanding of migratory and immigrant patterns will impact their abilities to work with immigrant and diverse students in their future classrooms. While this is the current reality, teacher education is also inundated with policies around standardized testing, curriculum standards, and national level educational directives that pull a focus away from global learning. Thus, as the author’s university has established as one of its university-wide initiatives to prepare students to succeed in an interconnected world, this research plays an important role in gauging how our preservice teachers are making sense of their global education and how they plan to incorporate it in their classrooms. No consensus exists on the meaning of global citizenship (Dunn, 2002; Gaudelli & Fernekes, 2004; McIntosh, 2005; Noddings, 2005; Rapoport, 2010). The absence of a mutually agreed upon definition of global citizenship ranges from a vague sense of belonging to a global community to more specific ways of collective and individual involvement in global politics (Heater, 1997; Ibrahim, 2005). The definition of global citizenship specified by the author’s university Global Citizens Project (2018) rests more on the individual side of the continuum and is stated as follows: “A global citizen engages meaningfully with diverse people, places, events, challenges, and opportunities.” For example, teachers are presented with global citizenship opportunities and challenges as global macro processes interact at the local level in their classrooms when engaging with immigrant and refugee student populations. Due to the definition’s emphasis on individual engagement, it is not only important to understand how individual preservice teachers are making sense of global citizenship in their teacher education, but also how their definitions of global citizenship intersect with their identity. Previous research suggests that identity and global citizenship are intersecting concepts that have critical implications for creating a just and sustainable future. Karlberg (2008) argues that having a globally inclusive, human identity characterized by a sense of human oneness or global citizenship is necessary to overcome divisive perceptions of “us” and “them” to work together for peaceful global coordination. Skepticism and criticism abound in existing literature concerning the failure of schools to prepare students to become competent citizens in an age of globalization, yet globalization is one of the most crucial changes taking place in societies around the world today (Reimers, 2006). Preservice teachers play a critical role in educating future students to become global citizens, yet there is a gap in research on global citizenship and preservice teachers. In order to understand how teacher education can prepare global citizens, we must build an understanding of how preservice teachers make sense of the idea. Some educational scholars such as Rapoport (2010) are calling for more attention and research to be done on global citizenship in preservice teacher education, and our study addresses this need. In our study, we conducted two rounds of focus groups with a group of 4 preservice teacher education students. Regarding participants’ demographic information: all 4 students are Seniors; 2 are majoring in Secondary English Education, 1 in Social Science Education, and 1 in Special Education; 3 identify as female and 1 as male; 2 identify as Caucasian/White, 1 as Latina/Hispanic, and 1 as Caucasian/White and Asian/Pacific Islander; 3 were born in the United States and 1 was born in Venezuela; and 0 identified as having a disability. The questions asked in the first focus group were centered on students’ understandings of global citizenship and their educational experiences at our university, while those in the second focus group were aimed at connecting students’ identities to global citizenship. Each focus
group was approximately 60-minutes in length. Our guiding research questions for the study were: (a) How do preservice teacher education students make sense of global citizenship in their teacher education?; and (b) How do preservice teacher education students’ sociocultural identities intersect with their understandings of global citizenship? The proposed roundtable discussion will begin by briefly presenting preliminary findings from our research project on global citizenship and preservice education. Doing so will help contextualize the roundtable conversation and offer some examples of how preservice teacher education students are understanding global citizenship and how it relates to their identity. For instance, a preliminary theme that has emerged from our data is the fluidity of citizenship as it relates to identity. Multiple participants shared how they mobilize different identities for different social, cultural, and political purposes in different contexts. Additionally, related to students’ shared conceptualization of global citizenship as involving enhanced awareness and introspection, another emerging theme involves questioning one’s identity. For example, a participant shared that being called a “gringo” in Spain made her question whether the increased salience of her whiteness meant she was abandoning her mother’s Asian/Pacific Islander heritage. The authors acknowledge that our research remains ongoing until data saturation (Glaser & Strauss, 1967) is reached, and our discussion of emerging themes such as these examples lays the groundwork for ongoing data analysis. Roundtable attendees will build upon this foundation by offering insights about their understandings of global citizenship and sharing experiences about integrating global citizenship in their teaching and research activities. Connections to student identity and marginalization will be emphasized throughout the discussion. To encourage participation in the proposed roundtable discussion of global citizenship and identity within preservice education, the following discussion questions will be used: (a) What is your understanding of global citizenship?; (b) How have you incorporated global themes into your teaching and/or research?; and (c) How can incorporating global citizenship in preservice teacher education improve outcomes for marginalized students in education? Such a discussion can inform further research and teaching on global citizenship and identity within preservice teacher education.

**Keywords**: global citizenship, preservice teachers, teacher education, identity, marginalization

**References**


Language and Intercultural Education

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Abstract

This purpose of this paper is to attempt to identify and explain the relationship between culture and language by giving a closer look at the role intercultural communication plays in language learning and acquisition. This paper begins with an explanation of the reasons why the concept of culture needs to be addressed. The first section focuses on interpreting culture from anthropological and cognitive perspectives, whereby paving the way for expatiating on the relationship between culture and language. The second section gives an exhaustive analysis of Karen Risager (2006)’s pioneering insights into culture and language; for she demolished the traditional view of the relationship between cultural and language by arguing that language and culture are separable. Then, the third section turns spotlight on pedagogy, mainly dwelling on how to foster intercultural competence in educational sphere. (Scollon, Scollon, & Jones, 2011) discourse approach to interpreting intercultural communication will be detailed. Based on Michael Byram (1998)’s model of intercultural communicative competence; the fourth part may take a further step to expound on the way of developing intercultural awareness and competency by paying particular attention to the role that tele-collaboration plays in improving intercultural competence.

Keywords: culture, intercultural competence and pedagogy, computer-mediated communication

References

Indigenous Language Education in Crimea

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Abstract

Over the course of human history, thousands of languages have appeared and then disappeared. Today, according to UNESCO, there are about 6500 languages spoken in the world and at least half of those are under threat of extinction within the next 50 to 100 years. The UNESCO Atlas of the World’s Languages in Danger has six classifications of language survival status, ranging from “safe” in which the language is spoken by all generations and intergenerational transmission is uninterrupted; to “extinct,” in which there are no speakers left. Crimean Tatar falls in the fourth classification, “severely endangered.” In this designation, “language is spoken by grandparents and older generations; while the parent generation may understand it, they do not speak it to children or among themselves.” In the light of these facts, we see again how education of indigenous languages is crucial. While academicians and researchers examine the existing programs at schools to maintain and revitalize indigenous languages, Crimean Tatars cannot learn their language in Crimea after the annexation of peninsula by Russia. Today, a question of conservation and development of the Crimean Tatar language is relevant more than ever. Concerns about this problem are quite justified, because it is well known that the Crimean Tatar language was included in the UNESCO Red Book of Endangered Languages. The repatriation of Tatars has changed the linguistic situation in Crimea and in Ukraine as a whole. The integration of Crimean Tatats into Ukrainian society, recognition of Tatars as one of the indigenous peoples of Crimea by Ukrainian government and, granting the Crimean Tatar language as an official language are actively discussed at various levels in recent years. Politicians, academics and social activists are concerned about the issue of preservation and development of the Crimean Tatar language. My aim is to raise awareness of endangered indigenous language of Crimea, Crimean Tatar language in the context of language diversity in our global world and show that it is really in danger level because Crimean Tatats faces a critical situation again like in the history of Crimean Tatats in 1944. According to report of the United Nations High Commissioner for Human Rights, the Russian Education Standards has restricted the right of Crimean Tatats and Ukrainians to educate in their native language (United Nations High Commissioner, 2018). This time Crimean Tatats are fighting not only for their identity in Crimea but also for their language nowadays. Since 2014, officially number of Crimean Tatar schools which are only seven, remained same, but the number of classes where 5146 children were taught, reduced from 384 to 348 (Crimean Human Rights Group, 2017). The minorities, minority rights and minority protection are always the most discussable subject in international politics. It became much popular because of the annexation of Crimea peninsula by Russia. According to Russian government, the Russian minority in Ukraine was in danger and they needed to be protected. Although the Russians in Ukraine are really minority in some parts of Ukraine, they were majority in Crimea. Crimea is a peninsula which is located on the northern coast of the Black Sea and throughout the history it has been the scene of struggles for sovereignty. The Crimean Tatats are the indigenous people of Crimea. The Crimean Tatar ethnicity was formed in the process of synthesis of many Turkic and non-Turkic speaking tribes, which inhabited Crimea centuries ago. In 1441, The Crimean Tatats emerged as a nation for the first time, bringing together a variety of ethnic groups together to constitute a single nation. Haci Giray Khan, a direct descendent of Ghengis Khan, established the independent Crimean Khanate as a part of the Ottoman Empire. This was a Turkic-speaking Muslim state which was among the strongest powers in Eastern Europe until the beginning of the 18th century. On 8th April 1783, Russia officially annexed Crimea. Being part of the Autonomous Soviet Republic, Crimean Tatats were subjected to oppressive policies. Consequently,
hundred thousands of Crimean Tatars left their homeland in waves of mass emigrations. The Crimean Tatar population, which was estimated to be over five million during the Crimean Khanate rule, decreased to less than 300,000 and Crimean Tatars became a "minority" in their ancestral homeland. More than a century later, in November 1917, an independent Crimea was established under the leadership of Noman Chelebijihan (Albayrak, 2004:25). However, this state did not live long as the Republic crumbled following Bolsheviks’ offensive in January 1918. In October 1921, the Crimean Autonomous Soviet Socialist Republic (Crimean ASSR) was established. With a special ultimatum of V.I. Lenin, the Crimean Tatars lived the ‘golden age’ under Veli Ibrahim. The years between 1923 and 1927 were remarkable for the vigorous renaissance of culture and education of the Crimean Tatars (Albayrak, 2004:26). However in 1927 this sense of patriotism ended, when Tatar leader and his colleagues were arrested and executed for being “Bourgeois nationalists” (Albayrak, 2004:26). In the time following the execution of the leaders, thousands of Crimean Tatars perished during the mass deportation of rich peasants (Akdes, 1992:212). The Crimean Tatar alphabet was changed twice, in 1928 from Arabic script to Latin script, and in 1938 from Latin script to Cyrillic script (Akdes, 1992:238). Also, much of the Crimean Tatar political elite and intellectuals were marginalized and exiled (Albayrak, 2004:26). Hardship peaked in 1944, when Stalin deported the entire Crimean Tatar population from Crimea to the Urals, Siberia and to Uzbekistan in Central Asia. Due to hunger, thirst and diseases, around 45% of the total population died in the process of deportation (Fischer, 2009:89). In 1956, many were released from the “Special Settlement Camps” (Fischer, 2009:89). However, when thousands of Crimean Tatars attempted to return to Crimea in 1967, following an official decree that exonerated the Crimean Tatars from any wrongdoing during World War II, many found that they were not welcome in their ancestral homeland (Fischer, 2009:91). Thousands of Crimean Tatar families, once again, were deported from Crimea by the local authorities (Albayrak, 2004:29). In 1988, the ban on return was lifted (Albayrak, 2004:29). After the collapse of Soviet Union, Ukraine declared its independence and Crimea has remained on the territory of Ukraine. Crimean Tatars could return to their homeland. The status of Crimean Tatars which live in the territorial borders of Ukraine as Ukrainian citizens divided into two periods. Crimean Tatars were recognized firstly as a community with a minority status in the framework of Ukrainian domestic law until 20 March 2014. On 20 March 2014 the Ukrainian Supreme Council, the legislative body of Ukraine has made a decision and recognized officially that Crimean Tatars as indigenous people/folk of Crimea. The study will be based on the Ukraine Constitution, Crimea Autonomy Constitution, and again a part of Ukraine domestic law – national minorities’ law. This study will help to understand the recent situation and indigenous language education in Crimea. As it is known, the Crimean Peninsula as a result of the rapid developments in recent years has been annexed by the Russia Federation. Some parliamentary decisions came out in this annexation process. These decisions will also be analyzed and discussed in terms of Ukraine constitution and international law in this study. Furthermore, this study will offer a solution to maintain and revitalize the indigenous language of Crimea – Crimean Tatar Language.

Keywords: Crimea, Crimean Tatar language, indigenous language, endangered languages

References

Higher Education & Educational Leadership
Examination of Student Teachers’ Professional Anxiety Levels in Terms of Various Variables

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Abstract

Individuals can keep up with the developing and changing world through the education they receive. Teachers are the people who guide and support them to acquire ever-increasing knowledge. In its simplest definition, teaching is a profession that requires expertise, knowledge and skills in education and training (Eskicumalı, 2002). In other words, teaching is a professional occupation with sufficient knowledge and skills which includes its own principles, methods and practices in the field of teaching as well as some personal characteristics and contemporary views related to social, cultural, economic, scientific and technological issues (Erden, 2001; Serin et all, 2015). Therefore, teachers should be individuals who constantly follow up the changes and developments in society and the world, and who develop themselves sufficiently in the field of teaching profession, and who perform their profession eagerly. In Turkey, in order to become a teacher nowadays, the individuals have to graduate from a faculty of education. The students or graduates of other faculties can become teachers, too, on condition that they attend the pedagogical formation program during or after undergraduate education and receive a teaching certificate. Individuals who have a teaching diploma or certificate have to take and pass the Public Personnel Selection Examination, too. Then they are assigned as teachers to schools by the ministry of national education. In recent years, the number of the graduates of the faculties of education and teaching certificate programs is bigger than the number of permanent staff positions assigned by the ministry of national education. That’s why a big number of teacher candidates do not have the chance to be assigned as teachers each year. Besides, since the number of teacher candidates is becoming bigger and bigger every year, higher scores from Public Personnel Selection Examination are required. Teacher candidates do not know whether they will be assigned as teachers or not, and when they will be assigned. All those facts cause big anxiety for teacher candidates. Anxiety is a condition which is an unclear fear or a fear of something bad that constantly dominates a person (Ülgen, 1995; Kurtuldu & Ayaydın, 2010). Demirel (2001) defined anxiety as unpleasant emotional and observable reactions, such as sadness and tension caused by stressful situations. Not knowing what will happen in the future is one of the reasons for major anxiety for people (Atmaca, 2013; Çüceloğlu, 1996; Doğan & Çoban, 2009). This is true for teacher candidates too. On the other hand, today, in schools, teachers have anxiety because they have difficulties for teaching the increasing number of students in class. In addition, insufficient education, lack of professional insecurity and inadequacy are among the reasons for teachers’ increasing anxiety (Çabi & Yalçınalp, 2013). Due to the reasons above, the purpose of this study was determined to examine the professional anxiety levels of student teachers attending to Anadolu University faculty of education in terms of various variables. The study was carried out by using both single and correlational survey models. Survey methods are research approaches that aim to describe a situation that existed in the past or exists in the present. Single survey model aims to determine the occurrence of variables as individual, type or quantity. Correlational survey model aims to determine the presence and/or degree of variation between two and more variables (Karasar, 2012). The population of the study were the student teachers attending to the faculty of education in Anadolu University in 2017-2018 academic year. The sample of the study consisted of 315 student teachers selected by simple random sampling. In the sample 219 student teachers were females and 96 were males. 83 of the student teachers were in the first grade, 115 of them were in the
second grade, 80 of them were in the third grade and 37 of them were in the fourth grade. 128 of the student teachers attended Foreign Languages Department, 50 of them attended Primary Education Department, 39 of them attended Mathematics Teaching Department, 35 of them attended Psychological Counselling and Guidance Department, 34 of them attended Social Sciences Teaching Department and 29 of them attended Fine Arts Teaching Department. For the study, a personal information form was used to find out the demographic information of the student teachers. Besides, Professional Anxiety Scale for Teachers which was developed by Cabi & Yalçınalp (2013) was used to learn levels of student teachers’ anxiety. The scale was a 5-point scale ranging from “very anxious to not anxious”. The Cronbach Alpha reliability coefficient of the instrument, which consists of eight factors (task-centered anxiety, economic and social-centered anxiety, student and communication-centered anxiety, colleague and parent-centered anxiety, personal development-centered anxiety, appointment-centered anxiety, adaptive-centered anxiety, and school-based anxiety), ranges between 0.94 and 0.67. However, in the study, the analysis was done by using mean total scores, but not the scores related to the sub-dimensions of the instrument. Within the scope of the research questions, professional anxiety mean scores were tested for each student teacher. Huck (2012) states that skewness and kurtosis values should change between -1 and +1 for the normal distribution of the data. According to this, the mean scores obtained from the instrument were found to meet the normality requirements (skewness=-.295; kurtosis=-.251). In addition, histogram, Q-Q and detrended Q-Q graphs of the data were examined. As a result, it was seen that the data were distributed normally and the research questions were answered by using parametric analyses. In the study, as a result of the data analysis, the student teachers' professional anxiety levels were slightly higher than the average (x̄ =2.63, ss=.80). Independent samples t-test was used to find out whether there was a difference between professional anxiety levels of female and male student teachers. The t-test results showed that female student teachers had higher professional anxiety level than the male student teachers (t313=4.160, p<.05). Özay Köse, Diken and Gül’s (2017) study supports the findings of this research in terms of finding that student teachers’ Public Personnel Selection Examination (KPSS) anxiety changed significantly according to their gender. Similarly, in the investigation of Gümrükçü Bilgici and Deniz (2016), it was found that female student teachers had the highest designation-centered anxiety. Bozdam (2008), Dursun and Karagün (2012), Özen, Yıldız and Yıldız (2013) concluded that gender did not affect professional anxiety. In contrast to the findings of this study, Karademir (2018) found that male student teachers were more anxious than female student teachers. In the study it was tested by using variance analysis (ANOVA) whether there was a difference between the students' professional anxiety according to their grades. As a result of the variance analysis it was seen that there was a difference between the student teachers' professional anxiety according to their grades (F 3,311=3,370, p<.05). Scheffe multiple comparison test was used to determine the differences among the groups, and a difference was found to be in favor of 2nd graders between 1st and 2nd graders. In Demirel, Serdar and Demirel's (2018) study, it was found that there was a significant difference between the student teachers’ professional anxiety levels in different grades. In addition, as a result of the research of Kurtuldu and Ayaydın (2010), it was determined that the level of professional anxiety of the student teachers increased as the grade level got higher and higher. In the research of Serin, Güneş and Değirmencioğlu (2015), it was found that the anxiety levels of student teachers did not differ according to their grades. In the study it was tested by using variance analysis (ANOVA) whether there was a difference between the student teachers' professional anxiety levels according to their departments. The result of the variance analysis showed that there was a difference between the student teachers' professional anxiety levels according to their departments (F 5,309=3,676, p<.05). Scheffe multiple comparison test was used to determine the differences among the groups, and a difference was found to be in favor of the student teachers at the Psychological Counseling and Guidance Department between Psychological Counseling and Guidance Department and Mathematics Teaching Department. In other words, the student teachers’ professional anxiety level in the Psychological Counseling and Guidance Department is higher. In order to determine whether there was a relationship between student
teachers' GPAs, departments, preference order of the programs they choose and their professional anxiety, Spearman Rho coefficients was calculated. It was found that there was no relationship between any of them (rGPA=-.032, rdepartment=-037, rpreference order=.003, p>.05). As a result of all the findings of this study, it was found that female student teachers had higher professional anxiety level, and the student teachers' professional anxiety levels differed according to their grades and departments. On the other hand, the student teachers’ professional anxiety levels did not differ according to their GPAs and their preference order of the departments. Based on the results of this study, the following suggestions have been developed: The reasons of the student teachers’ professional anxiety should be examined in depth through qualitative researches. Besides, student teachers should be informed about teaching qualifications before starting their education at the university, so that they could have information about what they are expected in the future. In this way, student teachers’ professional anxiety levels can be decreased.

**Keywords:** student teacher, professional anxiety, teacher education

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The Necessity of Leadership Training in Higher Education in Vietnam: A Perspective From Students

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Abstract

The research proves the necessity of leadership training in higher education in Vietnam. The methodologies used in the research includes literature review to point out the necessity of leadership training; checking websites of 100 Vietnamese universities to analyze leadership training’s syllabuses; student survey to assess their current leadership knowledge, skills and training needs; and comparison the leadership training in Vietnam’s universities with international experiences. The research results show that although leadership is a necessary skill for personal, organizational and country development and there is still a large room to improve student’s leadership’s skills, Vietnamese higher education institutions have not yet paid enough attention to this type of training. To sum up, the research gives recommendations for Vietnam in both short-term and long-term to strengthen leadership training and practicing for students in higher education of Vietnam.

Keywords: leadership, leadership training, higher education, Vietnamese universities
Reflective Learning: Developing Critical Reflective Thinking in STEM MBA Students

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Abstract

The primary role of higher education (HE) institutions has been to prepare its students for their future careers in the workplace. Traditionally, this has been accomplished through a mix of theoretical knowledge and practical application. Reflection has been effectively used in business HE institutions to encourage students to seek beyond the descriptive and simple response to deep, critical thinking and, effectively, make better choices. One pertinent area of business management education that needs to emphasize higher-level critical thinking skills involves students who study in the disciplines of Science, Technology, Engineering, or Maths (STEM). While STEM programs focus on discipline specific expertise, MBA programs offer general management knowledge across the disciplines which allows STEM students to be more effective in the workplace. STEM education necessitates effective strategies for preparing young graduates who can successfully meet the real world demands of the global economy and offer creative solutions for any wicked problems they may face. Thus, today’s management education, regardless of the industry or eventual work position, has accepted the need for reflection within and outside of the classroom. Reflection was first introduced in a pedagogical context by Dewey early in the 20th century (Van Beveren, Roets, Buysse, & Rutten, 2018). For Dewey, reflection is thinking (Pierson, 1998), but is difficult to assess in regards to its research effects on education and professional development (Rodgers, 2002). Perhaps for this reason, Dewey focused on systematic, rigorous, and disciplined reflection deeply rooted in scientific inquiry (Rodgers, 2002) that was brought about by a moment of doubt (Morrow, 2011). Schön elaborated on this concept of reflection and introduced the expressions reflection-in-action, or thinking while doing the task and reflection-on-action that entails thinking after the event or action is completed (Ferreira, n.d.; Hebert, 2015; Hickson, 2011; Johnston & Fells, 2017; Kamerdeen, 2015; Leitch & Day, 2000; Rodgers, 2002; Tanggaard, 2007; Thompson & Pascal, 2012; Van Beveren et al., 2018; Yanow & Tsoukas, 2009). Reflection-in-action is based on routinized action, an encounter of surprise, and reflection leading to new action and is often an improvised response which allows the participant to reflect while in the midst of the action without interrupting what one is doing (Yanow & Tsoukas, 2009). This is most commonly referred to as ‘thinking on your feet’. A person who is capable of this quick thinking was defined by Schön as a ‘reflective practitioner’ who reflects on understanding actions, subsequently, questioning and restructuring them, to make more effective future action choices (Ash & Clayton, 2004; Morrow, 2009; Roberts, n.d.; Ryan, 2012; Xiao, Namukasa, & Caldeira, n.d.). In today’s educational system, it is important for students to transfer problems across educational and workplace contexts (Tanggaard, 2007) and address real-world problems (Ferreira, n.d.). Real life problems are often complex and multi-faceted. They entail combining the data or description the student has gathered (Rodgers, 2002) with their existing beliefs, heuristics, theory, knowledge, or experience to decipher what the data or description is actually saying (Hebert, 2015). Learning then is transformed by the experiences in which the student participates.
(Miettinen, 2000), but this experience can change from one context to another. Two students can look at the same event at the same time, yet see it differently (Ferreira, n.d.). Different cultures may interpret the same stimulus in different ways (Miettinen, 2000) or react to it in seemingly contradictory manners. There may not be one straightforward ‘right’ answer to a real-world problem but a need to have alternative ways of seeing things (Thompson & Pascal, 2012). Thus, “reflection itself becomes not a means to an end or something to perform, but rather a way of being in the world” (Hebert, 2015, p. 369). Previous literature has examined different models of reflection or levels of reflection that could be implemented in HE institutional settings such as Gibb’s model of reflection (Roberts, n.d.), Watson-Glaser’s 5-step appraisal of critical thinking (Cavdar & Doe, 2012), and Kolb’s active experimentation, concrete experience, reflective observation, and abstract conceptualization (Morrow; 2009; Roberts, n.d.). In this paper, Baker’s 4-step model of reflection (identification, description, significance, and implications) was used as the foundation of the MBA STEM student reflection papers (Kennison, n.d.). Baker’s model of reflection was chosen for this study as it is most often utilized in medical and scientific settings where the importance of evaluating and taking each decision can have dramatic effects on a larger community; this is a potential challenge STEM students may face in their respective workplaces as well. Reflection is social and flourishes in communities of practice. Traditionally, the concept of reflection was seen as an individual learning experience which neglected the emotional dimension of learning (Rodgers, 2002; Thompson & Pascal, 2012). However, participants need to engage and discuss shared problems or activities (Lin, Hmelo, Kinzer, & Secules, 1999) to interact and accommodate new experiences and actors to make new connections (Tsoukas & Chia, 2002). For this reason, reflection has been accepted as a collective and social practice (Johnston & Fells, 2017). One crucial aspect of the collective side of reflection derives from its innate ability to encourage groups of people with common goals to join together as communities of learners/learning communities (Cavdar & Doe, 2012), educative community of critical thinking/community of experts/community of inquiry (Golding, 2011), knowledge-building communities, or, most commonly referred to as communities of practice (Hibbert, 2013; Roth & Lee, 2006). Previous literature explored the concept of communities that are particularly relevant to STEM students such as the ‘peer review community’ that is based on a high degree of clarity, concision, collaboration and communication which is critical in STEM disciplines (Reed, Pearlman, Millard & Carillo, 2014; Reynolds, Thaiss, Katkin, & Thompson, 2012). Another pertinent community is the ‘faculty learning community (FLC)’ that has been created to improve student learning and faculty professional development through discovery, mapping, and developing to identify communication gaps and devise assignments that address them. Reflective assignments, particularly written assignments, offer one possibility of addressing these gaps. The success of writing is community based between STEM faculty and students (Reynolds et al., 2012) where peers offer meaningful discourse on the work and provide feedback that engages students in active critical thinking (Cavdar & Doe, 2012; Morrow, 2009; Morrow, 2011; Reed et al., 2014). This dialogue or inner conversation that reflection encourages is dynamic and complex; it enhances higher level critical thinking and promotes autonomy and empowerment (Abrami, Bernard, Borkhovski, Waddington, Wade, & Persson, 2015; Kennison, n.d.). Through written reflections, students consider multiple perspectives and question norms or prior learning to explain how they would react to similar experiences in the future (Kennison, n.d.; Roberts, n.d.) by making connections between course topics and their own lives and justifying any answers they may put forth (Beigman Klebanov, Burststein, Harackiewicz, Priniski, & Mulholland, 2017; Morrow, 2011). These written reflections can include but are not limited to, learning logs, diaries, or journals (Morrow, 2009; Pierson, 1998). Written reflection moves students away from memorizing facts to a deeper understanding of concepts and scientific ways of thinking that improves student learning.
and engagement (Reynolds et al., 2012). For STEM students, this type of written reflection represents a shift from ‘knowledge telling’ to ‘knowledge transforming’ (Reynolds et al., 2012) in a clear, concise, well-organized manner supported by empirical evidence (Jovanovic et al., 2017). When students find a task useful and relevant beyond the immediate situation, they are more engaged, work harder, and perform better (Beigman Klebanov et al., 2017), thus, written reflective assignments that can be applied to and in real life are likely to produce more authentic reflections (Jovanovic et al., 2017). Through written reflection based on thought-encouraging questions and a thinking-encouraging approach, students can become critical thinkers (Golding, 2011) who create co-reflective learning space with faculty that offers authentic intellectual challenges and allows them to find their own voices (Morrow, 2011). Nonetheless, there are some challenges with written reflection such as the risk that not all students are that profound nor honest; they may write what they think the teacher wants to hear or be afraid of losing face in front of their colleagues. Further, students may become self-conscious critics and be lost in isolated thinking or self-absorption (Morrow, 2009; Morrow, 2011). Students may struggle to incorporate evidence in their arguments (Cavdar & Doe, 2012), thus risking superficial responses that lack any indication of higher-level critical thinking skills and have no impact on learning or future practice (Ryan, 2012). There is a certain level of discomfort in sharing reflective writing with others (Pierson, 1998) as emotional matters and sensitivities are directly related to reflection (Roberts, n.d.). An educator cannot command a student to reflect or simply trust that reflection has taken place (Ash & Clayton, 2004). Rather, students need a supportive, non-threatening environment (Ryan, 2012) where they are allowed to make mistakes (Kennison, n.d.).

**Keywords:** higher education, STEM education, critical reflective thinking, effective learning

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The Relationship Between Strategic Management and Financial Planning

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Abstract

This paper identifies the need to view strategic management and implementation with new insights from entrepreneurs and researchers who have attained and studied successful enterprises. The backdrop is the rate of disruption taking place all over the U.S. as well as globally. The objective is to understand major changes to garner ideas for more effective decision-making at universities. Case studies, articles in scholarly journals, and newspaper reports are the data used for the study. Technology, teamwork, and culture are pivotal in the intrinsic role they play in the new era of competition.

Keywords: strategy, disruption, transformation, technology, culture, implementation
The Impact of Dual Credit Programs on College Persistence and Achievement by Low-Income Students

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Abstract

This quantitative study was an attempt to fill a gap in the research literature concerning low-socioeconomic status (SES) dual credit students’ subsequent college matriculation and their academic achievement and success. Identifying which type of dual credit programs has more effectiveness for college matriculation and academic success is important for determining the best allocation of state and federal funds and for understanding the dynamics of successful students who receive financial aid and state grant money. While existing research has demonstrated that participation in dual credit programs increases low-SES students’ college matriculation and other academic success indicators, limited studies are available to examine the effects and compare the outcomes of participation in various formats of dual credit programs. In this study, two groups of low-SES students were compared: those who had participated in an early college Achieving a College Education (ACE) program and those who had participated in a standard dual enrollment (SDE) program in the high schools served by Chandler-Gilbert Community College in Arizona. A casual-comparative ex post facto design was utilized. A simple random sampling method was applied to select the sample from all available archival data on low-SES students who had participated in ACE and SDE programs and subsequently enrolled at Chandler-Gilbert Community College in 2013–2017. All participants were randomly selected from the data set of all low-SES ACE students and SDE students. A priori sample size determination yielded 610 participants (305 in each group) for Research Question 1 and 210 participants (105 in each group) for Research Questions 2 and 3.

Keywords: dual credit, dual enrollment, ace, underrepresented students, higher education
African Traditional Thought and Soul Force: A Globalization of Community-Based Civil Rights

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Abstract

This paper offers a positive interpretation of the African Traditional term ‘Magara’ or ‘Soul Force’ and raises the philosophical question of whether, and to what extent, the African Traditional Concept that this term expresses, utilized by three civil rights leaders (and, in a sense, indeed, enabled the three leaders to teach to the entire world), a profoundly humanizing concept that motivated human events in three distinct international venues. These events are described as including the civil rights efforts organized Mohandas Gandhi in India, the Civil rights movement led by Martin Luther King, Jr. in the United States of America, and the anti-apartheid movement led by Nelson Mandela in South Africa. It is suggested that all three leaders utilized this African concept to convey modern visions of human freedom and democracy – visions that have fostered a philosophically global view of Civil Rights in dramatic and splendidly memorable ways.

Keywords: community, globalization, justice, rights

Acknowledgments

The author gratefully acknowledges the assistance of the following colleagues with earlier revisions of this draft: Dr. Lucheia Graves, Tytianna Horn, and Courtney Lawrence.
Transitioning of Instructional Designers From Preparatory Programs to the Workplace

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Abstract

Instructional design is becoming integral to modern educational organizations. As experts in technology, learning theory, and practice, the skills and knowledge required to be an effective instructional designer are becoming complex and challenging to master (Riter, 2016). Organizations are struggling to find instructional designers that can meet their needs (Riter, 2016). Managers may want instructional designers to have expertise in all areas of instructional design, but organizations that create instructional design competencies report this is not possible (International Board of Standards for Training, Performance and Instruction, 2012; Villachica, Marker, & Taylor, 2010). Instructional designers report that their role in the organization can be ill-defined, and that graduate schools do not teach all the needed skills for the workplace (Larson, 2005). This research design was a quantitative, non-experimental, correlational design research study. A custom survey instrument of instructional designer comfort level with and frequency using competencies was sent to graduates of three instructional design graduate schools. Correlational statistics (Pearson’s r) were computed from responses collected from novice and experienced instructional designers. The researcher analyzed correlations between the two groups. Research question one and research question two were not found to be statistically significant. Research question three was statistically significant with a large, positive correlation (r(28) = .58, p < .05). The coefficient of determination was .33, a moderate practical effect size (Cohen, 1992). Research question four was statistically significant with a large, positive correlation (r(28) = .61, p < .001). The coefficient of determination was .37, a moderate practical effect size (Cohen, 1992).

Keywords: modern educational organizations, preparatory programs, learning theory

References

Doctoral International Leadership Education Hybrid Course—A Model Case Study

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Abstract

The importance of including a course in comparative education for doctoral students increases daily because of easy access to global information and what this access means to our daily work lives. There are many challenges to design a course especially for leaders in education who have limited time because of their work lives. Thus, this paper will describe both meaningful content for and technological aspects of such a course. The discussion begins with the premises that 1) international involvement is basic to a university, and 2) it is particularly important for students to understand that educational dilemmas are commonplace across boundaries and that there are lessons to be shared/learned from other countries. Drawing on the idea that similar dilemmas occur around the globe, this course examined education from an international/comparative perspective. The intent of the course was to provide students the framework for examining and evaluating contemporary education issues comparatively. Students gain a better understanding of how education dilemmas, theories, methods, and models transcend national boundaries by making comparison. In this way, students will fine tune their analytical skills, increase their understanding from a comparative perspective of the linkages through different mediums, improve their perception of cultural, historical, and philosophical considerations as they relate to a variety of pedagogical situations, gain a practical understanding of the role of education in different economies, and gain a historical view of life in different societies related to the role of education. A description of a hybrid model of instruction including information on the technology and applications that have served our students best needs to be presented. First, the hybrid course utilizes both face-to-face and learning platform resources, asynchronous and synchronous, that provide flexibility and provide content in a manner that enhances a traditional class experience. Specifically, four 3-hour classes are face-to-face, 3-classes are live broadcasts using adobe connect and 4-classes are weeklong asynchronous discussions using a feature of our learning system (ecampus), and finally 3-week long classes are asynchronous discussion/lectures. Students are graded on weekly readings, discussions, discussion/lectures, chats, one resource unit and one collaborative research paper. Textbooks used were Sahlberg, P., Hasak, J., & Rodrigues, V. Hard questions on global educational change: Policies, Practices and the Future of Education and Rotberg, I. C. Balancing Change and Tradition in Global Education Reform. In addition, the Finish schooling system was reviewed at http://www.oph.fi/english/education.system and various articles in Comparative Education Review and other journals concerning comparative education are sources. In addition, projects from Global nomads.com. Annenberg learner.org, Ted.com, youtube.com, and UNESCO education were used for the live chats. The design and implementation of an “intense” hybrid course designed for doctoral candidates in education that leads to deep thinking across problematized scenarios was designed and implemented. Bazler (2018) suggested that: Meeting the demands of the 21st century student means exploring new mediums for the delivery of education. The field work required by students to remain competitive in a job market means less time spent in the classroom. Expanding this classroom to the virtual realm of the internet frees students to gain hands on experience while also taking their required classes. Virtual classrooms are not new, but with new technologies and updates emerging, it is critical to quantify the effectiveness of these means (p. 9686 ). The guiding questions used in the course to ensure that the goals and
objectives are met include: What is comparative education and why study it?; What are methodological and philosophical considerations in comparing educational phenomena?; How do philosophies about education leadership differ in societies?; What are current trends and issues in comparative education?; What are commonalities and differences in education leadership issues between countries?; What is the division of education leadership between different members of societies?; How do the roles of different actors compare in the reform of education globally?; How do equality and access to education differ in societies by class, race, and gender?; What is the inter-generational effect and how does it impact on education leadership and differ across societies?; How do historical aspects of different societies influence on education and current perspectives? How do micro cultures’ philosophical and historical perspectives on education within societies differ? And how do all of the answers you find influence your thinking and practice and your research? This course stresses the pedagogical approaches that are designed to provide a global experience. The course instructor developed varied modules about methods for research, discussions board topics (both synchronous and asynchronous) in order for the researchers to reflect upon their own experience, and links to find global research that may add a different perspective to both their dissertations and their jobs. Students find the various approaches helpful for many different reasons; however, most have said that they never had thought about looking globally for resources and ideas and in a couple of cases the students struggled finding references for their research and now researching globally has opened up a new set of perspectives on their agenda. The most meaningful outcome is that students understand that their challenges are neither unique to their schools nor to the USA, but are global in nature. Students note that some countries have tried programs that they were thinking of implementing but upon review these new programs might have failed in these countries and probably would fail in the USA, too. On the positive side of the argument, students identified programs with specific details that they might adjust a little and then adapt to their particular school. All the students now look at research from around the globe, not just the USA. It took this class to open up the world to them and most are extremely appreciative. One student, as an introduction to delivering his collaborative project, noted that researching the developing country that he chose humbled him and affected him emotionally because he had not explored other countries and other countries challenges in education. One student emailed the director of the doctoral program and the dean of the school of education suggesting the use of the assigned youtube.com video by ……. for introduction to the initial program. A doctoral hybrid course in International Leadership was developed utilizing both synchronous and asynchronous pedagogy. Students provided feedback during both in class and on-line sessions informally. All of the doctoral students included international research into their dissertations. In the future, adding an international “guest” to the adobe connect live chats would add more authenticity to the chat. In addition, finding other live comparative education programs would add breadth to the discussions.

Keywords: international leadership, global education, hybrid, leadership, technology education, global curriculum

References


The Use of Cognitive Coaching in a Faculty Learning Community of College of Education Professors

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Abstract

According to Cox (2004), “Faculty learning communities create connections for isolated teachers, establish networks for those pursuing pedagogical issues, meet early-career faculty expectations for community, foster multidisciplinary curricula, and begin to bring community to higher education” (p. 5). Cox (2004) further describes FLCs as a “particular kind of community of practice” (p. 9). Faculty learning communities (FLCs), as specialized communities of practice (CoPs), have the potential to provide a social setting and a powerful framework for groups of educators interested in improving teaching and learning. Lave and Wenger (1991) have questioned the efficacy of formal learning experiences in continuing professional development, proposing that knowledge and skills development occurs when meaning is shared, discussed, developed, and debated through participation in CoPs. As defined by Wenger-Trayner (2015), “Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly” (p. 1). Learning, then, is a process that takes place in a participative setting where it is mediated by differences in participants’ perspectives. Participants in CoPs have been described by Wenger, McDermott, and Snyder (2002): These people don’t necessarily work together every day, but they meet because they find value in their interactions. As they spend time together, they typically share information, insight, and advice. They help each other solve problems. They discuss their situations, their aspirations, and their needs. They ponder common issues, explore ideas and act as sounding boards. . . . they become informally bound by the value that they find in learning together. This value is not merely instrumental for their work. It also accrues in the personal satisfaction of knowing colleagues who understand each other’s perspectives and in belonging to an interesting group of people. (pp. 4-5). Stoll, Bolam, McMahon, Wallace, and Thomas (2006) name five essential features of a learning community: shared values and vision (a framework for shared, collective, ethical decision making); collective responsibility (all members accountable); reflective professional inquiry (reflective conversations and examinations of current practice); collaboration (feelings of interdependence); and group, as well as individual, learning (creation of collective knowledge through interaction and dialogue). Improvement of teaching through skills acquisition, breaking of personal and professional isolation, adaptation of new teaching dispositions, and development of a sense of efficacy have been discussed as evidence of the value of FLCs in higher education (Hadar and Brody, 2010). Improvements in teaching effectiveness and student learning, faculty motivation, job satisfaction, and the development and maintenance of faculty relationships over time are reported by Roth (2014). Beltman (2009) has defined motivation as an elevated level of engagement, participation, and persistence in an activity, noting, “If individuals are to persist and implement professional learning in their everyday practice, they would need to be motivated” (p. 194). When a group of faculty members at a Midwestern (United States) university’s college of education found themselves motivated to put skills learned in Cognitive Coaching℠ training into practice, they decided to form an FLC as the forum for supporting each other through mentoring and collaboration as they sought ways to improve their professional practice. Cognitive coaching became the structure used to guide participant interactions during FLC meetings. The aim in conducting this study was to answer the question: How does the use of cognitive coaching influence the effectiveness of a mentoring process within a FLC of college of education professors? Faculty learning communities as a mechanism for increasing teaching
effectiveness at the university level are not unique, but the use of cognitive coaching as the protocol for conducting the work of the FLC is. Cognitive coaching is a developmental-reflective approach to the development of teachers’ cognitive and decision-making capacities (Kuijpers, Houtween, & Wubbels, 2010), a process during which instructors explore the thinking behind their practices with improved teacher performance as the intended outcome. It is based on the idea that metacognition leads to the building of flexible, confident problem-solving skills (Garriston, Linder, & Whitaker, 1993). The processes of cognitive coaching are accomplished through the use of three coaching maps: the planning conversation map- used to prepare the coachee for an upcoming instructional event; the reflecting conversation map- used to guide the conversation after an instructional event takes place; and the problem resolving map- used when the coach wants to refocus the coachee’s energy towards a desired state. These maps serve as templates for conversation between the coach and the coachee. A critical component to the use of the maps is an understanding of what Costa and Garmston (2013) have termed the five states of mind: Efficacy - knowing we can make a difference and being willing to do so; Flexibility - knowing we have options about our work to consider and being willing to acknowledge and demonstrate respect for diverse perspectives; Consciousness - knowing what and how we are thinking about our work and being aware of our actions and their effects; Craftsmanship - knowing we can continually perfect our craft and being willing to work toward excellence and pursue ongoing learning; and Interdependence - knowing we will benefit from participating in, contributing to, and receiving from, professional relationships to benefit the work of others and ourselves. Cognitive coaches try to identify states of mind lacking or weak in those being coached and help them shift from: an external focus of control to an internal focus of control (efficacy); narrow, egocentric views to broader and alternative perspectives (flexibility); lack of awareness of self and others to awareness (consciousness); vagueness and imprecision to specificity and elegance (craftsmanship); and isolation/separateness to connection to/concern for community (interdependence) (Costa and Garmston 2013, Content Memory Mat). The FLC met on 10 occasions over a period of eight months. Each meeting lasted two hours and two coaching sessions took place, with participants rotating through the three roles of coaching, being coached, and scripting the sessions. Coaching sessions were followed by discussion of the adherence to the steps in the cognitive coaching maps during the session, and the coach’s use of the five states of mind to mediate the coaching conversation. Data collected and analyzed include scripts of coaching sessions, journal reflections, and comments by participants after coaching sessions. In the analysis of these data, three themes emerged. First, coaching skill in the use of the conversation maps was honed. Second, an increase in ability to support and facilitate the coachee’s resourcefulness in using the five states of mind was achieved. Third, participation in the FLC resulted in improved teaching effectiveness for all members. All agreed that the requisite elements for a successful FLC– collegiality, collaborative inquiry, use of a protocol (cognitive coaching), norms in which to ground the work, and reflective practice were evident. In particular, it was agreed that the use of cognitive coaching was a viable process to enrich the discourse of FLCs formed to improve teaching practices of professors in a college of education.

Keywords: cognitive coaching, faculty learning communities

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Published by Scholar Commons, May 21, 2019


“I Saw These People on Bali Working Remotely With Their Laptops. That’s When I Decided to Go for an IT Study Programme!” – Study Decisions in STEM and Gender Aspects in the Light of Digitalisation

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Abstract

Within society gender inequality still lingers on. At the same time, the lack of specialized ways to address this inequality in the digital age are of more and more importance. Jobs in the fields of Science, Technology, Engineering, and Mathematics (STEM) are a key contributor to innovation and productivity growth in most advanced economies like in Germany or the USA (e.g. Peri, Shih, Sparber, 2015). Especially for STEM fields gender relations have been fraught with imbalance ever since their inception. Still, the environment of the study and vocational orientation for women and men in STEM professions has changed considerably during recent years (UNESCO, 2017).

The share of female university graduates is increasing in nearly all fields of study, including STEM programs. Over the past few decades, women have made significant advances in university participation, including subjects that have previously been mostly populated by men. Science, technology, engineering and mathematical degrees, however, are still outnumbered by male students. Women who decide to graduate in STEM, mostly choose biology or science programs. Consequently, there are fewer women in engineering, computer science and mathematics programs. This is especially problematic as engineering and computer science degrees averagely lead to better outcomes in the labour market regarding employment opportunities, suitable jobs and earnings. Preliminary assumptions indicate the need for better information on gender-independent competences.

Young women with a high level of mathematical ability are significantly less likely to enter STEM fields than young men, even young men with a lower level of mathematical ability. This suggests that the gender gap in STEM subjects exists due to other factors, such as differences in expectations of the labour market (i.e. family and work balance), motivation and interest as well as information on gender-independent skills (Hango, 2013). Numerous socio-cultural and practical barriers exist, which make it difficult or unappealing for women to enter and stay in STEM jobs. One of them is gender stereotyping. STEM interest, as well as achievement and perseverance in this field, are already affected by learning environments, peer relations and family characteristics (Dasguta, N. & Stout, J. (2014). Already in primary and secondary school, traditions and cultural norms leadgirls and boys into different academic fields of learning. This continues on regarding trainings, colleges, universities and prospective professions. Historically, STEM subjects have always been a male dominated field. Contrarily, social and cultural sciences have been predominantly studied by girls and women. This results in a lack of female candidates pursuing professional careers within STEM fields. Another barrier is the inhospitable working climate. Women leave STEM careers and quit STEM jobs due to a sense of isolation, biased professional evaluations and a lack of support, role models and mentors. These are main reasons why there is a higher drop out level for women within the first year in STEM jobs. Lower salaries than those of their male colleagues, long working hours and a conflict in work-life integration were also factors that cause the high attrition rate of women in science and technology. This pattern of women falling out of STEM
jobs is called the “leaky pipeline” phenomenon (International Federation of University Women, 2015).

The project "GenderMINT 4.0" seeks to gain new insights as how to successfully integrate and retain more women (and men) in STEM study programmes and professions. Based on the collected data, the project will result in recommendations to relevant stakeholders in the field of STEM and contribute to the lasting inclusion and retention of competent employees in the light of various ongoing social and organisational changes. This paper presents the design and concept of an ongoing longitudinal mixed-methods study.

The research project is based on a longitudinal study design in which panel-participants are surveyed three times over the course of their STEM bachelor’s study programs. This design allows for the tracking of student’s motivational changes during their study, their academic success over a prolonged period, as well as the drop-out ratio of students in STEM fields.

The study was divided into three waves as depicted in figure 1 above. In the first wave of the project, students were asked about their future plans with respect to study orientation. By means of an online-survey, around 600 high school graduates nationwide that were planning on starting STEM study programs were initially surveyed. Additionally, a complementary pen & paper questionnaire was handed out at first semester courses in STEM study programs at over 50 universities across Germany, resulting in the input of an additional 8,000 student respondents. In addition to collecting gender-specific behavioral and decision-making data, the surveys also obtained information with respect to the role of outside influences (i.e. peers, family, school and teachers) and the survey participant’s initial experiences with several occupational fields. In the second wave, a follow-up survey was conducted with more than 2,400 of the initial participants. The follow-up questionnaire focused on, amongst other things, the career aspirations of the survey participants and their perceptions regarding gender roles (in STEM). The third and final wave is still to be conducted, with the final results expected by the end of summer 2019. Main focus of the third wave will be on the influence of digitalisation on studying a STEM subject.

In addition to the standardized questionnaires, we are conducting in-depth narrative interviews with a selection of the panel participants in each wave, with the intent to gather data with regards to anticipated changes in career planning, existing gender conflicts, attitudes towards digital change and their impact on personal life, study and work. 53 students beginning study programs in various STEM fields were interviewed to gain a more detailed insight into the motivations behind their choice of study programs. In the second wave, we conducted biographical interviews with the same participants to learn more about the connection between their upbringing and their
choice of study. Additionally, we conducted 20 expert interviews with stakeholders in STEM companies and university faculties as well as presidents to gather further information about the goals, strategies, and pull-and-push programs used for the recruitment of specialists.

Descriptive evaluation of the online survey and pen & paper questionnaire of the first wave indicated that the main decisive factors for choosing a university are the proximity to the hometown, the opportunity to study a specific subject, and the reputation of the university. The results of the wave 1 interviews are comparable to the results gathered in the surveys; they both indicated that the primary criteria impacting one’s choice of the study subject were ‘enjoying the subject’, ‘good grades’, ‘early interest’ and ‘support from family and teachers’. The evaluation of the quantitative data of wave 1 showed that the main information sources for survey participant’s selection of study orientation were internships, contact with professionals in their fields of interest, and outreach programs organized by universities.

Of additional interest in the surveys and interviews was the question, where the students plan to work after finishing their studies; the most prevalent answer was that they hoped to work in private companies (56% of men and 48% of women). More women than men intended to work in the educational sector (i.e. schools or universities). In the qualitative interviews, many students declared that they planned to work in research in the future, but in the questionnaire, only 8.6% stated that they want to work in universities; the reasoning for this will be the focus of subsequent research. When asked their preferred target degree, most of the survey participants indicated that a master was their desired degree (57% women, 60% men). Interestingly, more women aspired to complete a PhD programme (14% of woman and 11% of men). Additionally, on average more male than female students had already obtained practical experience in the STEM sector through internships before beginning to study (43% of men and 36% of women).

It is worth noting that the male interview participants perceived the stereotype that women are bad in STEM as a fact, whereas women rejected it. Men tended to justify this perception with pseudo-scientific reasoning, whereas women tended to rely on their own narrative experience of stereotype perception of their personal STEM performance.

In the second wave of the project, all data has been collected by an online questionnaire. Currently, 2,400 of the survey participants in wave 1 also partook in wave 2 (53% men, 46% women, 1% undisclosed). In wave 2, we surveyed the students one year after beginning their study programs. Wave 2 results indicated a trend towards increased interest in PhD completion over time. Overall, the survey participants expect good career opportunities (76.6%) and promising income opportunities (70.8%) due to their selected STEM fields. Other German panels, like the one conducted by the National Educational Panel Survey (NEPS), obtained similar results and indicated that extrinsic factors like salary and promising career opportunities are more effective motivating factors for men than for women. On the other hand intrinsic factors (ex. helping others, finding useful work) are more important for women than for men.

In our second wave survey and interviews, questions regarding a moral rating of gender-role attitudes was included. 70% of the survey participants agreed with the statement that both men and women should contribute to the household budget. Furthermore, 65.8% of the survey participants disagreed with the statement that the family unit suffers when the mother is working. This is an often discussed issue concerning family dynamics, but little attention is paid to the consequences for the family when men focus too much on work. Interestingly, 48.5% of the survey participants agreed with the statement that family life suffers when men are too much focused on work.
Subdivided by gender, the agreement to this statement has 40% of women and even 44% of men. Accordingly, it appears that the compatibility of family and work must also be addressed with respect to men.

Further in-depth analysis of the data collected by the means of qualitative interviews as well as statistical analysis of the responses from the online surveys need to be concluded and combined. Final results (and the completion of wave 3) is expected by the end of 2019 but first insights shall be presented before hands.

**Keywords:** higher-education, STEM, study, digital transformation, career, inclusive education

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**Acknowledgements**

This work is supported by German Federal Ministry of Education and Research (BMBF) under the funding code 01FP1608 as part of the program “Frauen an die Spitze” (Women to the top).
Piloting Restorative Justice Practices in Middle School: A Case Study

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Abstract

The purpose of this study is to deepen understanding of the dynamics of implementing equity policies in school discipline and change in schools. Research design: This longitudinal case study of Restorative Justice practices implementation utilized data collection through interviews with four participants interviewed twice each, focus groups, observation data, field notes, email communication, and document analysis. Findings: 1) The leadership of school developed the vision for the initiative and engaged in careful planning to begin the implementation of this change; 2) Most of the participants had common definitions of RJ practices; 3) The school chose to start restorative circles with students in most need rather than engage in a school-wide approach; 4) The people engaged in this change had divergent purposes, goals, and hopes of Restorative Justice circles; and 5) Barriers and challenges became more pronounced in the second year of implementation. Conclusions: Commitment, deliberate planning and district support are paramount for successful restorative practices to take root in school discipline.

Keywords: restorative circles, change implementation, middle school
“Too Pretty for STEM” Femininity as an Exclusion Mechanism for Girls and Women in STEM

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Abstract

Gender relations in the field of computer science and technology have been fraught with imbalance ever since their inception. Although there is an increase of measurements and policies regarding the participation and access of women in Science, Technology, Engineering and Mathematics (STEM), it is still widely considered a masculine terrain. Studies have shown that structural and cultural factors, rather than an individual’s interest in STEM subjects, are the primary hindrances to the participation and success of women in STEM (Gonzalez, Kuenzi, 2012 and Riffle et al., 2013). One particular aspect is the preconceived notion that women who present themselves in a stereotypically feminine matter are deemed less likely to be scientists or to pursue STEM careers (Banchefsky et al, 2016 and Francis et al., 2017). The intention of this abstract is to emphasize the construction of gender within STEM fields and highlight the relationship between stereotypical femininity and STEM as a symbolically masculine field. It is argued that the perceived incompatibility of femininity with science and technology leads to STEM being avoided by or even denied to girls and women who strongly identify with their femininity (Gonsalves, 2014 and Francis et al., 2017). The paper is based on collected qualitative data from the ongoing research project "GenderMINT 4.0". The project seeks to gain new insights as to how to successfully integrate and retain more women (and men) in STEM study programmes and professions. This study defines engineering science and other STEM fields in accordance to the definition laid out by Stichweh (1994), as a homogeneous communication context with an accepted corpus of scientific knowledge, as well as a process of professional socialization of scientists and students across a network of institutions that share a STEM specific disciplinary culture (Gonzalez & Kuenzi, 2012). The disciplinary culture is a virtual system with fixed boundaries (Ihsen 2007) and produces its own meaning through selection of different guiding ideas, leading to a reproducible internal process, even when external signals are calling for change (Rehberg, 2012). The in-house process selects its own potential members and has a significant impact on the further personal and professional development (habitus) of its own system members. If members of the system are compliant, their opportunity for a successful career is significantly higher than if there are discrepancies between the person and their expected role (Ihsen, 1999). This means: the best way for women to be successfully integrated in STEM-fields is compliance with the male dominated system. The male STEM-habitus, however, excludes highly stereotypical feminine behaviours and appearances. The construction of western stereotypical contemporary femininity is based on traits, appearances, interests and behaviours that have traditionally been considered typical of women, such as the expression of emotions or wearing a skirt, lipstick or high heels. Images of femininity, which become increasingly important for adolescent girls, are inextricably linked to social beliefs and expectations regarding beauty and attractiveness. Additionally, media still widely displays the female body as an object of (sexual) desire. Consequences of this ‘male gaze’ is that girls and young women feel the need to make themselves and their body desirable for men (Flaaacke, 2006, 36f and Hehman et al., 2014). Interest and success in STEM-subjects may thus be experienced as a hindrance to the anticipated representation of femininity. This may even lead to a staged helplessness and incompetence in mathematical and technical subjects in order to successfully...
perform stereotypical femininity (Jahnke-Klein, 2001, 149f.). A study by Park et al. (2016) even showed that there is a correlation between college women’s interest in and focus on romantic (heterosexual) relationships and women’s tendency to minimize their intelligence in STEM fields when pursuing romantic goals. Moreover, “women who were exposed to images or overheard conversations related to romantic goals showed less favourable attitudes towards STEM and less interest in majoring in these fields compared with other academic disciplines” (Park et al., 2016, 158). The "GenderMINT 4.0" project examines the various factors that influence the choice of study programs amongst incoming bachelor’s students and the subsequent academic success of women (and men) in STEM fields. The study began in October 2016 with an extensive literature review. This was supplemented by a mixed-method-design of both quantitative and qualitative social research. High School graduates and STEM students at universities, as well as decision-makers at companies and universities were surveyed and/or interviewed to gain insight towards how to successfully integrate and retain more women (and men) in STEM study programmes and professions. The research project is based on a longitudinal study design in which panel-participants are surveyed three times over the course of their STEM bachelor’s study programs. This design allows for the tracking of student’s motivational changes during their study, their academic success over a prolonged period, as well as the drop-out ratio of students in STEM fields. In addition to questionnaires, we are conducting in-depth narrative interviews with a selection of the panel participants, with the intent to gather data with regards to anticipated changes in career planning, existing gender conflicts, and their impact on personal life, study and work. 53 students beginning study programmes in various STEM fields from the ages 17-20 were interviewed to gain a more detailed insight into the motivations behind their choice of study programs. Additionally, we conducted 20 expert interviews with stakeholders in STEM companies and university faculties as well as presidents to gather further information about the goals, strategies, and pull-and-push programs used for the recruitment of specialists. The findings of this paper are based solely on the qualitative data. In analysing the interviews of the students beginning study programmes in various STEM fields, it is worth noting that the male interview participants perceived the stereotype that women generally are bad in STEM subjects as a fact. Although they expressed pity over the circumstance that few women seem to be good at STEM fields, they justify their perception with pseudo-scientific reasoning: genetics, upbringing, the relationship to the parents or too little academic support, are commonly named as reasons. The female participants, however, rejected the notion that men generally are better in STEM fields than women. The women interviewed went on explaining their own narrative experience of this stereotype within their personal STEM performance. The lack of female role-models, as well as loneliness and insecurity were addressed. Many female participants mentioned receiving surprised reactions and a lack of credibility when people ask about their study programs. This was especially true in the connection of their female appearance: “One reaction I always get at parties, when I tell boys what I am studying is: What? You are studying electrical engineering? You are way too pretty for that” (Interview reference? ). The intelligence and knowledge is questioned in many ways as soon as they highlight stereotypical femininity: “Once I wore a mini-skirt in class, and my class-mates said immediately – oh, someone wants to impress the professor today” (ref.). The interviews show that women in STEM study programs still struggle with gender norms and have to face the stereotype, that women who go into STEM aren’t ‘real women’. This leads to an ongoing ambiguity in these young women’s life: On the one hand side there is pressure to become ‘one of the boys’ and to seamlessly fit in, but on the other side there is also pressure not to lose their femininity in order not to fulfil the stereotype that they aren’t ‘real women’. This leads to women having to do additional gender identity work in order to secure their membership within STEM fields (Faulkner, 2011) and at the same time, to struggle with habitus inconsistencies (Janshen & Rudolph, 1987).
Both may lead to increased drop out (Jeanrenaud 2018). Further research in how the male-dominated habitus in STEM fields influences and oppresses young women has to be done. Thus, a systematic view on STEM specific disciplinary culture is necessary to analyse it for potential cultural changes and innovation potentials.

**Keywords:** higher-education, STEM, femininity, gender, stereotypes, career, inclusive education

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**Acknowledgements**

This work was supported by German Federal Ministry of Education and Research (BMBF) under the funding code 01FP1608 as part of the program “Frauen an die Spitze” (Women to the top).
University First-Time-in-College Mathematics Placement Practices and Outcomes: Understanding National and Local Trends

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Abstract

College and career readiness has been a major focus in K-12 education for the last decade. Given varying high school standards and requirements, the transition from high school to college is challenging, and identifying the most appropriate initial college courses for students to take is an inexact science. The goal is to place students in the highest courses in which they are likely to succeed, but avoid enrolling them in courses for which they do not have adequate prerequisite skills. The use of standardized test scores for university course placement is common, but is not necessarily an effective predictor of student success in mathematics. Numerous studies have examined the accuracy of using different placement criteria, as well as the outcomes for students placed in both remedial and credit-bearing courses, particularly at the community college level. Postsecondary math achievement and success has presented a challenge for many students, and more students take remedial math courses than take remedial English courses. Studies have shown that, even when controlling for prior mathematics achievement, students who take remedial courses have lower completion/graduation rates. This calls into question the value of remedial courses, and has renewed interest in identifying other strategies for supporting students who may not be prepared to take college math courses. At the same time, efforts to identify students who may be likely to fall behind in or fail their college entry-level math course, and provide early supports and interventions may help improve student success. The four-year university in this study is a relatively small, regional, 4-year institution with a wide range of undergraduate and graduate programs of study in west central Florida. It is important to note that the university does not offer several of the more male-dominated programs of study, such as engineering, math, and computer science. At the time of the study, the first-time-in-college (FTIC) student population was approximately 64% female and 36% male, and about 40% of the incoming students were from low income families. The average high school grade point average was 3.82, SAT average score was 1208, and ACT was 26. The university was tasked to increase student retention and completion rates, and because entry-level algebra math courses had a high failure rate, mathematics course-taking and success was a particular focus for improvement. Given that its student population is different than that of most community colleges, it was worthwhile to examine how placement practices may have been related to student outcomes at the university. The challenge for improving the university students’ math success was two-fold – first, to improve the accuracy of placing students in the highest entry-level math course in which they are likely to succeed, and second, to identify at-risk students early to provide effective intervention and support to keep them enrolled and ultimately successful. This study analyzed extant data from four cohorts (2011-2014) of (FTIC) students to better understand the how the university math course placement practices were related to student outcomes. The Office of Institutional Effectiveness provided individual student data that were collected as part of the admissions process (ACT/SAT-M scores, high school GPA), and related data from the registrar’s office (math course enrollment, final grades, and year-2 enrollment) to complete individual student records. Data were matched using student IDs; however, no confidential identifying information was reported in the findings. The researchers conducted statistical analyses (correlations and comparisons of proportions of students) to examine...
the relationship between placement criteria (ACT/SAT-M scores), high school grade point average (GPA), placement in one of two entry-level math courses (intermediate algebra [lower] and college algebra [higher]), grades in entry-level math courses, and students’ university retention in year 2. For this university, student performance followed national norms in some respects but not in others, and highlighted the importance of university leaders understanding both national and local math performance trends to improve students’ mathematics success. The results of the study indicated several important findings. Regarding math course placement, the students in the study did not mirror the national trend of male students scoring higher on standardized math tests. There was no statistically significant difference between male and female mean ACT/SAT-M scores. However, proportionately, female students were overrepresented in the intermediate algebra courses, and underrepresented in the college algebra courses. Further analyses indicated there were students who qualified on the basis of their ACT/SAT-M scores to be placed in the higher college algebra courses, but enrolled in the lower intermediate algebra courses. These students are considered ‘under-placed’. Female students were disproportionately under-placed in the intermediate algebra courses, at a statistically significant level. Had the university leaders assumed their student population followed national norms of gender performance on standardized tests, they could have overlooked the specific university problem of female under-placement in entry-level math courses. Regarding the relationship between prior academic performance and math course success, there was no correlation between students’ ACT or SAT-M scores and success (passing grade) in their FTIC math course. However, the students in the study followed national trends of female students earning better grades than males. Females’ mean high school GPA was higher than males’ mean GPA, at a statistically significant level. For this population of FTIC students, there was a significant correlation between students’ high school GPA and their success in FTIC math courses. Specifically, students with a high school GPA of 3.0 or better were more likely to pass their math course. Additionally, for both intermediate and college algebra courses, the proportion of female students who earned passing grades was higher than male students, at a statistically significant level. The high correlation between high school GPA and math success, highlighted the potential use of GPA in a variety of ways to improve math success. In terms of retention, overall, the proportion of students who did not pass either math course and enrolled in year two, was lower that the proportion of students who passed either course and enrolled in year two, at a statistically significant level. The high correlation of math course failure and lack of persistence is notable. Though a causal relationship was not established, early poor math performance could be considered an at-risk indicator for students who are likely to need additional support their first year at the university in order to persist and succeed. The findings were significant in several ways. First, the lack of correlation between ACT/SAT-M and math course success calls into question the use of only those scores for placement purposes. Second, the high correlation of high school GPA and math course success motivates further investigation of how GPA could be incorporated into both math placement decisions and identification of students who need additional support from the outset of the course, to increase student success and retention. The disproportionately high under-placement of females in the lower math course is of particular concern, as is the lower proportion of males passing the entry-level math courses. Additionally, poor student performance at the beginning of entry-level math courses may be used to flag students for early intervention to prevent drop-out. A follow-up study is being conducted to examine these issues. The study highlights the importance of leaders monitoring and analyzing local data to assess the impact of current policies and practices on student outcomes.

**Keywords:** mathematics, placement policies, first-time-in-college, under-placement, gender achievement
State Laws Regulating University Tuition Rates for Undocumented Students

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Abstract

There are estimated to be more than 11,300,000 undocumented individuals in the United States, many of whom are under 30 years old (Migration Policy Institute, n.d.). In 1982 the U.S. Supreme Court, in Plyler v. Doe, the U.S. Supreme Court opined that all K-12 aged children living in the U.S. (regardless of immigration status) are entitled to a public education. In contrast to K-12 education which is both compulsory and free of charge, post-secondary education is both elective and expensive. Affording post-secondary education is perhaps the greatest barrier to college and university attendance for students in the United States.

Six U.S. states have passed legislation requiring undocumented students – regardless of how long potential students have lived in the U.S. or whether they graduated from state high schools – to pay significantly higher out-of-state tuition rates: Alabama, Arizona, Georgia, Indiana, Missouri, and South Carolina (National Conference of State Legislatures, 2019). In contrast, sixteen states have legislation permitting undocumented students who meet state residency requirements to pay in-state tuition rates: California, Colorado, Connecticut, Florida, Illinois, Kansas, Maryland, Minnesota, Nebraska, New Jersey, New Mexico, New York, Oregon, Texas, Utah, and Washington (National Conference of State Legislatures, 2019). This study looks at flagship university tuition in the 22 states with laws affecting post-secondary tuition rates as related to geographic location and percentage of undocumented individuals in a state. Individual institutional websites of the primary or “flagship” university in each state were used for the purposes of gathering tuition data. Tuition was based on 2018-19 costs for one year for students taking 15 credit hours each semester. Room and board figures were not included in the calculations.

There are four states that border Mexico, the country of origin for the majority of undocumented individuals in the U.S. All of these states have legislation addressing in-state tuition: three which permit the practice, and one (Arizona) that forbids it. Each of the twenty-two states with legislation addressing the assessment of in- or out-of-state tuition rates for undocumented students has a significant gap between tuition rates. For all states in the study, out-of-state tuition ranges between
237% - 496% of in-state rates. The average tuition gap is higher in states with laws that permit in-state tuition rates (323%) as compared to states that forbid in-state tuition rates for undocumented students (280%).

Figure 1. Flagship university tuition: States with laws requiring undocumented students to pay out-of-state tuition

![Graph showing tuition rates for different states.]

Figure 2. Flagship university tuition: States with laws permitting undocumented students to pay in-state tuition

Undocumented individuals in states with laws forbidding the assessment of in-state tuition comprise between 0.9% - 3.4% of the state population, with an average of 2.0% (U.S. Census, 2016). The percentage of undocumented individuals in states that permit the assessment of in-state tuition are much higher, ranging from 1.5 – 7.8%, with an average of 3.6%. It is interesting to note that all but one of the “permitting” states have undocumented population rates greater than the average population rate for all “forbidding” states.

With tuition as a significant barrier to university attendance, eligibility for significantly lower in-state tuition rates is an important issue for undocumented students. While “forbidding” states have a smaller tuition gap, undocumented students in these states still pay tuition rates that are, on average, 2.8 times greater than in-state rates at flagship universities. The study data suggest that states with higher percentages of undocumented individuals and those geographically closer to the
Mexican border are more likely to have “permitting” legislation. In contrast, the majority of “forbidding” states are far from the border and have significantly lower percentages of undocumented individuals. It makes sense that legislatures in states that receive greater numbers of undocumented individuals (particularly border states) have enacted legislation addressing the provision of in-state tuition to undocumented individuals. The majority of these states have elected to encompass undocumented individuals within their state definition of a resident, allowing thousands of individuals to access higher education opportunities at in-state rates. There is a large body of research demonstrating the benefits of an educated populace to communities and states. It may be that such laws have been passed in acknowledgement of such a benefit.

The benefit of legislation prohibiting undocumented individuals from accessing higher educational opportunities at in-state rates in states far from the border with low percentages of undocumented individuals is more difficult to understand. Consider for example the state of Missouri, far from the Mexican border, with a total population of just over six million individuals. The Migration Policy Institute estimates that less than one percent (roughly 54,000) Missourians are undocumented. Given that the law is most likely to impact college-aged young adults, it is conceivable that there are fewer than 10,000 individuals in the entire state who might be impacted by the out-of-state tuition law. Nonetheless, Missouri is one of the handful of states that have “forbidding” legislation. It seems quite likely that decisions regarding in- or out-of-state tuition rates have far more to do with politics than anything having to do with state finances. Further research is needed to better understand how much (if at all) tuition rate decisions have to do with state financial issues and/or individual state undocumented populations.

**Keywords**: university, college, immigration, legislation

**References**


Restructuring Course Content and Delivery for Online Students

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Abstract

Primary school children who were invited, inspired and excited about working with robots in their classroom changed teaching expectations for special education teacher candidates (Roscorla, 2016). If six-year old students were coding robots pre-service special education candidates could do the same in their classrooms. Inspiring exceptional children with hands-on motivational activities is an excellent strategy (Almarode & Almarode, 2008, Jensen, 2008). Collaborating with an online course designer eased creating this new experience for pre-service teachers by breaking it into manageable chunks (Greenwell, 2013). The instructor must articulate what pre-service special education teachers should be able to accomplish, around scaffolding and student accountability in designing the learning experience and its culminating assessment. The course designer, through backward design, maps out how the goal can be accomplished and provides suggestions on how students can report back on the process (Saulnier, 2015).

Through activities that engage students’ brains, special education teachers make learning fun, plus increase students thinking about future college and career-ready goals (Meacham & Atwood-Blaine, 2018). Some future career fields have yet to be imagined (Chalmers, 2018). Teaching students to code stimulates their brains to create something new and unique as well as to think about cause and effect. Learning to read, write, compute numbers (code), and apply reasoning are important higher-level thinking opportunities in which students thrive. Taking a new learning experience and connecting it to the brain’s knowledge base stimulates the brain and reinforces new neural pathways (Jensen, 2005). The goal of redesigning the course was to: (1) ensure the end-users, K-12 students, were getting a quality education and (2) instruct the consumers, pre-service special education teachers, so that they understood the pedagogy and had a new, successful, and supported teaching practice they would continue after graduation.

Our institution is lucky to have a robust eCampus with a diverse staff of talented course designers who work with faculty to create quality online courses. Advantageously, working mainly with one designer for the past ten years has improved course design, delivery, and effectiveness of getting students the skills they will need in their future classroom. The longevity of this creative partnership is strengthened each time we meet (Anderson, 2018). The next step is to map out the big ideas and discuss why they are important. This discussion reaffirms the worthwhile ideas and clips off frivolous and insubstantial ideas. Course designers Keep the students’ best interests in mind by keeping ambitious faculty from overwhelming students with too many different technological tools at one time (Atif, 2013). Years ago, the team systematically decided to build the program’s courses with only one or two new technology tools in each. Each new course enhances the students’ technology skill level. Students graduate from the program comfortable with many new technologies. In order to fulfill college and career-ready goals, students needed experience teaching coding skills. The new goal for implementing a robot into courses was for the consumer (pre-service special education teacher) to effectively teach three robot lessons to the...
end-users (K-12 students) and reflect on the effectiveness of each lesson including what they could have done to improve it (Czerkawski & Lyman, 2016). The three topics of the lessons were:

(1) An introduction to robots—demonstrating the wow of the robot.
(2) To teach students correct handling and driving of the robot.
(3) To teach the students how to successfully code the robot.

To ensure online students time to collaborate, the instructor and designer team created a calendar with small group meetings that required an audio report of their progress.

A course designer can help map the semester to see what it is already in place, what has to stay, and help make the difficult choice of what can go and decide where the final products (lessons with reflection) would be due and how they support other assignments (Vlachopoulos, 2016). In order to build an online community within the course, students in the online arena need connections to keep them coming back to the course (Robichaud, 2016). This assists them in the desire to interact with course materials. Faculty and course designers determine what supports students will need to be successful and monitor progress of the end goal.

Students may not understand what the expectations are, or the instructor does not realize how to best build in peer-to-peer interaction to foster a cohort in the course. Building a cohort is not easy. It may look different from semester to semester with different group dynamics. Welcoming students into a course and getting them to engage with the course content is not just about a welcome letter. It could include the following:

- Set up small group meeting times to collaborate on a larger project, discuss new ideas and hold them accountable by requiring an audio summary of their meeting builds small cohorts within the course.
- Use VoiceThread webcams for students to report lesson learned and reflections on assigned readings and require students to respond to two new class members each time. Being able to see each other throughout the course and discuss reading assignments builds a community of learners.
- Schedule drafts (with a point value attached) to be delivered to a shared Discussion Board (classes under 15) Group board, or to a shared Google Drive, Dropbox, or Evernote folder (classes over 15). Providing feedback gives pre-service teachers an opportunity to practice their craft and build rapport with others.
- Set up a timeline whereby students check each other’s work against a rubric. Or ask them to work in groups with the Writing Center. Groups--while difficult to schedule at times--make some tasks feel less onerous.

At the same time as the courses were being improved for engagement they began to be improved for accessibility, usability, learner support, and assessment through the Quality Matters (QM) higher education lens and course evaluation/design principles. Recently introduce QM rubric became a natural fit for the special education Masters program. Each course initially went through an internal QM review by qualified and QM certified designers. The required courses also went through an external QM review providing expert feedback and suggestions from faculty around the country (Swan, Day, Bogle, & Matthews, 2014). Using two different perspectives to improve courses first allowed for innovation in the course design and then a common structure for the courses. Using the QM framework dovetails efficiently with what a special education teacher will be doing for their students. Special education teachers provide clear learning objectives for their
students; introduce materials in a meaningful way; assess and measure learning; provide engaging instructional materials; make learning activities accessible and monitor learner interactions; infuse assistive technology; and provide learner support. Due to the undeniable match between special education and the QM rubric, faculty with course designers have pursued, and received the QM program design certification.

**Keywords**: design, technology, collaboration, learner-engagement

**References**


Human Resource Development
Peer Assessment – Application in a New Learning Environment

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Abstract

In the coming age, when education is undergoing radical changes, including virtual classes, online education, and electronically supported group work activities in an environment supported with limited control, peer assessment becomes both more important and complicated. The main objective of this research is to analyze the processes of peer review and identify areas for more effective use of on-line tools to evaluate the contribution of peers in a group work. The literature indicates that peer assessment is a highly effective tool, not only for teachers but also students (Chen, 2012; S. Gielen, Dochy, & Onghena, 2011; Mulder, Baik, Naylor, & Pearce, 2014; Topping, 1998). For teachers it is a tool that can be used to reduce workload and provide swifter feedback to students, while also giving students the opportunity to engage in higher thinking (Topping, 1998). There is also the fact, known to every teacher who sets group assignments, that there are always some students who try to coast on the works of others (Brutus & Donia, 2010). Peer assessment, from here on called PA, acts as a deterrent to such behavior. PA provides students with many benefits such as scaffolding (Topping, 1998), higher thinking (S. Gielen et al., 2011; Topping, 1998) and improves group abilities and communication (Brutus & Donia, 2010). In short, many aspects of PA are beneficial and enhance the learning experience. Multiple research initiatives show the validity of PA (Luo, Robinson, & Park, 2014; Mulder et al., 2014; Panadero, Romero, & Strijbos, 2013); thus it is safe to say that PA has desirable outcomes. However, there are drawbacks to this method. Different students have different expectations as to feedback (Topping, 1998), student friendship highly affects feedback (Panadero et al., 2013) and students do not take the PA seriously; hence providing ill-founded answers (Topping, 1998). One of the first mentions of PA was by Keith Toppings in his 1998 article on the subject. In this article Toppings (1998) clarifies and explains the many factors that must be accounted for when designing the PA, such as objectivity, focus, reward and place. In all there are 17 variables to consider in the design making process, ranging from how to implement the PA to when it is suitable (Topping, 1998). These 17 variables have since been researched and expanded upon by Gielen et al. (2011a) who added eight new variables and eight new sub-variables to the designing process but decided to simplify it by splitting the variables into five different clusters. These clusters extend from decisions concerning the use of PA and all the way to managing the assessment procedure (S. Gielen et al., 2011). It is evident that the designing process and implementation of PA is quite complicated. It is important and beneficial, both for students and teachers, that students should be trained in PA (Sarah Gielen, Dochy, Onghena, Struyven, & Smeets, 2011; Luo et al., 2014; Panadero et al., 2013). According to Gielen et al. (2011b) PA is a complex skill and to utilize it successfully a person must receive some sort of training as is true of most things. Speaking from own experience, however, it is clear that many teachers have used PA to a varying degree. Some have used it extensively and others only sparsely but not once has the design been the same. Brutus and Donia (2010) highlight this in their article on a centralized peer evaluation system. According to them, it is counterproductive to train students in one system and then switch to another. This poses the interesting question as to whether teachers are too de-centralized in their PA efforts. On the research of validity of PA as a tool the main concern is the variance in assessment techniques between students (Sarah Gielen et al., 2011; Luo et al., 2014; Panadero et al., 2013; Topping,
Training students in PA leads to the development of capabilities in creating constructive feedback (Topping, 1998), increased validity (Luo et al., 2014) and reliability of the PA (Panadero et al., 2013) and has shown improved content-related performance (Sluijsmans & Prins, 2006). It is apparent that training students in assessment benefits everyone involved. However, lack of centralization in the use and design of PA works against its objectives. As mentioned above, the designing of PA has many variables that influence the process. Toppings (1998) and Gielen et al. (2011a) note the high level of variance between PA in different departments and schools. The 17 variables with sub-dimensions provided by Toppings (1998) and further eight variables added by Gielen et al. (2011a) suggest that every PA design is going to be unique. The only research that suggests a centralized PA system was written by Brutus and Donia (2010) and the results are highly positive regarding the effectiveness and validity of PA. The lack of research focusing on centralized PA systems show that there is still some way to go in achieving an effective PA system. This research aims to investigate and provide an insight into the basis for a centralized PA system at university level, based on research among students at the University of Iceland, which is among the top 250-300 best universities according to Times Higher World University Ranking. It is hard, however, to centralize the design process. Nevertheless, an investigation including all the recommended variables might offer an opportunity to narrow down those that could be centralized across various courses and departments. A quantitative approach will be applied, where the goal is to discover which variables in the PA designing process are important to students and perhaps also to teachers. The possibility of narrowing down the variables that need to remain the same or similar across various courses appears to be a feasible objective. The result could play a significant role in identifying ways to maximize the use of peer assessment.

Keywords: peer assessment, peer review, students feedback, assessment procedure, learning

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Industry Implications for Managers’ Leadership Styles

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Abstract

Achievement and relational drives have been found to impact leadership effectiveness (Tabernero, Chambel, Curral & Arana, 2009) which is critical to the success of any organization. Effective leadership improves employee engagement (Yang, Ming, Ma, & Huo, 2017) and therefore, organizational commitment (Du Plooy & Roodt, 2010) which directly impact organizational success. Since organizational success is dependent on leadership, the pursuit of discovering what a perfect leader looks like has intrigued scholars and practitioners for centuries. Research continues to show that there is not an optimal leadership style (Cutler, 2014) and there is not a “one-size-fits-all” personality model for leadership (Parr, Lanza, & Bernthal, 2016). Understanding the impact of the industry on leadership style may provide greater insight into understanding effective leadership. Since research has shown that effective leadership does not have a single personality model, this study investigates personality models based on the industry. This study was conducted comparing work styles of managers in hotels in the United States to managers of retail stores in Canada, coal mines in South Africa, and assisted living facilities in Australia. The participants of this study completed the Leading Dimensions Profile (LDP) to determine their achievement drive and relational drive, resulting in a work style. The findings of this study indicated that there is not a common work style amongst managers of various industries. The two factors found to have the greatest impact on economic growth were achievement drive and relational drive (McClelland, 2010). Research has continued to be conducted on these two factors and have been found to influence internal motivation, personal improvement, job proficiency, training success, and work performance (Rotter, 1966; McClelland & Burnham, 1976; Hough, 1992; Amyx & Alford, 2005). These factors have been found to impact leadership effectiveness as well. Leaders with a greater achievement drive create greater group efficacy and a more positive affective state amongst the group members while leaders with greater relational drive have groups with greater cohesion and better relationships between members as a result of group interaction (Tabernero, Chambel, Curral & Arana, 2009). Research has repeatedly found that these drives are important in leadership and that the result of these drives determine team relationships and task completion. Positive outcomes of task completion and team dynamics hinge on effective leadership. Another positive outcome of effective leadership is creating employees who are committed to their organizations and engaged in their work (Yang, Ming, Ma, & Huo, 2017). There is no question that effective leadership produces positive results in individuals and organizations. Since the positive impact of effective leadership has been proven and accepted, the quest to determine the perfect leader profile is ongoing. Characteristics of effective leaders include the development of people skills (Riggio,
2012), flexibility and adaptability (Cutler, 2014), and good communication (Mattson, Hellgren, & Goransson, 2015). Even though studies have found similar characteristics, skills, personality traits, and other elements, the research continues to show that there is not a single leadership personality (Parr, Lanza, & Bernthal, 2016). While a single effective leadership personality has not been identified, determining if industry affects leadership style could provide valuable insight to the recruitment, hiring, and retention process. Effective leadership has been proven to produce better outcomes for salespeople (Amyx & Alford, 2005) and better safety outcomes (Mattson, Hellgren, & Goransson, 2015). Waldo’s (2015) Leading Dimensions Profile (LDP) was administered to 350 managers from four industries. Managers from hotels in the United States, retail stores in Canada, coal mines in South Africa, and assisted living facilities in Australia completed the LDP. The data were compiled and analyzed using SPSS. The LDP was designed to explore work styles of individuals and is based on two factors of personality: achievement drive and relational drive. The scores of achievement drive and relational drive interact to determine a specific work style, categorized as: Advisor, Coach, Counselor or Driver. The scores of the participants were analyzed to determine the descriptive statistics of mean, standard deviation, median, minimum and maximum scores. Additionally, an ANOVA was conducted to determine normality and equality of variances. A Chi-Square test was conducted to determine the relationship between work styles and industry. Comparison of hotel managers to managers in the other industries indicate that there was not a single work style of leaders. Hotel managers (n=144) resulted in 15.3% Advisor, 43.1% Coach, 21.5% Counselor, and 20.1% Driver compared to other managers (n=206) resulting in 24.3% Advisor, 33% Coach, 16.5% Counselor, and 26.2% Driver. An analysis of the underlying achievement drive and relational drive, which result in specific work styles, are indicated in the table below.

Table 1. Descriptive Statistics

<table>
<thead>
<tr>
<th>Drive</th>
<th>Mean</th>
<th>SD</th>
<th>Norm Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>54.51</td>
<td>24.730</td>
<td>98</td>
</tr>
<tr>
<td>Relational</td>
<td>47.83</td>
<td>28.334</td>
<td>99</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Hotel</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>60.13</td>
<td>28.323</td>
<td>96</td>
</tr>
<tr>
<td>Relational</td>
<td>62.13</td>
<td>27.288</td>
<td>95</td>
</tr>
</tbody>
</table>

To test the impact of industry classification on achievement drive and relational drive, the analysis of variance (ANOVA) was used with the results presented in the table below.

Table 2. ANOVA Statistics

<table>
<thead>
<tr>
<th>Variable</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement Drive</td>
<td>2.009</td>
<td>.112</td>
</tr>
<tr>
<td>Relational Drive</td>
<td>12.368</td>
<td>.000</td>
</tr>
</tbody>
</table>

The results indicate that relational drive is the only characteristic that had a statistically significant impact based on industry. The results indicated that relational drive (p<.05) when comparing hotel managers to managers from other industries had a statistically significant impact. There was not a significant difference on achievement drive (p>.05) comparing hotel managers to managers from other industries. Further evidence that industry does not determine the work style of managers is found in the result of the Pearson Chi-Square indicated that there was not a significant association between industry and work style as evidenced by x2(3)=8.11, p>.01. This research focuses on
Managers from four industries and four different countries were compared to determine if the industry impacts their leadership style. The study compared managers from hotels in the United States to managers of retail stores in Canada, coal mines in South Africa, and assisted living facilities in Australia. Managers assessed in this sample had work styles similar to those of other industries. Our findings indicate that leadership styles did not tend to vary by industry except for a significant finding amongst hotel managers. The results of this study support the literature in finding that leaders and managers have complex personalities that impact behaviors and performance (Arnold, Fletcher, & Hobson, 2018). There is not an optimal leadership style (Cutler, 2014) and there is not a “one-size-fits-all” personality model for leadership (Parr, Lanza, & Bernthal, 2016). The findings of this study contribute to the literature to support the idea that effective managers do not possess a single work style but that effective leaders possess many character traits and complex personalities that impact performance of those they lead. Continued studies of industry type and work style should be conducted to further explore the impact of industry type and work styles of effective managers.

**Keywords:** Leading Dimensions Profile (LDP), managers’ leadership styles

**References**


Perspectives on Competency: Leaders and Their Managers

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Abstract

A leader’s competency is essential if they are to guide their followers to realize the strategic objectives set forth by their organizations and managers. This literature review considers the historical and scholarly defined differences between leaders and managers in order to lay the context for a study concerning the relationship between leader’s perceived self-competence and their manager’s interpretation of their performance.

Keywords: leadership, management, style competency
Inclusive Education
Does Having a GSA in the School Improve the School Experience for LGBTQ Students?

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Abstract

This qualitative study was conducted to determine if a school-based gay-straight alliance (GSA) improved the school environment and experience for lesbian, gay, bisexual, transgender, and questioning/queer (LGBTQ) students in these politically charged times. Does such an alliance reduce the incidents of harassment and bullying for those who are LGBTQ or perceived to be LGBTQ? Also examined were the school policies to see if the LGBTQ students are a protected group, like race, gender, ethnicity or religion. If so, do school policies help to support the GSA and the students involved in the group? Six GSA advisors were interviewed, including three in the southeast and three in the Midwest. The findings indicated that having a school-based GSA helped to create a safer school environment for those students who identify as LGBTQ and those perceived to be LGBTQ.

Keywords: Gay-Straight Alliance (GSA), LGBTQ students, bullying, student organizations, school policies, school culture
Special Education: Impact of Social Interaction With Service Robots in the Students With Visual Impairment Under the Different Demographic Factors

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Abstract

Visual impairment (VI) affects physical, psychological, and emotional well-being and social life as well. VI has become a global challenge, especially for developing countries. The purpose of this study is to explore the impact of VI in human-robot interaction (HRI) across different level of vision status (i.e. mild, moderate, severe) and demographic factors (i.e. gender and age). This cross-sectional exploratory study involved 23 Taiwanese students with VI (12 females, 11 males), ranging in age from 12 to 19 years old, who interacted with two kinds of service robots, Type I and Type II. In general, the result showed no marked difference among participants across difference levels of VI in social participation with humanoid robots. The functionality of SOS Calling was perceived as higher importance by participants with severe level of VI than participants with milder ones. As for gender, males demonstrated stronger interest than females. In terms of age, younger participants (12-15 years old) indicated more liking than the older ones (16-19 years old). In addition, participants responded a slight increment of affection towards the functionality of Chit Chat on Type II after an application known as Caring Mode Conversation was developed and deployed, which increased Type II’s richness in chatting and be more caring and empathetic in conversation.

Keywords: visual impairment, impact, demographic factors, human-robot interaction, social participation, empathetic
How to Qualify Teachers for Implementing Inclusive Education? The Role of Teachers’ Self-Efficacy in the Interplay of Inclusion, Stress Experience, and Work Engagement

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Abstract

Due to the UN Convention on the Rights of Persons with Disabilities, major changes take place in both the individual schools and in the whole school systems worldwide which result in pressure to act. The present study conducted in Germany aims at identifying helpful personal characteristics and resources of teachers which contribute to implement inclusive education. For this purpose, different teacher groups in German inclusive primary and secondary schools (n=471 teachers in 49 schools) were investigated regarding their inclusive self-efficacy. The groups were compared to what extent teachers appraised the implementation of inclusive education as well as their perceived stress and work engagement.

A strong international research base has shown that teachers’ work is closely related to self-efficacy and, in addition, the importance of self-efficacy in inclusive contexts is emphasized (Forlin, Jobling, & Carroll, 2001; Loreman, Sharma, & Forlin, 2013). Despite this strong research base, the current state of research in terms of self-efficacy and inclusion reveals unanswered questions and unaddressed needs; for example, a multidimensional consideration of self-efficacy is needed as inclusion entails different demands for teachers (Tirri & Laine, 2017). These different dimensions of self-efficacy are to be related to the demands of inclusive education as teachers implement them in their daily work. In addition, self-efficacy is related to perceived stress, as many teachers describe inclusion as a burden (Forlin & Chambers, 2011; MacFarlane & Woolfson, 2013), and to work engagement, a job resource and the positive ‘antipode’ of stress experience (Bakker & Leiter, 2010).

The present study adopted such an approach covering both self-efficacy and inclusive education as multidimensional constructs. Different dimensions of inclusive self-efficacy, in curriculum development, classroom management and collaboration, are related to how teachers appraised the implementation of different tasks of inclusive education such as adaptive instruction, in-school collaboration or school concept development, for example, how self-efficacy in collaboration is connected with implementing collaborative activities. For this, teacher groups from inclusive classes who differ in the dimensions of inclusive self-efficacy were identified and compared regarding the estimated implementation of inclusive education, stress experience and work engagement following these research questions:

- Can teacher groups in inclusive schools be identified differing from one another in terms of the referred dimensions of self-efficacy?
- Are there differences among the clusters in terms of appraising the implementation of inclusion?
- Are there differences among the clusters in terms of work engagement and perceived stress?
Following such an approach, tailor-made implications with regard to specific dimensions of inclusive efficacy and their interplay with inclusive education, which go beyond general statements on the importance of self-efficacy in inclusive settings, could be derived.

The present study is part of a project conducted by a German university. The higher-level goal of the project is the professionalization of teachers’ work in inclusive classes. Therefore, teachers’ personal characteristics, dimensions of inclusive education and framework conditions were analyzed. Teachers who need support as well as demands to improve inclusive education were identified. In the longer term, measures for professionalization focusing on support systems, further education and counselling were created.

The study involved inclusive schools in the southern part of Germany. The final sample consisted of 471 teachers whose average age was 43.6 years (SD = 11.3) with average professional experience of 17.8 years (SD = 11.6).

Self-efficacy was covered by the multidimensional measuring instrument of Loreman, Earle, Sharma and Forlin (2007) including the dimensions of inclusive curriculum development, inclusive classroom management and inclusive collaboration. The measuring instrument ‘Quality Scale for Inclusion’ is based on a multi-level concept oriented to internationally well-established dimensions of inclusion. Using these items, teachers could appraise to what extent they have implemented different dimensions of inclusion in their daily school work. Stress experience was measured using the ‘Center for Epidemiologic Studies-Depression Scale’ (CES-D) (German version by Hautzinger & Bailer, 1993) and work engagement was assessed with the ‘Utrecht Work Engagement Scale’ (UWES-9) by Schaufeli, Bakker and Salanova (2006).

The first research question, aimed at identifying different group types with regard to the dimensions of self-efficacy, was answered using the Ward Clustering Method and squared Euclidean distance measures. Subsequently, mean differences between the clusters on different dimensions of inclusive schooling, stress experience and work engagement were analyzed statistically using univariate one-way variance analyses (ANOVA).

First of all, self-efficacy proved to be a key factor for successful implementation of inclusive education, as investigated in a sample of teachers experienced in inclusion and presently working in inclusive schools. Through cluster analysis, four teacher groups were identified. Teachers with the most positive self-efficacy in all subscales appraised the implementation of inclusion to the greatest extent and stated the lowest perceived stress and the highest work engagement. Teachers with lower self-efficacy proved to be more stressed, showed lower work engagement and contributed less to the implementation of inclusion. Moreover, teachers estimated different subscales of self-efficacy differently; one teacher group showed concurrently a higher self-efficacy regarding inclusive curriculum development and a lower self-efficacy regarding inclusive collaboration. In addition, the appraisal of the subscales of self-efficacy and the implemented demands of inclusion do not ‘run in parallel’ as the cluster with the highest self-efficacy in inclusive collaboration estimated the implementation of collaboration to the lowest extent. Therefore, implications should consider teachers’ differentiated appraisal of the dimensions of both self-efficacy and inclusive work. Tailor-made implications are expedient, for example, by offering specific training to raise inclusive self-efficacy in curriculum development. Training adapting curriculum and instruction to students’ different needs can contribute to the development of lesson content, teaching strategies and routines. During training, teachers can try new methods and techniques to handle differentiation and teaching without pressure, and feelings of success...
could help to raise self-efficacy. Advice by a supervisor, mentoring from a teacher for special educational needs or receiving detailed feedback from a colleague after teaching observations can also increase self-efficacy. Further implications should also focus on supportive conditions for collaboration; it is the school leaders’ responsibility to create an organizational framework, for example, to ensure time for collaborative activities. Future research must focus on the gap between estimated self-efficacy and the actual performance of inclusion as described regarding inclusive collaboration.

**Keywords:** collaboration, inclusive education, inclusive schools, self-efficacy, stress experience, work engagement

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I Cannot Hear but You Won’t Listen! Unveiling Hard of Hearings Students’ Experiences and Perspectives Toward ELL

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Abstract

This qualitative study explored three hard-of-hearing student’s set of beliefs, perceptions, and perspectives on their English language learning process in regular classrooms. The investigation follows an ethnographic case study design with participants with an age range of 18-25 years old. This inquiry identified a problem that seems to go unnoticed, the lack of understanding of the hard of the hearing individuals coping with an invisible disability that requires the support of communities. Hence, understanding how hard-of-hearing people make sense of their schooling sheds light on classroom practices. The data comes from narratives, interviews and autobiographical writings that gather evidence of a personal dimension of experience and the relationship between their individuality and their social context. The author faced hearing loss since her childhood and had difficulties to access the information provided in teacher-centered classes. Although there is a good body of literature on pedagogy, few works gather the students’ perspectives. The findings fell in three dimensions according to the importance assigned by participants: affective, communicative and attitudinal. The Affective Dimension referred to the family, classmates and teachers’ sympathy or lack toward their condition. Communicative, involved the participants’ perception of communication with the teacher, classmates, and self-perception of communication. Attitudinal, involved the perception of the attitude of teachers, classmates, and self-attitude towards EFL learning. Participants assessed support as crucial to success. As expected, they reported that listening exercises and tests with loudspeakers did not help them understand; they felt it unfair. In addition, some of their teachers did not make special arrangements. Findings hope to contribute to the understanding a complex aspect of English language learning and teaching.

Keywords: hard-of-hearing, communication, strategies, inclusion, attitude, understanding

Acknowledgments

I would like to thanks to God, who gave me the strength to be a proactive hard of hearing individual with an important purpose in life. To my parents, whose love and dedication motivated me to keep on working in my dream to become an educator. I would like to express my unbounded thanks to Dr. Constanza Acevedo who contributed to the development of this investigation and to my dear participants. They helped me unveil who we are in an attempt of presenting a reality we live in, and our intention to knock out the walls built for lack of understanding of our capacities and needs. I would like to thank Universidad Distrital faculty for their insights and formation, especially to my tutor, Ph.D. Rigoberto Castillo whose valuable guidance were layers of understanding for developing this research. His assistance to advance and present this work in several academic events added meaning to my inquiry and to my professional development.
Together and Better: How a family Went Through Education Stages With Three Children With ADD, ADHD, and Learning Disabilities

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Abstract

Having a child with a disability brings radical changes to the family. Research has shown that having a child with disabilities poses threats to their school learning, social interactions, even their development (Wei & Tsai, 2016). This family has three children with ADD, ADHD, and learning disability, respectively. How this family went through the educational stages (elementary, secondary, and college) is a particularly interesting case to study. Thus, this research utilized a case study research method and the first author conducted interviews with all family members on their personal experience of how they went through these years. Then the researcher analyzed their interview contents. The results indicated that the family is resilient toward obstacles that came across and keeping positive attitudes are keys to their family. The family consists of five people: the father, the mother, the big sister, the big brother, and the little brother. The investigator is a friend to the big sister. The investigator holds a special education doctoral degree and was a post-doctoral researcher at the time. The interviews were carried out in the family’s house on a one-on-one basis. There were a couple of interviews took place in a coffee shop because the big sister and the little brother was out for work or school. Each person in the family was interviewed for at least two times. The first author, who is also the interviewer, utilized semi-structure technique and asked questions such as: “Please tell me what was your experience when you found out that little brother might have some learning issues?” (Questions for the mother and the father). “Please tell me when you have some difficulties in learning, what did you do to?” “Do you have best friends in elementary school?” (Questions for the big sister, the big brother, and the little brother). Follow up questions were asked depends on the interviewees’ answer and conversation. All interviews were recorded and transcribed verbatim. In the coding process, all three authors coded the manuscript and comparing codes with several meetings. The data was later analyzed and three themes have emerged. The focus was on the little brother, who has learning disabilities and his symptoms were more severe than his big brother and big sister. From the ecology of human development theory developed by Bronfenbrenner (1979), the development of a child is affected by his/her microsystem, i.e., his/her family and school. Therefore, the researcher took this as the basis of describing how the family function under the theory. In addition, this research is also trying to describe the mesosystem, the interactions between family and school systems, that has been functional or dysfunctional when the little brother went through schools (elementary, middle, high school, and college), as well as looking at the macrosystem, the social and cultural systems, and law. The first theme emerges is that the mother was a strong advocate to her three children. The mother found something different when she found out that the motor skills of her little son were a little off while he was in kindergarten. She started looking for help via medical and educational experts. Later she found out that her big daughter and big son have ADD (attention deficit disorder) and ADHD (attention deficit hyperactive disorder). The mother spent her time and effort bringing them to the doctors, fighting for their rights to be educated in the inclusion settings. Having a more severe case, the little brother needed more attention and more support from his mother. The second theme emerges is professional preparation. Teachers were not prepared to have students with learning disabilities in their classrooms. In addition, they are also
not equipped to cooperate with special education teachers. Especially in the diagnostic stage, the
teacher of the little brother did not want to identify him, and described him as “merely slow
learner”. The mother initiated the identification process, but it was until he was fourth grade when
he was officially qualified. The little brother was happier since then. Although Chang and Lin
(2005) indicated that students with learning disabilities adapted better in third and fourth grades
than higher grades, the little brother felt better after the school qualified him as having a learning
disability officially. The third theme was the family’s resilience. All family members worked
together to cope with obstacles and difficulties they encountered at school. The father was patient
and being a thoughtful figure of the family. Their work as self-employed breakfast shop owners
gave them the flexibility to take their children to hospitals. The mother was persistent and willing
to overcome any obstacles lay in front of her, especially school denied service for her son. The big
sister and the big brother did not jealous of their mom spend more time on their little brother,
instead, they can understand and also feel the love their mother gave them when they saw her work
with them to overcome their issues. Further research should be directed to more families’
experiences in going through the identification process. The current research focused on one
family’s experience and perspectives, and further investigations can be done to verify whether the
experience is unique or universal when it comes to identification of students with mild disabilities,
such as learning disabilities and behavioral disorders. It is also this study’s limitation that this case
study may not represent all family with children with disabilities, but a good example nevertheless.
Although special education has been promoted in Taiwan for almost forty years since the first
special education law enacted in 1984, there is still a lot to do concerning teacher support and
student support when it comes to educating students with disabilities in an inclusive setting.
Elementary teachers or even kindergarten teachers should be trained to understand students with
disabilities, their characters and how to identify suspicious cases. In addition, the mentality of the
teachers (or even the society) should be changed from viewing students with disabilities from
viewing them as “troubles” to “assets.” When their view changed, it created a more welcoming
environment for parents and children with disabilities to work with them. Therefore, the study also
suggests to rethinking the current in-service and pre-service teacher training for teachers to
understand the resources and the special education system that can be provided to students with
disabilities if there are students with disabilities come into their classrooms. This research has been
a reflective journey for both the family and the investigator. From the interviews and analyze the
data, the investigator had a change to went into their life stories and reexamine with them. It is our
hope that their experience, perspectives, and battles can be lessons to families with children with
disabilities. More details will be discussed during the presentation.

Keywords: family, children with disabilities, learning disabilities, ADHD/ADD

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International Education
Educational Access in Ghana

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Abstract

Current research about orphans in Ghana suggests that those living in orphanages or in fostering situations may be disadvantaged educationally due to this status. Research does not always look at what the barriers are to a quality education for this group of children. This paper is a phenomenological anecdote of one orphan’s struggle to gain access to education. The experience was costly in time and resources just to gain access to materials needed to progress toward a tertiary education in the Central Region of Ghana. Understanding the barriers to education in this context is crucial for improvement for this marginalized group of children.

Keywords: education, access, international, orphans
Chinese Graduate Students’ Covert Reasons for Studying in Canada

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Abstract

Understanding why graduate students choose to study internationally can be beneficial for post-secondary institutions looking to attract new students or better support their current international student populations. Our previous work has explored reasons that international students more readily disclose, but in exploring that issue, it became evident that there were aspects of Chinese culture and society that undergird a more indirect approach to how such students answered questions about their reasons for studying abroad. Family pressure to study abroad, or personal desire to live somewhere other than China are examples of reasons that some Chinese students may find socially unacceptable to openly discuss. This paper presents the results of a follow-up study, where ten Chinese graduate students were interviewed as a means of identifying potential hidden reasons for studying in Canada. The results of this study indicate that some Chinese students may choose to study in Canada as the result of family pressure, desire to immigrate, or job opportunities but say that they are actually interested in learning English or want a degree from a Canadian university. However, only some students seemed to hide such reasons while others were very open about studying in Canada for those same reasons.

Keywords: international students, study abroad, covert reasons, cultural expectations
The Roles of Outbound Educational Tourism in China: A Historical Perspective

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Abstract

Traveling abroad to study, which falls under the definition of educational tourism by Ritchie, Carr, and Cooper (2003), has become a new sensation in China’s outbound tourism market. Indeed, since the start of the 21st century, top colleges and universities around the world have found themselves welcoming more and more Chinese students, who are becoming the largest group of international students across campuses. Most of these students are self-financing and pay full tuition and fees, thus every year contributing billions of dollars to destination countries such as the United States, the United Kingdom, Canada, Australia, Germany, France, and Singapore. This single fact is enough to highlight the importance of this market. Nevertheless, this market has not received much attention from the angle of tourism. Although there is growing interest in educational tourism in general, much of the existing work discusses such tourism as it pertains to Europe and America. For instance, Brodsky-Porges (1981) traced the roots of Europe’s Grand Tour of the 17th and 18th centuries and its impact on society, while Falk, Ballantyne, Packer, and Benckendorff (2012) examined Aristotle’s concepts of phronesis, techne, and episteme as a framework for understanding how tourism contributes to learning. These Western concepts, however, do not suffice to explain the Chinese market, which has its own origins, philosophies, and motives. This article was therefore designed to examine the origin and philosophy of travel in China as an educational device as well as educational travelers’ motives in Chinese history from the Ancient and Imperial Times to New China. From a historical perspective, the article elaborated key events and factors that have stimulated the development of outbound educational tourism in Modern China and ultimately made it a major driving force behind the explosive growth in leisure tourism in the 21st-century. China has a history of more than five thousand years, in which educational tourism has evolved and played different roles. The following text examined this process through a general timeframe, which consists of Ancient and Imperial Times, Contemporary China, and New China. The impetus for educational tourism in China in the ancient and imperial times was to improve individual knowledge and cultivate personal character. The elites of the society, those with education, wealth, or power, traveled within the country to experience different customs and view diverse natural attractions in order to broaden their minds or integrate their own ideas and concepts with literature and reality. The educational tourism in the contemporary era of China had several distinct characteristics. First, it was “outbound.” That is, Chinese young people traveled to more advanced countries, especially those countries that were stronger than China. Secondly, the educational travelers were focused on learning about subjects, such as economy, military, science, and politics, that might strengthen China as an independent country. Thirdly, outbound educational tourism activities were limited to a minority of people who were considered the elites of the society and who were either selected and supported by the government or could afford to volunteer with their own resources. And last but not least, these educational travelers were all motivated by the same goal, “to seek the right path to advance China”
in turbulent times. Outbound educational tourism development in the People’s Republic of China (also called “New China”), which was formed in 1949 by the victorious Communist Party after the Civil War, can be divided into two distinct periods. The first period, from 1949 to 1999, showed that outbound educational travel primarily served the politics. The second period, starting at the turn of the new millennium, showed that outbound educational tourism was a by-product of leisure tourism; however, in the past ten years, it has been transforming into a driving force for the growth of leisure tourism. This ultimate impetus behind outbound travel can be explained by Chinese parents’ strong belief in the value of education. For the average Chinese, attending college has long been an official way to change a family’s status. A college degree, especially one obtained from an advanced country, means good job opportunities and a path to success. For elite families, a college degree from an “Ivy” school in the world is more a symbol than anything else. Studying abroad helps fulfill the Chinese ancient maxim that to attain wisdom, a person must read thousands of books and travel thousands of miles, and no doubt helps realize every Chinese parent’s dream for their child by integrating education and learning through travel. In addition, to many Chinese parents, the Western teaching style seems more relaxed and more focused on developing practical knowledge and skills than on taking tests, and so is appealing to those who work hard to give their children a good life. Together, these factors have created fertile ground for the growth of China’s outbound educational tourism, such that the practice of middle-class families sending their children abroad as part of their education has become pervasive. Considering the growth rate of this market, it may not be too bold to say that studying abroad has become a new lifestyle for many young people in China and will soon become a cultural norm in China’s future. In summary, this article was written in response to the phenomenal growth in student tourists as a viable outbound tourism segment in China, which itself has received limited attention from tourism researchers. The literature review revealed roots and changing roles of outbound educational tourism in China over the years, and thus provided insights into the catalyst behind the booming Chinese student tourist market in the 21st century. This paper makes several significant contributions. First and most important, it offers both academics and practitioners a view of the origins and history of educational tourism in China, which in turn explains the deeply rooted motivation for young Chinese people today to explore the world. In particular, international academics engaged in studies of Chinese educational tourists could use this information to develop learning activities and course structures suitable for a Chinese audience. Since tourism marketers are eager to embrace this market as well, they can also use these background factors to effectively refine marketing and service strategies so as to sustain long-term success in this market. Finally, the paper presents an urgent call to travel organizations for establishing relevant policies and regulations to guide the market growth and to protect their own young citizens studying abroad.

**Keywords:** outbound tourism, educational tourism, travel motive, study abroad

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Connecting Best Practices for Teaching Linguistically and Culturally Diverse International Students With International Student Satisfaction and Student Perceptions of Student Learning

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Abstract

This paper explores promising teaching practices for teaching linguistically and culturally-diverse international students by identifying the teaching practices that have high levels of international student satisfaction and student perceptions of learning. This study is based on the belief that the most effective teaching practices are where promising teaching practices, student satisfaction, and student perceptions of learning meet. Researchers used a mixed-methods research design that included an online-survey questionnaire, focus-group discussions, and individual interviews. All of the promising teaching practices identified as having high levels of student satisfaction have medium/high perceptions of student learning. Some of the promising teaching practices with high levels of student perceptions of learning have moderate levels of student satisfaction. Recommendations for professional practice are presented along with potential areas for further research.

Keywords: teaching, satisfaction, learning
The Future We Want: Rethinking the Utility of Education in the Context of Global Policy Trends

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Abstract

In a global context, education is the tool and means for building and shaping our world through exchange of knowledge and continuous engagement in intellectual dialogues and discoveries. From a world view, the author presents education from two utility perspectives. One sees the world as a competitive space in which education provides differential advantages or disadvantages in access to and control of available resources for individual nation’s and person’s survival, growth, and success. The other sees the world as singular spatial entity in which education provides opportunity for collective participation, common-good and a sustainable world for all. The author analyzed categorized trends on the global issues and policies shaping education based on these two perspectives. Areas of convergence and divergence, relative to the two perspectives, are analyzed, identified and discussed. Implications for global agendas and policies on education for the future we want are discussed.

Keywords: education, education utility, global issues and policies, future in education
Developing Cultural Intelligence: Experiential Interactions in an International Internship Program

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Abstract

Background: In recent years, the demand for more culturally competent candidates has risen as employers seek workers highly adaptable to the global marketplace. Study abroad internship programs offer a rich training ground for college students to gain valuable international and intercultural career experience. Purpose: This study examined the effects of experiential program design on the cultural intelligence of participants in an international internship program. Methodology/Approach: College students from a large Midwestern university were enrolled in an international internship program in Amsterdam, Netherlands; Lima, Peru; or Seoul, South Korea. The program design incorporated principles of Kolb’s Experiential Learning Theory and the 4 factors of Cultural Intelligence to increase student reflections on their experience and engage them in the ELT cycle. Participants were scored on the Cultural Intelligence Scale (CQS) before and after the internship, and pre-test and post-test scores were compared and analyzed. Findings/Conclusions: Findings indicated significant growth in participants’ cultural intelligence, with no significant effects from other factors such as gender or previous experience abroad. Implications: The intentional incorporation of experiential learning principles in the design and implementation of internship abroad programs has clear potential to increase participants’ intercultural competence and develop their skills for the 21st century workplace.

Keywords: internship study abroad, experiential learning theory, cultural intelligence
A Multiple Case Study Analysis of Chinese Undergraduate Students: 
Internship Experiences in Teaching of Chinese as a Foreign Language at U.S. Universities or Colleges

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Abstract
An undergraduate student's life changes when he or she enters a teaching position while doing the internship at a U.S. university or college; and the additional challenges often lead to tremendous stress, emotional burdens, conflicts, confusion, and burnout. People who successfully overcome the challenges and thrive in the face of adversity will usually advance to the degree requirement and career fulfillment; however, those who are not capable of coping with and overcoming adversity often see their dreams of working in the teaching profession come to an end. More and more undergraduate students who are majoring in the teaching of Chinese as a foreign/second language in China or Taiwan anticipate chasing their American dreams. Thus, each year a great number of Chinese students choose to do their internship in the United States. There are mainly three types of Chinese teaching in the United States including universities/colleges, K-12 schools, and private Chinese schools. This paper will focus on Chinese undergraduate students who completed their internship teaching at university/college levels. To better understand the experiences of Chinese instructors at U.S. universities or colleges who grapple with their native cultures and prior educational experiences in their classroom teaching, we selected teacher resilience theory and teacher identity theory to guide our examination of Chinese instructors, teaching Chinese as a foreign language, and higher education. In teacher resilience theory introduced by Polidore (2004), eight themes (religion, flexible locus of control, optimistic bias, autonomy, commitment, change, positive relationship, and education is important) were presented to characterize resilience and its relationship with the teaching experiences. Resilience is defined as an important personality trait and a capacity to manage coping strategies to help teacher educators survive and thrive in the face of adversity, as well as finding a balance between lives and profession and their career commitment (Bobek, 2002; Brunetti, 2006; Gu & Day, 2013). Through the lens of teacher resilience theory, it is to help understand the teaching experiences of international instructors by discovering factors contributes to their success in academe. Teacher identity indicates the relationship between the way teachers see themselves as teachers and how teachers see themselves as students learning how to teach. As Richards (2008) stated, it is possible that native-speaking and non-native-speaking teacher-learners “bring different identities to teacher learning and to teaching” (p. 9). Notably, Olsen (2008) highlighted the distinctive features of teacher identity by stating that it can be a useful research tool because it views teachers as “as whole persons in and across social contexts who continually reconstruct their views of themselves in relation to others, workplace characteristics, professional purposes, and professional purposes, and cultures of teaching.” (p. 9). Therefore, either to regard teacher identity as a research frame or pedagogical tool, the importance of teacher identity must be noted by teachers, teacher educators, and researchers. The purpose of this study is designed to explore Chinese undergraduate students’ internship experiences in teaching of Chinese as a foreign language at U.S. universities /colleges with the special attention to the difficulties they experienced and adjustments they have made to meet their students’ needs. Research questions generated as follows: 1) What teaching difficulties do those Chinese undergraduate students encounter in the teaching of Chinese as a foreign language in their internship in the United States? 2) With what
strategies do they cope with those difficulties to form their resilience? 3) How does their development of resilience help them achieve their academic success? Using a multiple case study analysis, researchers investigated three Chinese undergraduate students’ internship experiences in teaching of Chinese as a foreign language at U.S. universities or colleges. The multiple case study design is a “systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest” (Bromley, 1990, p. 302). As Thomas (2011) defines, case studies explore “analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more method” (p. 23). The multiple-case study explored Chinese undergraduate students’ internship experiences and learning to teach in the United States through the analyses of events they have experienced. The participants in the study were selected based on two criteria. First, participants were required to be Chinese undergraduate students who were in the program of the teaching of Chinese as a second or foreign language in Chinese-speaking countries. Second, participants were at their third year of the program and chose to do their internship at a U.S. college or university. Thus, following the criteria, three female participants were recruited: One is from China whose major was in Chinese dance and culture and the other two are from Taiwan whose majors were both Chinese language and culture. Multiple data sources were included to ensure the validity of the findings (Yin, 2003. Data sources consisted of 1) two individual interviews with each participant, 2) three individual interviews with three people related to each participant, and 3) reflection papers. The study found that the participants integrated their own cultural experiences into their teaching to broaden their learning to teach experiences. Also, they developed teacher identity through the process of learning to teach process. Moreover, they exercised resilience and were capable of reflecting on their teaching experiences and using these challenges as a learning opportunity. This study contributes to the application of teacher resilience theory and teacher identity theory in Chinese language teaching research in teacher education. The theories shed light on the lived experiences of Chinese undergraduate students and present strategies for coping with difficulties in their learning to teach as an intern. Moreover, it serves as a reference for university administrators, especially in developing training programs or courses. Some of the participants’ experiences might be used as examples for Chinese teachers who also had gone through similar situations. Their experiences are valuable in assisting teachers who are also teaching or planning to teach Chinese as a foreign language at a U.S. university or college.

**Keywords:** teacher resilience, teacher identity, teaching of Chinese as a foreign language (TCFL), teacher education

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Teacher Motivation Profiles: Implications for Teacher Beliefs and Perceptions of the Classroom Environment

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Abstract

Teacher motivation is an important yet understudied topic. It is likely that teachers pursue a combination of mastery and performance goals, and that this has implications for teacher beliefs and perceptions of the classroom learning environment. Adopting a multidimensional, person-centered perspective on teacher motivation, the current study aims to identify distinct achievement goal profiles among sixth grade teachers (N = 44) and to examine how these profiles may differ in terms of teacher beliefs (i.e., self-efficacy and perceived control) and perceptions of the classroom social environment (i.e., promoting social interaction and promoting mutual respect) in the fall and spring of the school year. Cluster analysis revealed four teacher motivation profiles: mastery-focused, performance-focused, multigoal, and low motivation. Teacher motivation profiles significantly differed in self-efficacy beliefs and promoting social interaction in the fall. Mastery-focused and multigoal had the most adaptive profiles; low motivation had the least adaptive. Findings may inform ways to maintain and enhance teacher motivation, beliefs, and the classroom learning environment in middle school.

Keywords: teacher motivation, achievement goals, person-centered analyses, teacher beliefs, classroom social environment, middle school
Differentiated-Literacy Instruction

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Abstract

A review of the literature on differentiated-literacy instruction suggest that today’s teachers are to improve students’ performance in reading using varied literacy instruction and materials based on students’ academic needs as well as their cultural backgrounds and differences. Consequently, many teachers are proclaiming that a lack of knowledge and lack of professional training minimizes their abilities to meet this goal. Furthermore, an analysis of literature on differentiated-literacy instruction suggest that further research is needed in order to determine the impact of using this instructional strategy in reading.

Keywords: differentiated-instruction, running records, leveled texts, guided reading, early literacy, differentiated-literacy assessments
Visual Art Training: To Comprehend the Importance of Illustrated Children’s Books in Child Development, to Develop New Visual Perspectives for Classical Tales Compatible With Today’s World and a Study

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Abstract

A children’s book has been one of the best ways of telling a didactical story throughout the history. Which child does not take a fancy to a tale or story book where there are more pictures than more texts, sometimes there are no texts. Apart from some standard rules such as being didactic and educational, being suitable with the values of the society and children’s age groups, illustrations of children’s books have a more important duty for present day as to stimulate imagination and creativity and to develop artistic perception. Illustrator or the artist should not take the action without considering these concerns. The children can enjoy the story with the character which they feel intimate; they can put themselves into this character’s place, or sometimes can find a solution for the problems with the emotions and thoughts of the character. In this study, where is an individual action research, involves working independently in a class project, conducting by teacher with her own students. This action research systematically and analytically examined. The process and the results of an in-class Folktales Illustration project -within the scope of Graphic Design Course- applied to 48 second year students, attending Graphic Design Department of Faculty of Fine Arts at Anadolu University. And apprehended it better with the university students who get visual training, information about the evolution of illustrated children’s book in the world. The studies of illustrators were given, then properties that are needed to exist, were determined for each subject of the book in chosen folktales. During the study we exchanged ideas and story boards were prepared in order to see the page layout. The details to be taken care of in a book such as the relationship between illustration and tales, the pursuit for technical method of the designer while designing were monitored extendedly. All the finished projects has been exhibited. The importance of this study is to comprehend the educational value of illustrated children books and develop new visual, creative points of view for old falktale illustration with new designers.

Keywords: graphic design, illustration, folktale, children’s book, character design, visual training
Serendipity in a Life: A Narrative Illustrating the Impact a Fulbright Scholar Award on a Faculty Member’s Personal and Professional Life

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Abstract

When the author received learned she was awarded a Fulbright Scholar Award to South Africa in 2007, she had no idea what a tremendous impact that award would have on her professional growth and development. What first appeared to be setbacks in life had profound effects on her professional trajectory. The first setback was she could not find quality childcare for her daughter at her first academic job as assistant professor at a small, liberal arts college in a village of 2,500 people. She then started a child development center inside the psychology department. Early childhood education became her passion. A “chance encounter” taught her about Fulbright Awards. She met a professor from South Africa at a professional conference. That professor’s university wanted to start a child care center. She told the author she should apply for a Fulbright to help them. This was the beginning of her Fulbright partnership. Fulbright Scholar Awards are partnerships, and this was only one of many unexpected life events that came through her Fulbright and strengthened the author as a scholar. Because they met in 2002, and her Fulbright application was not submitted until 2006, she assumed the child care center was open, and she would provide professional development. However, when she arrived, she discovered an empty house and no money for renovations (see DeMarie & Cherian, 2012). She learned about her own resilience and persistence. She learned how to talk with business professionals about potential funding by convincing them that quality child care was a long-term investment. She learned about construction, and how to decide which walls should stay and which should come down. As a reviewer for Sub-Saharan Africa applications from 2010-2012 in Washington DC, she learned about the review process for Fulbright Applications. A part of a person’s qualifications must include flexibility and adaptability. She certainly was the case in point for the need for those personal qualities. The center hired 2 teachers, who still teach there. Neither teacher had a bachelor’s degree in early childhood. From previous experience hiring teachers, she learned to hire people who were flexible, warm, and nurturing, who loved children and valued learning. We can teach knowledge, but it is extremely difficult to change a person’s disposition to respond sensitively to children. The child care center’s grand opening occurred 3 weeks before her Fulbright ended. The Vice Chancellor and children cut the ribbon together, and people from the American Embassy came. She mentioned she never had the opportunity to do anything she had expertise to do, and fortunately, they extended her Fulbright 9 additional months. This was another moment in life where serendipity ruled! Working alongside the teachers, the author provided ongoing professional development (see DeMarie, Weber, & Damjanovic, 2013). She took pictures and video continuously, and she often shared them to get the teachers’ insights. She asked questions to get them to think about situations in a different way or to consider others’ perspectives. She learned the importance of providing professional development in the context in which it later would be applied (DeMarie & Ethridge, 2006). During the fall of 2010 and the fall of 2016, the author returned to the child care center. She learned many children were in the top 10 at 5 different schools in that region. Yet, their parents requested teachers give their children worksheets to do “to prepare them” for their later primary schools. Play was not valued; yet, play is what yielded so many success stories for alumni children. Previous alumni children’s parents spoke of children’s persistence, ability to get along with others, love of learning, curiosity, etc. Those all were outcomes of their play experiences! A similar demand for academics in preschool also occurs in American Schools. Thus, the author was not surprised when the teachers questioned their practices. In
reflection, she learned it is important not only to help teachers to learn best practices, but also to teach them the research that supports those practices (DeMarie, 2018). Since that time, she has become a play advocate. She speaks at conferences about the value of play for young children’s development. Her photo-elicitation research at schools revealed play is a social justice issue (DeMarie, 2010; Jarrett et al., 2015). Children in schools with families of higher socioeconomic status (SES) are afforded more play opportunities than those in schools with families of lower SES. Again, the author's professional life was steered by unanticipated opportunities for learning. In 2014, she was appointed USF Fulbright Advisor. She helps faculty to locate the best Fulbright Award for them. There are more than 135 Fulbright Scholar Awards, and each award differs in activity (i.e., teaching, research, or both), the prioritized disciplines or research areas (e.g., global warming, cyber-security, the arts), the timing (2-to-12 months), the award funding amount, and the preferred level of the awardee (i.e., early career to Distinguished Chair). Fulbright work reminds her of putting together giant picture puzzles as a child. (Puzzles were her favorite play activity in childhood). Fulbright Awards are opportunities for faculty to engage in work that enhances partnerships. However, it is important to locate the best award for each individual faculty member. Last year, she was helping a faculty member in education to search for the best award for her. When she entered the keyword “education,” an award that was open only to people in education and psychology appeared. Those are her two disciplines of expertise, so she immediately worked to locate a partner in Budapest, Hungary. Recently, she learned she was awarded a Fulbright Scholar Award to Hungary. Serendipity still is a dominant theme in her professional life. Based on previous life experiences, she feels certain that serendipity will guide her new professional development. She already knows Fulbright Awards change professionals’ lives; however, she wonders how she can teach her future students to value those unexpected moments and to realize that what appears to be a set-back in life may be a new learning adventure.

Keywords: Fulbright scholar award, partnerships, serendipity, early childhood

Acknowledgements

The author is grateful to be a two-time recipient of a Fulbright Scholar Award (2007-2009 South Africa; 2019-2020 Hungary) and to have the opportunity to work with faculty as the Fulbright Faculty Advisor at the University of South Florida. It is a privilege to help faculty to apply for Fulbright Awards and to witness their own professional development.

References


How Do Chinese Pre-Service Teachers View Overseas Chinese Immersion Programs: A Study in Taiwan

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Abstract

The purpose of this study is to investigate Chinese pre-service teachers’ attitudes towards overseas Chinese immersion programs. To address this purpose, the following two research questions were developed: What are Chinese pre-service teachers’ attitudes towards overseas Chinese Immersion programs? Is there any relationship between Chinese pre-service teachers’ attitudes and their demographic conditions, such as gender, major and age?

The past few years have witnessed a surge in the interest and popularity of Chinese language programs in the United States (Asia Society and the College Board, 2008). Many factors have contributed to this increase. One major stimulus is the rising economic and political power of China, which has led many businesses, educators and parents to request programs that can provide students with much higher levels of proficiency in Chinese (Asia Society and the College Board, 2008). Also, Chinese is the most widely spoken first language in the world (Light, n.d.; Myers, 2015). Because of its expanding influence in the world, many K-12 school systems are recognizing the need to include Chinese in their language course offerings (Lindholm-Leary, 2011).

Research also demonstrates that language immersion education has many benefits such as academic achievement, language and literacy development, cognitive skill development and economic and sociocultural competitiveness (Fortune, 2012). As summarized by Fortune (2012), language immersion education can improve students’ ability to perform academically on standardized tests (Genesee, 2008; Turnbull, Lapkin, & Hart, 2001), move students further towards bilingualism and biliteracy (Forrest, 2011), improve students’ basic thinking skills (Bialystok, 2001), open up employment possibilities (Mann, Brassell, & Bevan, 2011) and show students new ways of conceptualizing themselves and others.

Research also exposes some of the challenges that accompany language immersion education. Inadequate teacher preparation is one of challenges (Fortune, Tedick, & Walker, 2008). Many pre-service teachers may not understand that besides learning a new language, language immersion education also has many other benefits such as improving academic achievement, language and literacy development, cognitive skill development and economic and sociocultural competitiveness. Many teachers do not have specialized professional development support to meet the complex task of concurrently addressing content, language, and literacy development in a language program (Fortune, 2012). Many teachers have bias and/or misunderstanding about language immersion education.
Teachers’ attitudes play an important role in the quality of language immersion programs. Without clear understanding about and appropriate attitudes toward language immersion education, the quality of language immersion programs can be hardly improved.

With a comprehensive review of literature, the investigators designed a survey entitled “Survey of Chinese Pre-Service Teachers’ Attitudes towards Overseas Chinese Immersion Programs” to investigate Chinese pre-service teachers’ attitudes. 204 copies of survey were sent to pre-service teachers in Taiwan.

Since the data collection was completed in Taiwan, the survey questionnaire was written in traditional Chinese. Three university professors of childhood education in Taiwan reviewed the survey to identify any confusing wording or incomprehensive items. Based on their responses and comments, the survey was revised to produce the study instrument.

The survey contains 22 items, which are divided into five sections: (1) demographic information, (2) teacher’s attitudes towards overseas Chinese immersion programs with regard to improving students’ academic achievement, (3) teacher’s attitudes towards overseas Chinese immersion programs with regard to students’ language and literacy development, (4) teacher’s attitudes towards overseas Chinese immersion programs with regard to students’ cognitive skill development, and (5) teachers’ attitudes towards overseas Chinese Immersion programs with regard to students’ cultural competence development.

Of the total of 22 question items on the survey, the first 3 questions request demographic data; the next 19 are Likert-based questions assessing Chinese pre-service teachers’ attitudes towards overseas Chinese immersion programs. All the 19 Likert-based questions were scored on a five point continuum ranging from 1 point (strongly disagree) to 5 (strongly agree).

The data collection was conducted in June-July 2017 in two teacher preparation institutions located in two areas in Taiwan. The data collection was completed in three phases: (1) initial phone contact with department chairs, (2) initial on-site visit and survey distribution to teachers, and (3) on-site revisit and survey collection.

The data was collected from pre-service teachers attending schools in Hsinchu City and Pingtung County in Taiwan. A total number of 204 survey questionnaires were sent to teachers and 190 were returned, among which six were not completed correctly. Therefore, the investigator received 184 completed and valid survey questionnaires. The return rate was 90.2%.

Among the 184 participating pre-service teachers, 28 of them (15.2%) are male and 156 (84.8%) are female. 139 (75.5%) pre-service teachers major in early childhood education, 32 (17.4%) pre-service teachers major in general education, and 13 (7.1%) pre-service teachers major in Chinese. 54 (29.3%) pre-service teachers are sophomores, 105 (57.1%) pre-service teachers are juniors and 25 (13.6%) pre-service teachers are seniors.

This study was developed to investigate Chinese pre-service teachers’ attitudes towards overseas Chinese immersion programs. To address this purpose, the survey questionnaire was designed to address five issues based on the two research questions discussed in section one. The five issues are:
• What are Chinese pre-service teachers’ attitudes towards overseas Chinese Immersion programs with regard to improving students’ academic achievement?
• What are Chinese pre-service teachers’ attitudes towards overseas Chinese Immersion programs with regard to students’ language and literacy development?
• What are Chinese pre-service teachers’ attitudes towards overseas Chinese Immersion programs with regard to students’ cognitive skill development?
• What are Chinese pre-service teachers’ attitudes towards overseas Chinese Immersion programs with regard to students’ cultural competence development?
• Is there any relationship between Chinese pre-service teachers’ attitudes and their demographic conditions, such as gender, major and age?

The results of the study are summarized as below with regards to each of five issues.
• Chinese pre-service teachers’ attitudes towards overseas Chinese Immersion programs with regard to improving students’ academic achievement

Four Likert-based questions were developed to assess pre-service teachers’ attitudes towards four statements about improving students’ academic achievement:

1. Development of a language other than English (e.g., Chinese) will not jeopardize basic learning goals.
2. Chinese immersion program will help students to develop high levels of oral communication skills.
3. Chinese immersion program will help students to develop high levels of written communication skills.
4. Students in Chinese immersion programs often perform better academically on standardized tests.

For the first statement, the survey data show that 81% of teachers agree or strongly agree with it. For the second statement, 88.6% of teachers agree or strongly agree with it. For the third statement, 45.1% of teachers agree or strongly agree with it. For the fourth statement, 26.4% of teachers agree or strongly agree with it.

Chinese pre-service teachers’ attitudes towards overseas Chinese Immersion programs with regard to students’ language and literacy development

Ten Likert-based questions were developed to assess teachers’ attitudes towards ten statements about students’ language and literacy development:

1. Chinese immersion program will help students to develop their listening comprehension in Chinese
2. Chinese immersion program will help students to develop their speaking skills in Chinese
3. Chinese immersion program will help students to expand their vocabulary in Chinese
4. Chinese immersion program will help students to develop their reading skills in Chinese
5. Chinese immersion program will help students to develop their writing skills in Chinese
6. Chinese immersion program will help students to develop their listening comprehension in their native language
7. Chinese immersion program will not interfere with students’ development of their speaking skills in their native language.
8. Chinese immersion program will not interfere with students’ expansion of their vocabulary in their native language.
9. Chinese immersion program will not interfere with students’ development of their reading skills in their native language.

10. Chinese immersion program will not interfere with students’ development of their writing skills in their native language.

For the first statement, 92% of teachers agree or strongly agree with it. For the second statement, 91.6% of teachers agree or strongly agree with it. For the third statement, 81.8% of teachers agree or strongly agree with it. For the fourth statement, 68.3% of teachers agree or strongly agree with it. For the fifth statement, 49% of teachers agree or strongly agree with it. For the sixth statement, 69.8% of teachers agree or strongly agree with it. For the seventh statement, 68.2% of teachers agree or strongly agree with it. For the eighth statement, 70.8% of teachers agree or strongly agree with it. For the ninth statement, 69.3% of teachers agree or strongly agree with it. For the tenth statement, 69.3% of teachers agree or strongly agree with it.

Chinese pre-service teachers’ attitudes towards overseas Chinese Immersion programs with regard to students’ cognitive skill development

Three Likert-based questions were developed to assess teachers’ attitudes towards three statements about students’ cognitive skill development:

(1) Chinese immersion program will help students to develop their divergent thinking skills
(2) Chinese immersion program will help students to develop their pattern recognition skills
(3) Chinese immersion program will help students to develop their problem solving skills.

For the first statement, 58.3% of teachers agree or strongly agree with it. For the second statement, 82.3% of teachers agree or strongly agree with it. For the third statement, 43.7% of teachers agree or strongly agree with it.

Chinese pre-service teachers’ attitudes towards overseas Chinese Immersion programs with regard to students’ cultural competence development

Two Likert-based questions were developed to assess teachers’ attitudes towards two statements about students’ cultural competence development:

(1) Chinese immersion program students have more positive attitudes towards cultural diversity, compared to their peers in native language mainstream programs
(2) Chinese immersion program students have more competencies and confidence to engage in cross-cultural interactions, compared to their peers in native language mainstream programs. For the first statement, 76.1% of teachers agree or strongly agree with it.

For the second statement, 81.8% of teachers agree or strongly agree with it.

The relationship between teachers’ attitudes and their demographic conditions such as gender, major and age.

Three multiple regression analyses were performed to determine if there is a relationship between teachers’ attitudes and their gender, major and age. The data show there is a statistically significant relationship between teachers’ attitudes and their major. The data also show that there is a negative relationship between teachers’ attitudes and their gender and age; however, the relationship is not significant.
Based on the data results, we have the following findings:

Overall, most pre-service Chinese teachers have positive attitudes towards overseas Chinese immersion programs, believing that Chinese immersion are beneficial to students’ language and literacy development, as well as cultural competence development.

Many teachers have bias and/or misunderstanding about Chinese immersion programs with regard to improving students’ academic achievement and cognitive skills. For example, many teachers do not believe that students in Chinese immersion programs often perform better academically on standardized tests. Also, many teachers do not believe that Chinese immersion program will help students to develop their problem solving skills.

There is a significant relationship between teachers’ attitudes and their major. Students majoring in Chinese tend to have more positive attitudes towards overseas Chinese immersion programs. Students majoring in early childhood education and general education, on the contrary, have more negative attitudes. This finding concur with the literature that teacher preparation for immersion programs is not adequate. Many pre-service Chinese teachers have misunderstandings about overseas Chinese immersion programs.

Gender and age do not play an important role in the differences in Chinese pre-service teachers’ attitudes towards overseas Chinese immersion programs.

As China booms, so does Chinese in overseas schools. For example, in the United States, the number of elementary and secondary school students studying Chinese could be as much as ten times higher than it was seven years ago. Nationwide, there are Chinese programs in more than 550 elementary, junior high and senior high schools, a 100% increase in two years (Weise, 2007).

While Chinese learning has been more and more popular overseas, the teacher preparation for Chinese immersion programs is not adequate (Fortune, Tedick, & Walker, 2008). Many Chinese pre-service teachers have bias and/or misunderstanding about Chinese immersion programs. For example, many pre-service teachers do not understand that besides learning a new language, language immersion education also has many other benefits such as improving academic achievement, language and literacy development, cognitive skill development and economic and sociocultural competitiveness. Also, studies that investigate Chinese teachers’ attitudes toward overseas Chinese immersion programs are quite limited.

Teachers’ attitudes play an important role in the quality of language immersion programs. Without clear understanding about and appropriate attitudes toward language immersion education, the quality of language immersion programs can be hardly improved.

In order to address this issue and to provide implications for improving the quality of teacher education for Chinese immersion programs, this study was initiated to examine Chinese pre-service teachers’ attitudes towards overseas Chinese immersion programs.

**Keywords**: pre-service teachers, Chinese immersion programs, China, language immersion programs

**References**


Longitudinal Impact of Early Childhood Science Instruction on Middle Grades Literacy and Mathematics

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Abstract

This study investigated if student placement in a classroom with a [name of program]-trained teacher in grades 1–3 impacted subsequent student achievement in literacy and mathematics. A mixed-regression model was used to assess the effect of the treatment on later student achievement as measured by performance on STAR Renaissance Literacy and Mathematics scores. This study found that students from the treatment group scored significantly higher on literacy and mathematics tests as compared to their peers. Overall, this study suggests that providing Framework-aligned science instruction, coupled with parent support, during early years improves literacy and mathematics skills in later elementary grades.

Keywords: language and literacy, mathematics, professional development, project-based science
Creating the Need to Read in the Science Classroom

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Abstract

The vision for elementary students in science requires students learn a small number of core ideas while “engaging in practice of inquiry and the discourse by which such ideas are developed and refined” (National Research Council, 2012, p. 218). Misunderstanding this vision as schools attempt to integrate science and literacy can actually result in reading about science taking the place of actually doing science (Cervetti & Pearson, 2012). Even though “reading, interpreting, and producing text are fundamental practices of science in particular, and the constitute at least half of engineers’ and scientists’ total working time” (NRC, 2011, p. 3-19), simply reading about science is not fulfilling the vision of science education and alone will not help children understand difficult concepts. An additional barrier to teaching science is that many elementary teachers indicate they do not have time to teach science and recent studies show that, because of the time constraints, as well as the siloed view of teaching core subject, science and social studies are taught less and less during the elementary years (Fitchett, Heafner & Lambert, 2014). Through intentional integration of reading into science units and instructional sequences, teacher can free up time to teach science and can promote deeper learning in both reading and science (Cervetti, Barber, Dorph, Pearson, & Goldschmidt, 2012). This purposeful integration, however, can be challenging. Although many teachers understand the importance of teaching science in their classroom and may even understand how, they struggle with both taking the time to create engaging curriculum and finding the time in their already full day to teach science in an engaging and challenging way, especially in schools and districts that emphasize math and reading. Content-based literacy, or supporting students to build literacy as they learn about the world, is supported by compelling research (Connor, et.al., 2017; Wright and Gotwals, 2017) as is the more specific Disciplinary Literacy (Brock, Goatley, Raphael, Trost-Shahata, & Weber, 2013; Brozo, Moorman, Meyer, & Stewart, 2013) that is to “teach the specialized ways of reading, understanding, and thinking used in each academic discipline, such as science, history, or literature” (Shanahan & Shanahan, 2014). Content knowledge and literacy skills are tightly linked and “texts--within and across grade levels--need to be selected around topics or themes that systematically develop the knowledge base of students” (National Governors Association Center for Best Practices, 2010, p. 33). Content-based literacy is not simply “reading to learn” but is a process where students build their knowledge of the world by reading multiple texts on a topic—some with support and some independently—which then allows them to read even more sophisticated texts and build more knowledge, which builds their literacy skills. These literacy skills and understandings necessary for ELA can also overlap and support science skills and practices in many meaningful ways (Cheuk, 2016). This presentation will detail the support and process of one rural intermediate school (grades 3-5) as they started their journey toward teaching new science standards. For this school, building engaging cross-curricular connected lessons and units through both modifying existing curriculum and creating integrated reading-rich science units from scratch was their initial step toward larger implementation of new science standards (state specific, but based on NGSS) and Project-Based Learning. The teachers struggled initially with knowing what that integration looks like, apprehension at deviating from ELA curriculum materials, how to meet their standards, and finding the best integration points. Teachers participated in professional development and
collaborative work time in five areas (presented here linearly even though topics were addressed and revisited often in a non-linear fashion) during structured PD time. First, teachers worked to understand new state-adopted science standards (both structure and meaning) and the conceptual shifts that are part of these standards. Second, teachers chose standards-based, engaging topics that initiated from a compelling community topic or problem, their bundled science standards, or a science-based text that lent itself to further deeper learning in science (aligned with standards). Third, teachers chose or created engaging tasks or projects (as authentic as possible) that would help determine if students have learned. Fourth, professional development (PD) supported how to choose appropriate texts to support curiosity and build knowledge. This included PD concerning how experts in different disciplines use different reading strategies and approaches to comprehending text (Shanahan & Shanahan, 2008, 2014). Fifth, teachers gave each other peer feedback on units, projects and scaffolding necessary for students to be successful which in turn helped teachers to refine and redesign for additional rigor and authenticity. In addition, the process of school administrators and teacher leaders will be presented as they worked to create and communicate a vision of deeper learning for their students. They restructured time in the school to foster deeper learning, content-based literacy and project-based learning for students through the creation of flexible uninterrupted blocks of time. They acted strategically to address problems or proposals early, and collaborate with faculty as they built relational trust through demonstrating competence, respect, and integrity (Byrk & Schneider, 2002). Time for teacher professional learning and collaboration on integration projects was incorporated through the school day and year. Goals and evaluations were reframed in order to support a mindset of growth and revision. After professional development, resource sharing, and feedback on units, teacher results indicated they started to recognize that what they bring to the table was very valuable (they knew more than they thought they did) and the increased level of engagement for their students was more important than their apprehensions. Specifically, the teachers knew and used understanding of their students’ interests, strengths, and motivations. This became a large part of choosing compelling topics, texts, and projects; and were able to incorporate standards for both reading and science. This follows prior research which shows that, while there are many contextual and personal reasons why teachers modify curriculum, student interest and motivation (along with ability) are highly influential in why teachers adapt and teach how and what they do (Bismack, Arias, Davis, & Palincsar, 2014; Smith, Parker, McKinney, & Grigg, 2018). They also believed that if a child is not interested or engaged in a topic, reading informational text—especially without any motivation they can understand—becomes a chore and struggle that is difficult to navigate. Teachers realized that even with a quality ELA curriculum, it wasn’t ideal that the texts were disconnected or treated shallowly and topics typically shifted from week to week. In contrast, as they built their units, teachers saw that building on children’s interests could push them into texts that may even be much more complex than they would have chosen if curiosity weren't driving them and that deeper learning promotes deeper thinking and problem solving in their students.

**Keywords:** rural, intermediate school, project-based learning, literacy, reading, science, STEM

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Making Connections Between Learning and Leading for Principals in Small Districts and Rural Areas

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Abstract

This mixed methods study examined and described the phenomenon of how secondary school leaders, in small school districts and rural areas, connect to information and knowledge in order to further their professional learning. Additionally, the study explored how and to what extent technology, informal communities of practice (iCoPs), and personal learning networks (PLNs) have influenced professional learning in small school districts, which are geographically isolated from large urban centers and institutions of higher education. The study sheds new light on how secondary school principals, in the context of small and rural areas, access and utilize professional learning in order to further their leadership development. Key findings also include school leaders' reliance on relationships, established through access to local, state, and national professional affiliations, for answering questions and gaining knowledge.

Keywords: secondary school principals, school leaders, rural schools, communities of practice, personal learning networks, networking, professional learning
The Imperative of Positive Leadership for Flourishing School Cultures

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Abstract

Sustaining and fostering well-being has garnered attention in numerous organizational contexts with surprisingly minimal focus in educational settings. Our examination of flourishing in schools highlighted the need for deliberate focus on the role of school principals’ positive leadership and its effect on thriving and well-being of others in schools.

Keywords: flourishing, wellbeing, positive leadership, school principal, Canada

Acknowledgements

This research has been funded by a grant from the Social Sciences and Humanities Research Council of Canada (SSHRC).
Research Methods in Education
A Critique of the Romantic Interview

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Abstract

Qualitative researchers must consider their strategies and beliefs about the interview process when preparing to collect data. One of the most important considerations researchers must tackle is how they will manage the relationship between themselves as the interviewer (IR) and with their participants, the interviewees (IEs). Roulston (2010a; 2010b) defines six distinct styles of interviews: neopositivist, romantic, constructivist, postmodern, transformative, and decolonizing. The purpose of this work is to critique a very common interviewing style, the romantic interview. This style of interviewing will be analyzed through the framework of literary analysis and an autoethnographic narrative of the researchers’ own experiences with romantic interviews, both as researchers and as teachers of qualitative research. Our three main critiques regard (1) the conception of IEs and IRs as eager to disclose personal experiences, (2) the interpretation of rapport as genuine rather than compliance with authority, and (3) the ethical complications of relationship building during interviews. Together, these items will present an analysis that examines the limitations of romantic interviews in qualitative research, as well as potential pathways for reframing the romantic interview to avoid some of its associated pitfalls. Roulston (2010a) describes the relationship between the romantic IR and IE as one that is meant to create genuine rapport and intimacy, saying. The IR-IE relationship in the romantic interview is one in which genuine rapport and trust is established by the IR in order to generate the kind of conversation that is intimate and self-revealing. A romantic conceptualization of interviewing will lead the interviewer to work to establish rapport and empathic connection with the interviewee in order to produce intimate conversation between the IR and IE in which the IR plays an active role. This generates IE’s self revelations and ‘true’ confessions which will generate data to produce in-depth interpretations of participants’ life worlds (p. 218-219). Qualitative researchers who conduct romantic interviews focus on their own place within the interview and examine their own subjectivities through reflexive practice (Roulston, 2010a; 2010b). While the practice of reflexivity is admittedly common in the majority of qualitative research (Denzin, 2017), romantic interviewers embrace the practice and often share their reflexivity and subjectivities with participants - a practice not common in other interview styles (Roulston, 2010b). In our experiences teaching qualitative research methods to masters and doctoral students we have found that the majority of our students over the years most often identify with the romantic interview style. Though these students excitedly tout the benefits to romantic interviews, they rarely engage in critiquing the method even when prompted. Although Roulston explains the critique of Romantic interviewer’s reliance on the authentic self (2010a), there are other assertions that are left unaddressed such as the role of the researcher within this style of interviewing. In this critique we examine the nature of confession, authority and self-disclosure, relationship building, and coercion. First, romantic interviewers rely upon the idea that their participants are eager to confess their life story with just a little coaxing. We ask: does relying on eagerness create a standard for evaluating participants that is based solely on confession? Interviewers who dichotomize participant responses into (a) those who confess and (b) those who do not may also bias researchers into favoring certain personality types who are more willing and eager to confess personal details. Additionally, this assumption may provide a problematic expectation for researchers working with participants who are actively hiding facets of themselves and reveal personal information by accident. Further, there are potential ramifications of disclosure for both IRs and IEs with group memberships of invisible communities such as LGBTQ+, invisible disabilities, and socioeconomic status. We ask: in what ways may an IR or IE put themselves at risk by sharing marginalized identity markers? While
participants are often guaranteed anonymity or confidentiality, can the same be said for IRs who reveal their identities? The second issue that we wish to explore is that romantic interviewers conceptualize researchers as someone capable of creating “genuine rapport,” (Roulston, 2010a, p. 217), a practice which at times may directly compete with the fact that the IR is an authority figure within the interview space. We ask: what does rapport look like and how can we be sure that the responses of the participants are indicative of rapport and not compliance with authority? Milgram (1963) conducted some of the seminal research on this topic and demonstrated the extent of researcher authority over participants when he found that participants would willingly shock others at the command of authority figures. The third issue is that it creates the opportunity for relationship development that may complicates the ethical position of the researcher. We ask: how do we know when the researcher is crossing a personal line or establishing rapport? Romantic interviews create a context that is less formalized, and this creates further questions that need to be considered. What is the point of establishing a relationship if it is only to run its course in sixty-to-ninety minutes? Does the relationship extend outside of the interview? What are the ethical connotations of such a relationship? Vanderstay (2005) discussed his own ramifications of blurring the line between researcher and participants, which resulted in terrifying consequences including, but not limited to, the death of a participant. Rambo (2007) shared her experiences being completely transparent with a study participant and then subsequently fighting her Institutional Review Board for permission to publish her and her participant’s stories, as sometimes our own stories can contain vital information about others within our lives. This furthers our questions: when we share our own stories with participants, are we also outing the stories of others with whom we interact? What implications exist within this setting? We do not seek the death of the romantic interview. To the contrary, we aim to improve and problematize the understanding of such an intriguing methodological choice. Romantic interviewers are able to establish deep relationships with participants, but we ask: at what cost? What are the epistemological and ethical issues surrounding romantic interviews, and how can we make them less problematic and better attuned for participants? Further, we hope to expand the considerations that romantic interviewers should grapple with in order to create better data quality, transparency, and trustworthiness. We acknowledge the necessary practice of reflexivity in our critique. Cain epistemologically identifies most with interpretivist and critical paradigms. She most often utilizes romantic interviewing. Coker epistemologically identifies primarily as a constructivist with postmodern leanings, and therefore most often utilizes constructivist interviewing strategies. Though Cain typically conducts romantic interviews, she strongly believes in examining problematic notions in order to better the field.

**Keywords:** qualitative research, romantic interviews, autoethnography, critique

**References**


Poetry: A Communicative Platform to Stimulate Education Majors’ Reflections About Teaching Literacy

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Abstract

“Reflection on practice rooted in poetic form can illuminate … tensions [and], foreground previously silenced experiences” (Kinsella, 2006, p. 35). Poetic inquiry, as a category of arts-based research, is the incorporation and exploration of poetry as a component of a qualitative study (Prendergast, 2008). Poetry “can be used as an analytical or reflexive approach as well as a representational form in qualitative work. It is a form of inquiry” (Butler-Kisber & Stewart, 2009, p. 3).

Purpose: To: 1) describe a poetic inquiry I conducted to explore in what ways composing poetry might stimulate education majors’ motivation and abilities to thoughtfully consider their teaching; 2) model poetic analysis; 3) share examples of education majors’ reflective poetry; 4) compare the content of the education majors’ Level One/Technical prose with their reflective poetry.

Theoretical Frameworks: Beginning teachers usually need interventions to carefully consider the consequences of their work in order for them to learn the attitudes and dispositions required for the reflective process (Author; 2015; Richert & Bove, 2010; Schön, 1996). Moreover, ideas “predicated on a constructivist epistemology posit there are multiple realities and ways of doing and understanding” (Butler-Kisber, 2010, n p).

Accordingly, post structuralism and post modernism tenets urge researchers to “uncover and deconstruct previously accepted ways of using language, genres, methodologies, and paradigms of research (Shidmehr, 2014, p. 165). Poetic inquiry that connects the lyric qualities of poetry with sensitivity, insightfulness, emotion, intuition, and intensity meets these criteria.

Background and Methods: As supervisor of a literacy field program, I asked education majors to send weekly teaching reflections to me via e-mail in which they considered their lessons with small groups of K-5th grade children from diverse ethnicities. Despite my modeling and encouragement (e.g., “So tell me more about how you might help your group pay attention to your lessons?”), they displayed little understanding of critical reflection. Instead, they composed bland, happy messages that Korthagen (2001), van Manen (1977), and Zeichner (1987) typify as non-reflective Level One/Technical, superficial e-mail reflections (e.g. descriptive writing: e.g., “We love our little group of first graders. They are so sweet”). They also complained: (e.g.’ “We had to make extra nametags, journals, dictionaries, and prediction and literature logs in a hurry and that wasn’t easy and the kids speak variations of Standard English”). Thus, the education majors’ e-mail reflections obscured phenomenon rather than illuminated their concerns, challenges, and successes. In essence, their prose was disengaged from their teaching experiences (see Merleau-Ponty, 1962). I recognized their lack of reflexivity most likely ensued from lack of teaching experience. Moreover, as Fuller and Brown found, most beginning teachers, such as the education majors in this study, are in the survival stage of professional development and tend to concentrate on their own well-being rather than their pupils’ needs (1975).
As a faulty member who intertwines the arts with literacy, I knew “poetry allows the heart to lead the mind rather than the reverse. Therefore, in the hopes of stimulating their reflexivity I asked the education majors to substitute writing reflective poems four times during the semester rather than reflect through prose. I received permission to conduct this study from our institution’s IRB.

A Priori Questions:

- In what ways does creating poetry stimulate education majors’ reflections about teaching K-5th grade children from diverse ethnicities in an after school literacy program?
- What themes are evident in the education majors’ poetic reflections?
- In what ways does the content of the education majors’ reflective poems vary with respect to themes (i.e., ideas, values, emotions, insights, concerns, and understandings about self, children, and teaching)?
- In what ways do the education majors’ prose reflections differ from their poetic reflections?

Data Sources and Analysis: Arts-based researchers search for and document patterns in data (Leavy, 2015). Accordingly, at the end of the semester, I chose constant comparative analysis (Stake, 2014) as the most appropriate method to analyze the education majors’ poetry.

I chronologically collated the four data sets. Next I read and reread the data, discovering, comparing, and making notes about what I believed was pertinent information for each education major (e.g., I jotted down our assumptions, underlined possible patterns, and compared the emerging content for possible themes and connections (Stake, 2014). Then I engaged in axial coding (Patton, 2015), where I looked for similarities and differences between the data sets for each education major. Finally, I employed selective coding to devise encompassing themes.

Discoveries: My analysis of the poetry showed that unlike their weekly prose reflections, emotionality and feelings were at the heart of the poems and the first three poetic data sets portrayed the education majors’ anxieties, confusions, and insecurities about teaching (see example below).

Palms are sweaty
Heart is racing
My biggest fear
Is what I’m facing
Voice is trembling
Knees are weak
Can’t find the words
With which to speak
Stomach in knots
Mind goes blank
Inch by inch
I walk the plank
Do I have what it takes?
Or will this end in heartbreak?”

This is not surprising given the research base about beginning teachers’ “Novice teachers tend to begin their professional lives initially concerned with self and their own survival in the classroom”
(Jenkins & Lloyd, 2001, n. p.). In this survival stage beginning teachers are preoccupied with their own security rather than on their lessons, or their students’ learning and instructional needs (Borich & Tombari, 1995; Fuller, 1969; Fuller & Brown, 1975).

Surprisingly, 12 poems authored at the end of the semester illuminated the education majors’ solicitude, compassion, and concern for individual children’s well-being. The extant literature on phases of teacher development indicates it is only when teachers are comfortable about their teaching abilities that they feel secure enough to turn their attention to their pupils’ needs (Author; Borich & Tombari, 1995; Fuller, 1969; Fuller & Brown, 1975). The following free verse poem illuminates an education major is preoccupation and worry for an individual child who needs help in reading and writing.

She slipped through a crack
She can hardly read or write
She can’t recognize alphabet letters
I worry for lost children like these
My heart pounds and I feel weak in my knees
Left behind in writing
Left behind in reading

Making Sense of the Data: As I analyzed and reanalyzed the data, I was a bit surprised all of the education majors’ poetic forms were fraught with emotionality. Yet, although there are some conflicting theories surrounding human emotions (Johnson, 2015) and a “lack of agreement on [what constitutes] basic emotions” (Scheff, 2015, p. 111), psychoanalytic theories explain aesthetic processes offer a communicative platform for emotions (e.g., joy, sorrow, anger, grief). Emotions reflect individual’s needs and concerns (Burton, Western, & Kowalski, 2013). Thus, it is reasonable to assume the education major’s emotionality reflected their strong apprehensions and worries (concerns for self and end-of semester concerns for individual children. Recognizing that poetry allows individuals to express emotions too elusive to capture in prose (Trainor & Graue, 2012), or were “not quite conscious prior to writing” (Kinsella, 2006, p. 42), I believe the act of creating poetry provided an experiential conduit that permitted the education majors’ emotions to emerge (Burton et al., 2013). Views from symbolic consciousness (i.e., the ways we think and communicate through symbols and images) elaborate on this phenomenon (e.g., see Langer, 1948).

Philosophical insights also help to explain the connection between emotionality and poetry. For example, Suzanne Langer, a renowned philosopher, developed a seminal theory that explains artistic expression as forms of feeling that communicate lived experiences (1953, 1957ab). She observed the emotional quality of an event or ongoing experiences is vividly clear in artistic expressions (such as poetry) and this emotionality reveals individual’s subjective realities as knowledge and truth that embody the externalization of subjective perceptions and feelings (1953).

Moreover, Elliot Eisner, esteemed professor of art and education, believed the arts liberate emotions by providing opportunities that are “free from the structures of literal description” (2002, p. 89). To that end, it appears poetry served as a communicative platform that liberated the education majors to write from their hearts and discover their innermost feelings rather than cautiously monitor their words and conceal their emotions from us and perhaps even from themselves. As Leavy (2015) states, “poems push feelings at the forefront” (p. 77). Simply put, the process of creating poetry allowed the education majors feelings to emerge.
Educational Significance, Contributions and Interest to the Audience: Notwithstanding limitations of the study, the inquiry expands understanding of poetic inquiry. Another contribution is the research can be considered trustworthy because it meets a critical principle of arts-based investigations; that is, arts-based research must be at the heart of the inquiry (Sinner, et al., 2006) and “the chosen art is an integral and informative part of the process, producing knowledge otherwise inaccessible” (Suominen, 2003, p. 34). Although the education majors’ poetry did not focus on their lessons, their poems, revealed considerably more about their emotions and perceptions than did their weekly prose communication. Certainly, the arts framed, influenced, and informed this inquiry. Minus the arts, the study would have provided entirely different, incomplete, and largely inaccurate perspectives of the education majors’ perceptions about their teaching experiences.

There is scant literature that provides information about employing poetry as a communicative platform to liberate education majors’ reflections about their teaching (Savin-Baden & Major, 2013). Therefore, I believe this session will prove useful to faculty who seek new ways of nurturing education majors’ reflections about teaching literacy. In truth, we find ourselves in poems.

Keywords: poetry, education majors’ reflections, arts-based research, poetic inquiry, constructivist epistemology

References

Finding Forms: An Approach to Enhance Creativity in Teaching Typography

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Abstract

“It is not what you look at that matters, It is what you see” Henry David Thoreau

While written elements surrounds our everyday life, with various forms and shapes they are waiting for to take the attention and to be read by the viewer. Typography also known as the art of writing, is based on designing and editing of the text by the designer. In other words, typography, the visualization of the spoken word, has its history dating back to two millennia. The education of typography, on the other hand, starts as a form of crafts, having both aesthetic features and functionality. These aspects carried typography to become a design element rather added to its craftsmanship values. Today, we are trying to teach typography in a scope where it is an element of design but also enhancing ‘creativity’. Creativity is to be explained as “making new connections between different regions of the brain, which is accomplished by cultivating divergent thinking skills and deliberately exposing ourselves to new experiences and to learning.” It necessitates right amount of the mixture of skills, knowledge and the right mindset. While creativity can also be defined as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, in the typography field, amount of the practice becomes a necessity to achieve it. The creativeness in typography is like colors of a painter or the notes of a musician. The artist’s or designer’s way of using the letters gives the uniqueness or the originality of the idea which becomes visible on paper. Teaching to be or become creative is an important part of overall design education. Creativity can be enhanced creative thinking methods such as lateral thinking, changing perspective, building associations with irrelevant things. As Louis R. Mobley, who is the founder of IBM Executive School, explains, one must become a creative person behaviorally in order to become creative in what he/she does. Looking at letters, the smallest units of a written word is also the starting point of the education of a typographer. Strokes, curves, bars are the parts of their anatomy and visual features differs from typeface to typeface although they all seem the same at the first glance. The aim of typographic education is not only showing the students and making them to see the visual differences but also creating the awareness of shift in the meaning with those changes. With just changing the style of a word, the designer may create a visual-verbal equality as well as adversity. So these small details forms the graphic designer world, and to deal with every detail of just one letter needs to look and see every thing in daily life with this point of view by its nature. The idea of making the students to perceive typography as the common point of looking, seeing and reading actions of the written words either on a digital screen or on a piece of paper or on the walls of a corridor which we pass through everyday becomes an essential in the long term. But on the other hand while raising awareness among students creativity lies under the sense of seeing the unseen one. We are now accustomed to see words mostly in designed typefaces and rarely in hand lettered formats. The familiarity of some typefaces are brought by the digital media and the screen. We see fonts via computers, in tablets, in phones or television etc. What we try to achieve is the exploration of the forms to comprehend the forms and identities; students
being able to understand and use typefaces not just because they are installed on their computer, but they willingly benefit the forms. In other words, to be able to practice typography with unfamiliar realm of various typographic treatments, we lead students to look at ‘things’ to find out letterforms. This paper is based on the observations obtained from the practical courses which are conducted in two different universities. One of them is the introduction to typography course which is a must course for the first and second semesters undergrads at Anadolu University Fine Arts Faculty Graphic Design Department. A project focused on finding forms of an alphabet with not already designed by a designer or the written letters taken from a source but with seeing everyday objects as letters and taking photos from this scenes where they see the letter is given at the beginning of first semester every year. The main goals of this project are to emphasize the difference between looking and seeing, breaking the boundaries of perceiving letters as they all must be digital or printed and raising the awareness of the idea of we are surrounded by letters for the one’s who want to see. An alphabet can be formed not only by pixels and inks but also with the unique point of view. The other practice given in Bahcesehir University, Communication Faculty, Communication Design Department, second year undergraduate compulsory typography class, is to define a characteristic of oneself by using typography. The method of this definition/expression is made from letters created by real-life-objects, actual materials from environment that will either support or create an irony on the meaning of the word. The process starts by choosing the concept to continue with finding the material to be the metaphor. Created by hand crafting, the words are photographed for finalization. Since the letters and words have recognizable strong forms, the usage of materials adds another communication level to the meaning of the word. In this study, we aim to analyze and explain the methods that we use in typography classes in two different programs. We ignite with the words of John Berger, the author of infamous ‘Ways of Seeing’, "We only see what we look at. To look is an act of choice.” What we tried to achieve in both exercises is to give the perspective of seeing typography when not in the obvious.

**Keywords:** typography, typography education, graphic design, graphic design education, type
Measuring Impact of the USAF Leader Development Course for Squadron Command

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Abstract

The U.S. Air Force committed to a new leader development program for future leaders of USAF Squadrons. This study re-operationalizes the concept of “impact” and uses students’ end-of-course surveys (n=441) and post-course surveys completed by graduates and their supervisors to assess the impact of the Leader Development Course for Squadron Command. Recommendations are provided for program improvements and continued success. In 2018, based on guidance from the Chief of Staff of the U.S. Air Force and a follow-up publication on “Improving the Effectiveness of Air Force Squadron Commanders” (RAND, 2018), the USAF’s Air University initiated the Leadership Development Course for Squadron Command (LDC-SC). The overall objective of the LDC-SC is to “Improve leader development of officers and civilians approaching command selection in order to sharpen and focus human domain leadership skills to achieve mission success through high-performing teams” (LDC-SC Smart Card, 2019). The LDC-SC is an 8-day intensive course of lectures, seminars, and experiential events that build the human domain for students in week one and then offer multiple opportunities to apply the knowledge in squadron like events in week two. The course culminates in a capstone experience involving augmented reality scenarios and follow-on discussions on how to apply the knowledge and experiences to leading self and others in preparing for Squadron Command. Currently, the course is assessed using participants’ responses to end-of-course surveys coupled with additional data compiled from post-course follow-up surveys completed by course graduates and their supervisors. While the data from the eleven 5-point Likert scaled questions provides information (e.g. course purpose, content, instruction, and most/least effective topics), there is no standard way to measure the impact of the course on participants regarding which course concepts influence how they will lead. The real inquiry to be answered is “What is the impact of the LDC-SC?” How impact is measured is part of the primary research questions. And, perhaps, a follow-on inquiry is “What needs to change, if anything, to strengthen the impact?” These inquiries about impact and change are the research questions this study aims to answer. The challenge with measuring impact is two-fold. Foremost, defining what “impact” means is a somewhat controversial topic, as agreement has to be made on what to measure and how to measure it (Diem & Nikola, 2005; Ebrahim, 2013; Gugerty & Karlan, 2018) and if impact is even the right thing to measure (Ebrahim, 2013; Gugerty & Karlan, 2018). The second challenge involves designing the data collection process to answer the research questions with the right data collected (Collins & Holton, 2004; Keyte & Ridout, 2016), and deciding on which indicators to use from the data collected (Gugerty & Karlan, 2018; Robinson, Lloyd & Rowe, 2008). To address these areas of concern and answer the research questions, a three-part methodology for this study is used. The first part of the methodology re-operationalizes the concept of “impact” as a measure of what topics are used and how those topics are applied regarding leadership. The “what” aspect of impact is defined as the number and combination of concepts used by students in the end-of-course critiques, which is seen as complexity. The “how” aspect of impact is defined as how the concepts are used or will be used at the levels of self, others, organization, and/or life, which is understood as intent. Complexity and intent can be measured by both identification of topic(s) and frequency used. The new concept of understanding impact as a dual measure of complexity and intent is defined specific to the issue at hand: leadership development in the Air Force. The second part of the methodology measures the impact using complexity and intent as indicated by course
participants (n=441). Four questions from the student end-of-course surveys and the end-of-course short essay on re-examining a leadership failure using course concepts are used to assess impact. Two qualified researchers collaboratively conduct the assessments using a simple coding structure based on course concepts and in-vivo coding that honors participant’s own words and language choices (Merriam, 2009; Saldana, 2013) with emphasis placed on intercoder agreement and interpretive convergence (Bernard, 2011; Saldana, 2013) in interpreting the data. The final part of the methodology compares the results in part two with the data collected from two questions in the post-course surveys sent to graduates and their supervisors. The comparison is framed by looking for overall trends, convergence, and divergence between what was collected at the end of the course with what was collected four to six months after the course. The limitations to the study are few and steps to mitigate them must be addressed. The first limitation involves only using the data provided by the course critiques and student essays, with no follow-up interviews conducted to further understand the data. No personal identifying information of participants is provided to the researchers, so only the data provided is available. The second limitation is the use of two coders and the inter-rater reliability in the coding process, but training and inter-rater agreement will be conducted before and during the data interpretation stage. The positionality of the researchers is present as both are civilian faculty hired by the U.S. Air Force, but in recognizing the potential influence of positionality, the concern and potential limitation is addressed in a deliberate way. The final concern involves the process of redefining the concept of impact, largely due to entering into new conceptual ground, but this limitation is accepted as the current definition seems to need a “reboot” so to speak. The very nature of the inductive, qualitative approach requires re-operationalizing impact as the key stage in the three-part methodology. The USAF is committed to continuing the LDC-SC for the next three years. One of the responsibilities of the current cadre is to look at ways to improve the overall program, particularly in course design and execution, and in capturing lessons learned in training current faculty as the new faculty developmental program begins in late summer of 2019. Preliminary results, findings, and outcomes will be provided in May after seven courses of the LDC-SC are completed, with the final part of the study being completed in August that includes all 11 LDC-SC courses in Academic Year (AY) 2019 along with responses from graduates and their supervisors from all 11 courses. The impact of this study will provide a framework for re-operationalizing the concept of “impact” in leadership development programs as well as inform future changes to the overall course design, data collection process, and faculty development program, and overall improvement recommendations for the long-term success of the LDC-SC.

Keywords: USAF, squadron, command, leader, development, impact

References

The Effects of Line Which Is a Fundamental Element in Basic Design Education Into Three Dimensional Examples

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Abstract

Art and design students first come across Basic Design course when they are only in their freshman year. In 1919 Walter Gropius founded Bauhaus school of design, which helped carrying the Basic Design course we know to today. In this course students use their knowledge of aesthetics and art techniques to prepare interactive projects that show how far their creativity can reach. While these projects help students to become self-aware it also helps them how to embody their thoughts. Design principles and factors make up the theoretical part of the course. While the course is in session students’ work a researching, looking things from a different aspect, correlation and trial and error. In Basic Design factors make up the language of pictorial representation. This language consists of dot, line, light, shadow, stain, form, texture, color, direction measurement and structure of thin, thick, long, short, wavy and dashed…Line stars forming when one starts taking notes of the sketches they see. The procedure will start when one taking notes of their surroundings and things they find interesting into their sketchbooks and with the help of light and shadow it will start taking a form. With the procedure students’ abilities will level up and they will be able to strengthen their brain to hand coordination. Whilst students have a better understanding of the process: thought to sketch, professors will have a better understanding of their students’ designs and will be able to direct them easily. Line is a form of art where it’s only understandable when it solidifies itself into reality. At the same time it also includes information about the illustrator. It mediates to express the student's education, emotions and traditions. While the line takes the form of objects with its pictorial usage, it creates the alphabets and notes as pictograms of sound. When the physical properties of the line are evaluated, it is better understood for which purpose it is used. Line can be measured in terms of width and length. The direction of the line is important during its use on the surface. Stacking as if they are moving in the same direction tells the direction. In the sketches made up of lines, the characteristics of the line which are repeated, cause us to learn about the character of the illustrator. These are defined as personal traces and traits. The meaning that the student ascribe to the line, and the material that he uses, shows development in infinite variation by showing differences from person to person. Straight line is the line that does not carry on the differences of tonal values which is equal everywhere. Curved line is the line that occurs when the straight line changes direction by making circular movements. Broken line is the straight line which is formed by changing the direction by making similar or different angles. While investigating the effects of lines on human beings; it is observed that straight lines express simplicity, comfort, calmness, stagnation whereas curved lines express a sense of rhythmic movement and softness and broken lines express dynamism, confidence and hardness. During the interpretation of the given homework by means of visual perception from nature, the student will try to explain his / her idea by loading meanings into the lines. Each time the designer tries to explain his or her idea by way of line, the ideas begin to conceptualize. At that point the starting point of the line will become the definition of the outline of the form itself. The line used during the design of the surface will define its texture or its structure in this way. While designing the line in third dimension, by thinking light and shadows the imagined requirements of the form are fulfilled. Basic design education organizes creative minds by creating a relationship that is thought
to be interdisciplinary, which reveals the invisibility, is constructed with a fiction that aims good, right and beauty. All kinds of concepts and facts related to basic design try to reveal the different while searching for the new. In this age, where the most economical, harmonious and functional solutions are sought among forms, materials and production methods, the importance of experimentation is very clear. On one hand, the student tries to assimilate all kinds of knowledge by using various kinds of information by applying some concepts and principles and by the practical studies that compel him to investigate. In the examples which will be described within this paper, the line is transformed into animal forms made up of wire material and the design forms itself with infinite repetitions.

**Keywords:** basic design, art education, line, three dimensionalities
A Study of the Influence of Computer-Free Production Techniques Which Are Applied Within Graphic Printmaking Course on Technology Age Children’s Creativity

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Abstract

Throughout history, developments in technology have directly affected the development of art and design. In the history of graphic arts, it was the most important factor on the emergence of new trends and ideas. Today, almost all graphic production techniques are executed directly or indirectly with computer support. The effect of this kind of computerization of production on individual creativity and graphic design products should be objectively assessed. It can be easily seen that almost all design products which are made of only using computer are often colder and have similar characteristics in common when compared with individual hand-made samples. Computer production from start to finish may vanish individual differences such as line quality and drawing style. When it comes to graphic design education what really matters is the necessity of creativity and capacity of finding unique ideas. Computer and technological devices are just tools for applying these ideas. It is possible to say that it will be faster to develop more original, creative and more diverse forms of thinking by working with pencil and paper. At the first step of the design phase, students should get away from the computer as much as possible and gain a habit of finding ideas with pencil and paper. To gain this habit, graphic printing making course is one of the lessons conducted at Anadolu University Graphic Design Department for sophomore students. During two semesters long course students are expected to design and reproduce with traditional printing methods by avoiding the blessings of technology. It is important to remind to young generation whose bodies have become a part of digital screens and technological tools that they can be more creative with just a paper and pen again. For this reason, the concepts of utopia and dystopia are projected within this course and students are expected to design a page focused on these concepts. In this study, the stage of finding a unique, free and more creative idea with the simplest tools like pencil and paper which students can control but quit using because of the facilitation and dominance of technological tools.

Keywords: graphic design, graphic design education, printing making, drawing, computer-free production in graphic design
Assessment of Teacher Dispositions With the ETQ2: A Guided-Reflection and Rasch Model Analysis

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Abstract

Measuring teacher dispositions is an important aspect of teacher training and accreditation. This paper presents the results of the calibration and validation of the Experiential Teaching Questionnaire version 2 (ETQ2), part of a five-instrument battery that is being revised for consistency with current InTASC teacher standards used in teacher education accreditation. The results indicate that the instrument produces valid and reliable results related to the critical dispositions related to teaching using the Rasch model of item response theory. The instrument has the potential for use in teacher training, program accreditation, and eventually teacher hiring.

Keywords: teacher dispositions, reflections, Rasch model, CAEP, InTASC