



**SURAT TUGAS**

Nomor: 214.01/LPPM/K-X/X/2021

Yang bertanda tangan dibawah ini:

Nama : Dra. Ginung Pratidina, M.Si.  
Jabatan : Direktur LPPM  
Institusi : Universitas Djuanda Bogor

Memberikan tugas kepada;

Nama : Dr. Rasmitadila, ST., M.Si  
NIDN : 0402057605  
Institusi : Universitas Djuanda Bogor

Untuk menjadi Pemakalah dalam kegiatan Seminar Internasional **18<sup>th</sup> ICTEL 2021 – International Conference on Teaching, Education & Learning**, pada tanggal 04 s.d 05 Oktober 2021 di Nippon Hotel, Taksim, Istanbul, Turkey.

Demikian surat tugas ini dibuat agar digunakan sebagaimana mestinya atas perhatian dan kerjasamanya, kami ucapkan terima kasih dan penghargaan yang tinggi.

Bogor, 01 Oktober 2021

Direktur LPPM,

**Dra. Ginung Pratidina, M.Si**  
**NIP. 196705191992032003**

Tembusan:

1. Arsip

Registration ID: ERCICTEL2117075



# Eurasia Research

www.eurasiaresearch.org • info@eurasiaresearch.org

## *Certificate of Honour*

*This certificate of honour is awarded to*

**Rasmitadila Rasmitadila**

of

Department of Elementary School Teacher Education, Universitas Djuanda, Depok, Indonesia  
for

Inclusive Elementary School Expectations University Engagement: Inclusive Education Practices in Indonesia  
as

**Additional Paper**

in technical presentation and research contribution to

***18th ICTEL 2021 – International Conference on Teaching, Education & Learning, held at  
Nippon Hotel, Taksim, Istanbul, Turkey***

*Organized By: Teaching and Education Research Association (TERA)*



Eurasia Research Conference Secretariat

04-05 October 2021

*"Collaborate to Co-create"*



**EURASIA RESEARCH LIVE**  
**ONLINE CONFERENCE**  
**PROCEEDINGS**

**ICTEL 2021 International Conference on Teaching,  
Education & Learning, 2021**

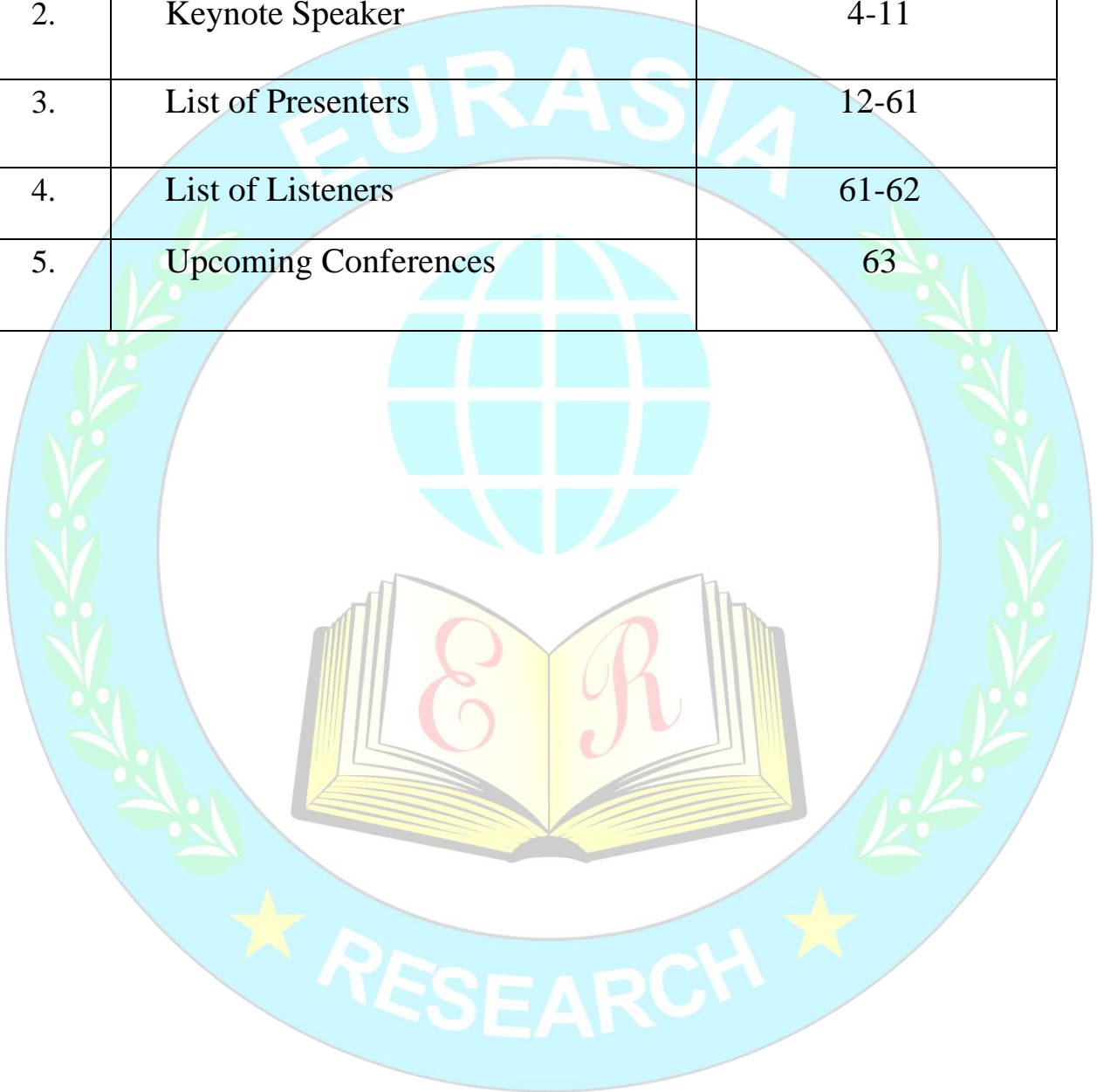
[Email: convener@eurasiaresearch.info](mailto:convener@eurasiaresearch.info)

<https://eurasiaresearch.org>

<https://teraevents.org/>

**Table of Content:**

S. No.	Particulars	Page Numbers
1.	Preface	3
2.	Keynote Speaker	4-11
3.	List of Presenters	12-61
4.	List of Listeners	61-62
5.	Upcoming Conferences	63





**Preface:**

Teaching and Education Research Association (TERA) is a community of passionate researchers, practitioners and educationists for the development and spread of ideas in the field of teaching and learning. TERA aims to bring together worldwide researchers and professionals, encourage intellectual development and providing opportunities for networking and collaboration. These objectives are achieved through academic networking, meetings, conferences, workshops, projects, research publications, academic awards and scholarships. The driving force behind this association is its diverse members and advisory board, who provide inspiring ideas and research contribution. Scholars, Researchers, Professionals are invited to freely join TERA and become a part of this ever-growing network, working for benefit of society and research with the spirit of sharing and mutual growth.

For this conference around 70 Participants from around 10 different countries have submitted their entries for review and presentation.

TERA has now grown to 12662 followers and 7620 members from 65 countries.

Membership in our scholarly association TERA is completely free of cost.

List of members: <https://teraweb.org/membership/list-of-members/>

Membership Application form link: <https://teraevents.org/membership?association=tera>

Proceedings is a book of abstracts, all the abstracts are published in our conference proceedings a day prior to the conference.

You can get our conference proceedings at: <https://teraweb.org/conference/proceedings/>

We hope to have an everlasting and long-term friendly relation with you in the future.

In this context we would like to share our social media web links:

<https://www.facebook.com/eurasiaresearch/>

You will be able to freely communicate your queries with us, collaborate and interact with our previous participants, share and browse the conference pictures on the above link.

Our mission is to make continuous efforts in transforming the lives of people around the world through education, application of research & innovative idea.

## **LIST OF KEYNOTE SPEAKERS**



**Dr Deepak L. Waikar**

**Managing Partner, EduEnergy Consultants LLP, Singapore  
Chief Training Adviser, Tacstra Solutions Pvt. Ltd, Singapore  
Associate Faculty, Overseas Universities in Singapore  
Vice Chair, IEEE Education Society, Singapore**

**Topic: Education 4.0**



**Nasser Drareni**

**Associate Professor, English Specific Purposes, University of  
Lounici Ali Blida2, Algeria**

**Topic: The Impact of Problem-Based Learning on Enhancement  
of Medical Learners' Problem-Solving Skills in Clinical Learning**



**Ana Saldanha**

**Lecturer, Universidade Autónoma de Lisboa, Lisbon, Spain**

**Topic: How can Mentoring Shape the Face of Higher Education  
in the 21st Century**



**Dr. Haleema Sadia**

**Director Edufaminternational, Deputy Director DWB, NCT  
Delhi, India**

**Chairperson SAET, Founder Principal DPS Ajman, UAE**

**Topic: Emotional Intelligence is Key to Success in all Walks of  
Life**



**Dom Thompson (MEd PGCE BA (Hons) FHEA)**  
**Higher Education Manager/Teaching and Learning Coach –**  
**Havant and South Downs College, United Kingdom**  
**Associate Lecturer – University of Portsmouth, England**

**Topic: Practice Development Groups: The Application of the**  
**Action Learning Set Methodology to Develop the Teaching of**  
**English and the Embedding of English and Maths in Curriculum**



**Dr. Froilan D Mobo**  
**Associate Professor II, Assistant Director, Department of**  
**Research and Development, Philippine Merchant Marine**  
**Academy, Philippines**

**Topic: Educational Technology in the 21st Century Education**



**Solomon Arulraj David**  
**Associate Professor & Head of Masters of Education Programme,**  
**Faculty of Education, The British University in Dubai (BUiD),**  
**Dubai, UAE**

**Topic: Epistemic Access for Effective Learning**



**Dr Ma. Victoria Castillo Magayon**  
**Research Teacher, Guidance Counsellor, Taytay Senior High**  
**School, Department of Education, Rizal, Philippines**

**Topic: The Face of Artificial Intelligence (AI) and the Role of**  
**Educators in the 4th Industrial Revolution**





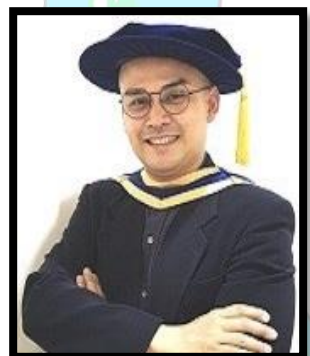
**Dr. Rebecca Natrajan**  
Senior Lecturer Roehampton University and Ulster University  
Partnership Programme London QAHE, London, UK

**Topic: Importance of Personal Branding in Social  
Entrepreneurship**



**Patama Satawedin**  
Assistant Professor, Bangkok University, Thailand

**Topic: What Do People Need and Want After COVID-19: The  
Strategic Directions for the Future**



**Dr Airil Haimi Mohd Adnan**  
Senior Lecturer, Universiti Teknologi MARA (UiTM) Malaysia;  
Visiting Scholar, Indonesian Open University & Cosmopoint  
University-College

**Topic: Educating, Developing, Changing: Technology-Enhanced  
Teaching and Learning in the ASEAN Region for 2021 and  
Beyond**



**Janos Varga**  
Keleti Faculty on Business and Management, Obuda University,  
Budapest, Hungary

**Topic: The Education as a Driver of Competitiveness**





**Dr Froilan D Mobo**  
Associate Professor II, Assistant Director, Department of  
Research and Development, Philippine Merchant Marine  
Academy, Philippines

**Topic: Teaching and Learning in the 21st Century amidst  
COVID-19 Pandemic**



**Beata Mirecka Jakubowska**  
Founder and CEO of Intercultural Education Consulting Group,  
Jakarta, Indonesia

**Topic: The Power of "WHY" in Online/Blended Learning**



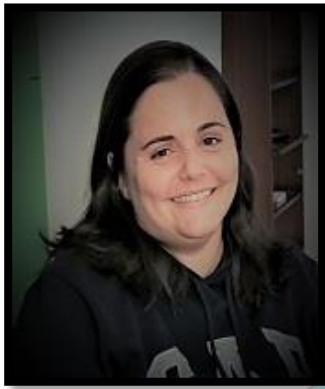
**Dr Leila Mekacher**  
Head of Digital Research and Innovation, SRH Vocational Center  
Neckargemünd, Germany

**Topic: Education 4.0: Hybrid Learning and Micro-Learning in a  
Smart Environment**



**Dr Rebecca Natrajan**  
Senior Lecturer Roehampton University and Ulster University  
Partnership Programme London QAHE, London, UK

**Topic: Women in Construction Sector London, UK**



**Ana Sofia Saldanha**  
**Translator (English and Spanish into Portuguese), Lecturer,  
Mentor (Member of the EMCC and Associate Board Member  
IMA), Lisbon, Portugal**

**Topic: Mentoring: an "arm" of CPD**



**Jose Elmer S. Oficiar, PhD**  
**University of Mindanao Tagum, Tagum City, Davao del Norte,  
Philippines**

**Topic: "Teaching during the Pandemic: Insights of Educational  
Resiliency Facing Covid19"**



**Dr. David Harris-Birtill**  
**PhD, MPhys (Hons), Lecturer, School of Computer Science, The  
University of St Andrews, Scotland**

**Topic: Development of a new Masters Programme in Digital  
Health: Experiences and Lessons Learned**



**Ana Sofia Saldanha**  
**Translator (English and Spanish into Portuguese), Lecturer,  
Mentor (Member of the EMCC and Associate Board Member  
IMA), Lisbon, Portugal**

**Topic: CPD - The Super Powerful Tool to Reach the Career You  
Want!**



**Prof. Dr Meryem Laadem**  
Assistant Professor, Higher School of Technology Meknes  
(ESTM), Moulay Ismail University of Meknes, Morocco

**Topic: Rethinking Education in Times of Covid-19 Pandemic in Morocco: Aspirations, Challenges and Horizons**



**Prof. Dr. Habil Andrea Bencsik**  
Faculty Member, Management, University of Pannonia,  
Veszprém, Hungary

**Topic: A Gamified Course in Higher Education Teaching – A Case Study**



**Dr Froilan D Mobo**  
Associate Professor II, Assistant Director, Department of  
Research and Development, Philippine Merchant Marine  
Academy, Philippines

**Topic: Navigating the 21st Century Education in the New Normal**



**Alykhan Dhanani**  
Teacher-Educator, Private School Industry, Tanzania

**Topic: Adapting the Teaching and Learning Environment during the Pandemic" - Pandemic Pedagogy**





**Dr. Tharwat M. EL-Sakran**  
English Department, American University of Sharjah, Sharjah,  
United Arab Emirates  
**Topic: Connotations of Selected Kinship Terms in Accident News**



**Dr Rebecca Natrajan**  
Senior Lecturer Roehampton University and Ulster University  
Partnership Programme London QAHE, London, UK  
**Topic: Personal Branding and its Importance**



**Dr. Lee Saw Im**  
Global Award Winner, Chemistry Excellent Teacher, Seri  
Bintang Utara High School, Kuala Lumpur Malaysia  
**Topic: Ownership and Digital Learning to Produce Fun Learning**



**Nuria Recuero Virto**  
Marketing Researcher, Specialized in Cultural Tourism  
Marketing, Spain  
**Topic: EdTech for STEAM Education: Improving Skills for  
Hybrid Intelligence**



**Dr Froilan D Mobo**  
**Associate Professor II, Assistant Director, Department of  
Research and Development, Philippine Merchant Marine  
Academy, Philippines**  
**Topic: Educational Technology in the 21st Century: The New  
Normal Approach**



**Dr. Lawrence Meda**  
**Zayed University, Dubai, UAE**  
**Topic: Reimagining Inclusive Pedagogical Practices in Higher  
Education**



**Alykhan Dhanani**  
**Teacher-Educator, Private School Industry, Tanzania**  
**Topic: Pandemic Pedagogy: Adaptations in the Teaching and  
Learning Environment during the pandemic**

## PRESENTERS



**Andreas Winardi**  
ERCICTEL2027060

### **The Multiple Benefits of Online Learning: A Teacher's Perspective**

**Andreas Winardi**

**English Language Education Department, Duta Wacana Christian University, Yogyakarta, Indonesia**

#### **Abstract**

The year 2020 will always be remembered as the beginning of a drastic change. Nobody has ever imagined that Covid-19 would have caused so many people to abandon their common practice and try to adjust to the “new normal” where almost everything should be done online. In the field of education, this phenomenon has led to confusion and frustration. Many teachers as well as students complain because they are not ready to embrace the change. Some complain about the signal, others feel that online learning is expensive, and the rest think that online learning is not effective. Despite the drawback, I assume that online learning may have multiple benefits. The main objective of this study is to discuss the benefits of online learning for both teachers and students. It employs a descriptive qualitative method in which I reflect and describe my experience in conducting online learning. The benefits among others are: fostering independent and autonomous learning, upgrading technological skills, and enhancing creativity.

**Keywords: Multiple Benefits, Online Learning, Teacher’s Reflection**



**Zhouyang Hu**  
ERCICTEL2027066

### **The Effect of Depression on College Students’ Learning Effectiveness**

**Melissa Y. Hu**

**Qindao College, University of Technology Qingdao, Qingdao, Shandong, 26600, China**

**Margaret J. Hu**

**University of California Davis, Davis, Yolo, 95616, America**

**Kevin C. Xu**

**University of Technology, Sydney, NSW, 2007, Australia**

#### **Abstract**

Past studies have shown that depression will bring adverse effects to college students’ learning effectiveness. However, it is still unclear if cultural differences have their own influences in this area. Recently, there is an argument that under a significant difference between Chinese and Western cultural background, college students in China will react differently to depression than the western students, which shows great inspiration. Therefore, in the present study, the effects of depression on students’ learning effectiveness will be examined. There will be 60 college students (30 males) sample to take in this research and they will be tested by two inventories, College Learning Effectiveness Inventory (CLEI) and Beck’s Depression Inventory (BDI-II). The Pearson and Spearman correlation coefficients and t-test will also be applied. Consistent with the hypothesis, a significant, none negative correlation between the level of depression and their learning effectiveness among Chinese college students is expected to be found. It is speculated that these findings can explain the relationship between depression and the learning effectiveness of college students and come up with some possible strategies to improve their educational outcomes. Some implications of the findings for research and practice will be also discussed as references.

**Keywords: Depression, Learning Effectiveness, Cultural Difference, College Students**





Anita Md Yassin  
ERCICTEL2029059

**Designing Effective Health Education Based on Students Perception on Obesity and Healthy Lifestyle**

Anita Md Yassin

Hospitality Department, Keningau Vocational College, Keningau, Sabah, Malaysia

**Abstract**

The aim of this research was to identify students 'perception on obesity. The rate of teen obesity is rising quickly and the increasing influence of teenagers' daily life has led to sedentary lifestyle with lack of exercise and poor diet. Thus, this study is significant in order to examine the students 'understanding on health issues as well as their habits in order to design proper approaches in educating them to be more responsible for their own health. There were 200 students at two vocational colleges in Sabah which were randomly selected as the subjects for this study. They were required to answer two sets of questionnaire, Coopersmith Self-Esteem Inventory and Health Belief, which will reveal to what extent they know about obesity and other aspects of healthy lifestyle. The preliminary results of the survey showed that students were aware of health risks including obesity but their lack of self-control and discipline might have hindered them from practicing a balanced food intake. A follow-up survey will be conducted to gather data that are more comprehensive and detailed in order to fully comprehend this issue from the students 'perception.

**Keywords:** Obesity, Healthy Lifestyle, Coopersmith Self-Esteem Inventory, Health Belief



Lalitha Kumari  
ERCICTEL2029063

**A Study on Distributed Leadership Practices and its Impact on Teaching and Learning in Type 1C and Type 2 Schools in Sri Lanka**

Lalitha Kumari

Department of Social Science Education, Faculty of Education, University of Colombo, Colombo, Sri Lanka

**Abstract**

The school leadership has become very popular in the current educational discourse. Distributed leadership has been identified as one of the most important leadership practices in terms of enhancing quality of teaching and learning since it involves many members of the school. Also, it has been found that the main purpose of distributed leadership is to create secondary level leaders within the school and thus give more opportunities for teachers to improve their leadership skills. This study focused on investigating the distributed leadership practices and its impact on teaching and learning in type 1C and type 2 schools in Sri Lanka. The objectives of this study were to identify how principals and teachers understand the concept of distributed leadership; how distributed leadership practices enhance teaching and learning; and what challenges principals and teachers face when devolving and practicing leadership responsibilities in their schools. Altogether 8 schools, 8 principals and 200 teachers were selected for the study. Both questionnaires and semi-structured interviews were used to gather data necessary. The findings revealed that all the principals and a significant number of teachers in the type 1C and type two schools fully understood the concept of distributed leadership and have linked with teaching and learning. The study further revealed that the distributed leadership practices contributed to enhance quality of teaching and learning in both types' schools to some level. However, it was revealed from this study that a significant number of teachers in both types' schools face number of challenges when practicing distributed leadership roles in their schools due to the major challenge of not having a collaborative working environment.

**Keywords:** Distributed Leadership, Type 1C Schools, Type Two Schools



Angel Chang  
ERCICTEL2021053

**Allocating Educational Resources Equitably and Efficiently in Enhancing Learning Outcomes: A Case Study of Early Education in Zhejiang Province**

Angel Chang

College of the Humanities and Arts, Writing Programs & Curriculum Analyst, San Jose State University, San Jose, USA

**Abstract**

In responding to the 2017 "Activate the Implementation of Early Childhood Education Plan" amended by the Ministry of Education in China, early childhood educators and administrators have realized the importance of allocating educational resources equitably and efficiently. Educational

+  
Angel Chang  
Additional Paper  
ERCICTEL2021053

resources are essential since early education is mostly private-run, whereas student-teacher ratios, school facilities, teaching quality, and school curricula differed. Researching this topic could examine the efficiency of various counties utilizing limited educational resources and whether schools allocate such resources equitably. Zhejiang Province ranged from metropolitan cities such as Hangzhou to small cities and towns in rural areas, which provides diverse educational contexts to study this issue. Historically, Zhejiang has been a model for providing equitable student access and decreasing the cost of early education in China. However, the province has not provided solutions in addressing the equitable resources among various early education institutes. This study examines the differences in allocating educational resources by comparing the 89 counties in Zhejiang. We will first employ the rough set theory to filter out the factors that might result from regional differences. In doing so, we could eliminate the possibility of multicollinearity and how it might affect the causal relationship in our regression model. Our initial findings reveal that the quality of teachers, the number of full-time teachers and staff, and the county's economic index had various effects upon teaching and learning. The study may provide a solution in addressing similar issues in other early education settings. The results suggest strategic planning for allocating early educational resources equitably and efficiently.

**Keywords:** Equitable Educational Resources, Allocating Educational Resources Efficiently, Rough Set Theory, Teaching and Learning, Strategic Planning

+  
**Student Learning at the Age of COVID-19 Pandemic**

Angel Chang  
College of the Humanities and Arts, Writing Programs & Curriculum Analyst, San Jose State  
University, San Jose, USA

**Abstract**

Starting the year 2020, COVID-19 has become a global epidemic affecting 188 countries worldwide. As of October 10, 2020, there are 37,046,590 cases globally and 7,702,783 in the United States. COVID-19 has changed how universities operate, how teachers teach, and how students learn. Although there are many studies exploring how teaching and learning operate in higher education institutions, little research has examined how COVID-19 impacted students learning at higher education institutions. This study explores how COVID-19 impacted learning among a student cohort enrolled in several sections of yearlong course taught by the same instructors at the same university. Tableau is used to mine and analyze data as well as report results. Accounting both demographic and language backgrounds data distinguish differences in the impacts of the COVID-19 pandemic within a diverse student population. Once we recognize who bore the greatest burden of COVID's impact, we can address the needs revealed.

**Keywords:** COVID-19 Pandemic, Student Learning, Higher Education, Tableau, Data Mining

Uvini Illukthanna  
ERCICTEL2030055

**Planning and Implementation of the Knowledge Integration Server System for E-Learning (KISSEL) using Cloud Environment**

Uvini Illukthanna  
Faculty of Science, Engineering and Technology, Swinburne University of Technology, Australia

Gamunu Dassanayake  
Department of Foundation and Pathways, Swinburne University of Technology, Australia

Satoru Ozawa  
Graduate School of Science and Engineering, Faculty of Engineering, Ibaraki University, Japan

Atsushi Minato  
Graduate School of Science and Engineering, Faculty of Engineering, Ibaraki University, Japan

D. D. G. L. Dahanayake



Faculty of Natural Sciences, The Open University of Sri Lanka, Sri Lanka

**Abstract**

Due the recent COVID-19, it has done a greater damage to the world not only in the in the economic environment but also in the academic arena. This outbreak continues to spread, governments across the world have resorted to varying levels of public health measures, including movement restrictions, nationwide curfews, travel bans and border closures to tackle the pandemic. This crisis has exposed the many inadequacies and online education, and the supportive environments needed to focus on learning, up to the misalignment between resources and needs. The COVID-19 has resulted in schools and Universities shut all across the world. Globally, over 1.2 billion children and University students are out of the classroom. According to the recent research proposed that online learning has been shown to increase retention of information and it was a significant improvement of online education. In this case, E-learning base teaching has been done significant improvement during past 8 months. In this paper, it is going to describe what are the impact occurred for education sector and how it is overcome through online education. E-learning involves the delivery of contents, courses and training via electronic media such as the Internet and intranet. It provides just-in-time training delivery as well as flexible access to lifelong learning. The Knowledge Integration Servers System for E-Learning (KISSEL) is a knowledge sharing platform for E-learning and sustainability sciences which is focused mainly on Asian-Pacific Countries and role of the KISSEL is vital platform in this stage. It is a kind of open-source program to build and setup communities. The KISSEL online courseware management system was developed by the research group of the Ibaraki University, Japan. KISSEL can provide E-learning and information technology base training through its virtual platform. It is a student-centred E-learning environment that satisfies the learning-on-demand need of working with IT professionals and reduces the learning time by assembling customized courses on demand to meet specific individual needs. In this paper, it is going to examine the possibilities of expanding the KISSEL sever using Cloud Environment considering its benefits and performance on cost saving, reliability, high speed, mobility, unlimited storage capacity, effectiveness of back-up and recovery of that.

**Indicators of Constructivism in Virtual Learning during the Pandemic**

**Karuna Samuel Finch**

Department of Science, Math and ICT, International American School of Warsaw, Warsaw, Poland

**Abstract**

Remote learning has never been an option for K12 education however, the pandemic situations have blurred this line. A considerable population of school students have been attending school from home for roughly six months now. This study aims to establish how strongly virtual learning adhered to constructivist principles of knowledge building. A group of experts in the field of instructional technology and constructivist learning principles identified ten categories and 110 indicators to establish whether an internet-based course adopts a constructivist learning style or not. This was arrived at through a 3-round Delphi Web survey. The study will use the top 35 indicators to generate a Likert-scale based survey. All questions in the survey will associate with any one of the following categories, as identified by the experts:

1. Project-based learning tasks PBL
2. Collaborative and cooperative small group work COLL
3. Tasks that require higher require cognitive skills COG
4. Infrequent use of direct instruction activities INF
5. Tasks that are authentic, relevant, and meaningful AUT
6. Safe environment SAFE
7. Tasks that allow the learner choice and control CHOICE
8. Assessment of learning ASSMNT
9. Interactivity INTACT
10. Requirement to “discover” relationships DISC” (Partlow and Gibbs; 2003)

The survey will be circulated amongst a minimum of hundred middle and high school students of an international school. The responses will be analyzed as Likert-types; mean, median and frequencies to confirm the degree of each category in supporting constructivist learning, while online. This research expects to find a strong positive correlation between virtual learning and the constructivist principles. This means most students would have experienced learning environments connected to



**Karuna Samuel Finch**  
ERICTEL2030052



the ten categories mentioned above. This questionnaire can be used to probe the learning situations in specific subjects i.e., math, science, geography, etc. to understand how intently they agree with the constructivist principles. This feedback can support educators to enhance the learning atmosphere of a class.

**Keywords:** Constructivism, Online Learning, Pedagogy, Quality Indicators, K-12 Education



Lerry David  
ERCICTEL2030056

**Designing Mobile App to Teach Essay in an Effort of Catering to Students' Need in the New Norm Era**

Lerry David

Malay Language Department, Keningau Vocational College, Keningau, Malaysia

**Abstract**

The purpose of this project is to design a mobile app that can help students learn on how to construct an essay according to a specific format. The rationale of building this mobile app is to cater to students' need in the new normal era where online learning as well as remote classes have become mainstream. This project also seeks to tap into the increasing usage of mobile phone in students' daily routines by switching the conventional method of pen and paper to mobile technology. The target population for this research project is several classes of students at a school in the interior region of Sabah, Malaysia, whose oral proficiency in Malay language is high but lack the skills in writing a proper essay. The methods that will be used to collect data are document analysis and interviews. The findings of this study might help the researchers gather the feedback necessary in designing an effective mobile app that can improve the teaching of essays particularly in Malay language.



Asri Purnamasari  
ERCICTEL2030060

**Continuing Professional Development (CPD): How In-Service EFL Teachers See Mentoring as A Relevant Technique**

Asri Purnamasari

English Education Department, Christian University of Indonesia, Jakarta, Indonesia

**Abstract**

Mentoring has been widely applied for professional development practices in many areas, including education. In Indonesia, mentoring has not been implemented as a way of collaborative CPD for EFL teachers. In the United Kingdom for instance, mentoring has become one of the required ways for teachers to learn from each other and support other teachers. By using a qualitative exploratory study, teachers' views toward mentoring as a relevant technique to in-service EFL teachers will be explored. The data was collected by using a semi-structured interview to investigate in-service EFL teachers. The findings showed different participants' views on mentoring as a relevant technique to in-service EFL teachers' CPD. Most of the teachers found that mentoring would benefit experienced teachers to refresh and update their practices, as well as support the novice teachers. It is also found that mentoring could give mutual benefits for EFL teachers who teach in different institutions and places. However, this study found that mentoring at the same time have some limitations related to the needs of professional teachers to become mentors. Moreover, teachers are already busy with teaching and administrations stuffs. Thus, some recommendations related to further study for the implementation of mentoring as a relevant technique to in-service EFL teachers' CPD are presented.

**Keywords:** English Education, Exploratory Practice, Practitioner Research, Professional Development, Reflective Teaching



Cristina Vilaplana

**Do ICT Enhance Support Relationships Among Classmates? Evidence For Mathematics**

Cristina Vilaplana-Prieto

Department of Economic Analysis, University of Murcia, Murcia, Spain

**Abstract**

At present, the use of ICT (Information Communication Technology) is integrated in everyday teaching. Apart from developing new knowledge, it is convenient to test if computer enhances communication and solidarity among students. The implementation of the Program School 2.0 in Spain in conjunction with PISA survey for 2012 provides a unique opportunity for analyzing this issue. We estimate a bivariate ordered probit model for the frequency of support provided to other

**Prieto**  
ERCICTEL2031057

students and Mathematics performance and posit the potential endogeneity of the variable Mathematics performance given that support received from others could have a significant effect over the resulting Mathematics achievement. We highlight two main results. First, the probability of helping other classmates with Mathematics increases notoriously in participant Communities in School 2.0 for “strong performers” and “top performers”. Second, for immigrant and repeater students, probability of providing support “always/almost always” or “often” increases significantly in participant Communities with respect to non-participant Communities for all Mathematics performance levels. Our interpretation of these results is that ICT provide an incentive for exchanging mathematical problems and discussing different solutions. And what is even more valuable, in an unintended manner, ICT may foster togetherness and ease the integration of different profiles of students.

**Keywords: Mathematics, ICT, Interaction, Integration**

**Sarah Alviar-Eisma**  
ERCICTEL2031061

**What is your class section: A Study on Social Stratification in Education through Tracking or Ability Grouping?**

**Sarah Alviar-Eisma**  
Faculty Social Science, Philippine Science High School – Main Campus, Quezon City, Philippines

**Abstract**  
In this paper, we will look into the issue of ability grouping and tracking practices in school as a medium to create social stratification. Participant students from a secondary public school in Bulacan province in the Philippines, were asked to answer a survey with details of their socio-economic status. Class observation on the learning environment of the students and teachers were interviewed about the difference in the instruction given to the last section from the first section of a particular fourth year level.

**Keywords: Social Stratification, Socio-Economic Status, Tracking, Ability-Grouping**



**Mr. Seangarthid Chengwattanaphong**  
ERCICTEL2031062

**Development of Activities to Promote Student Volunteer Characteristics under the 21st Century**  
Bangkok Vocational Institute for Administrators

**Seangarthid Chengwattanaphong**  
Ph.D. Research Scholar in Educational Administration, Graduate School, North Bangkok University, Bangkok, Thailand

**Abstract**  
The objectives of this research are to 1) study the current state of activity activities to promote the student's volunteer character 2) create a model for developing activities that promote student volunteer behavior under the supervision of the Bangkok Vocational Institute in the 21st Century, 3) Evaluate the possibility. Benefit patterns for development of activities to promote student volunteer character under the 21st Century Bangkok Vocational Institute. This research uses a mixed research methodology. There were 3 steps: Step 1) Studying the current state of activity that promotes the student's volunteer habits as follows: Step 1. Study documents, concepts, theories and related research. Step 1.2 Interview 5 groups of relevant persons, namely the policy management group. School administrators Teacher group Step 3: Create a model for the development of activities that promote the volunteer behavior of the students as follows: Step 2.1: Draft a pattern for developing activities to promote the character of student Volunteering step 2.2 confirms the validity and appropriateness of the Activity Development Model that promotes the student's volunteer behavior. Step 2. 2.3) Evaluation of feasibility. Benefit Patterns for development of activities to promote student volunteer traits.

**Keywords: Activity Development, Volunteerism**



**Miss. Piyamas**

**Components of Educational Administration Management for Joint Vocational Education and High School (Dual Education)**

**Piyamas Chamnan**  
Ph.D. Research Scholar in Educational Administration, North Bangkok University, Bangkok, Thailand

**Abstract**  
The research article aims to 1) to study the components of the co-administration of vocational



Chamnan  
ERCICTEL2031063

education and high school (Dual Education), 2) to confirm the composition of the administration of co-educational administration of vocational and high school (Dual Education) co-educational programs. School/Deputy Director of Education Course Supervisor head of evaluation the sample size was determined according to the tables of Krejcie and Morgan (Krejcie and Morgan.1970) using stratified randomness with types of educational institutes is a random unit. Tools used for data collection is a semi-structured interview questionnaire and confirmation form to confirm accuracy, it is as appropriate as possible and useful. The statistics used in data analysis were frequency, percentage, math, arithmetic. Standard deviation composition analysis and confirmation of composition. The results of the research were as follows: 1) The components of the co-administration of vocational education and high school (bisect) consisted of 8 components: 1) the analysis of the types of subjects and the fields 2) the formulation of educational institutions. 3) teaching and learning 4) the organization of the curriculum 5) Measurement and Evaluation 6) Transfers of academic results 7) Graduation 8) Assessment of professional standards which must be driven in conjunction with the strategic management process.

**Keywords:** Element of Educational Management, Co-curricular, Vocational, High School



Mr. Chutichai  
Thongmeekwan  
ERCICTEL2031064

**Factors of Administrators Competency for Instructional Management of Electrician Professional Teachers Institute of Vocational Education: Southern 1**

**Chutichai Thongmeekwan**

**Ph.D. Research Scholar in Educational Administration, North Bangkok University, Thailand**

**Abstract**

The objectives of this research were: 1) to study the competency of administrators in teaching and learning management of electrician teachers Institute of Vocational education: Southern 1, 2) to create and develop a model of competency of administrators in the management of professional electricians. 3) Evaluate the efficiency, model and competency of administrators in teaching and learning management of electrician teachers Institute of Vocational education: Southern 1, Method of conducting research. There are 3 steps, which are: Step 1: The study of the Competency of Executives in the Management of teaching of professional Electrician's teachers Institute of Vocational education: Southern 1, Step 2, modeling of executive competency. In the management of teaching and learning of electrician teachers Institute of Vocational education: Southern 1, Step 3 evaluation of the feasibility and benefits of implementing a model of competency development of administrators in teaching and learning management of teachers Professional Electrician Institute of Vocational education: Southern 1.

**Keywords:** Executive Competency, Teaching, Profession, Electrician Teachers, Academic Management



Miss. Pimonrat Sotarath  
ERCICTEL2031065

**Participation of Model in Management of Information Technology Learning Resources of the Basic Education Commission in Small Secondary Schools under the Office of the Secondary Educational Service Area 11**

**Pimonrat Sotarath**

**Ph.D. Research Scholar in Educational Administration, North Bangkok University, Bangkok, Thailand**

**Abstract**

The objectives of this research were 1) to study the participation conditions and the need for management of the information technology learning resources of the Basic Education Commission in a small secondary school under the office of the Secondary Educational Service Area 11, 2) To develop a model for participation in the management of information technology learning resources of the Basic Education Commission in small secondary schools under the Office of the Secondary Educational Service Area 11, 3) to experiment with the model of participation in the management of the information technology learning resources of the basic educational institution committees in small secondary schools under the Office of the Secondary Educational Service Area 11 and 4) to assess the pattern of participation in the management of the information technology learning resources of the Basic Education Commission in small secondary schools under the Office of the Secondary Educational Service Area 11. This study this research was to create a model for the administration of a participatory learning center of the basic education institution committee.

**Keywords:** Participation Model Management of Information Technology Learning Resources



Miss. Chonpaksorn  
Kittimanapan  
ERCICTEL2031066

Experiences for Developing English Language Proficiency for Early Childhood Learners of Private Schools, Chumphon Province

Chonpaksorn Kittimanapan  
Ph.D. Research Scholar in Educational Administration, North Bangkok University, Bangkok, Thailand

Abstract

The objectives of this research were: 1) to study the model, method, and desirable condition of English language learning experience management for early childhood learners at private schools in Chumphon province; 2) to study state, problem, and obstacle towards the promoting of learning experience management of teachers to develop English language ability for early childhood learners of private schools in Chumphon province; 3) to develop private school strategy for teacher experience to develop English language ability for early childhood in Chumphon province. There are 3 steps of this research: 1) study the model of English language learning experience management for early childhood learners at private schools in Chumphon province; 2) study state, problem and obstacle of English language learning experience management for early childhood learners of private schools in Chumphon province; 3) Prepare a draft private school strategy for teacher experience to develop English language ability for early childhood in Chumphon province, and the evaluate the suitability and feasibility of the strategy.

Keywords: Encouraging Teachers, English Learning Experience, Early Childhood Children



Cristina Vilaplana  
Prieto  
ERCICTEL2032054

Acquisition of ICT Skills in Older People in Times of Covid

Cristina Vilaplana Prieto  
Department of Economic Analysis, Faculty of Economics and Business, Murcia, Spain

Abstract

The aim of this paper is to disentangle the characteristics of older people who know computer science and test if older people consider retirement as a good moment for learning this issue. We use data from the Survey of Living Conditions of Older People (2010) carried out by the IMSERSO (Spanish Institute of Social Services) to individuals aged 65 and older. Available information allows us to differentiate among three categories of users: (1) those who knew computer science before getting retired “pre-users” (6.79%), (2) those who learnt it after retirement “post-users” (2.76%) and (3) those who have never expressed interest in it “never users” (90.45%). As compared to “never users”, people qualified as “pre-users” or “post-users” are to a large extent male, aged 65-69, with high school or college education, income higher than 900 €/month and, usually combine this activity with others such as tourism, sports and volunteerism. To determine which variables, affect the probability of becoming “post-user” we estimate a bivariate probit model with sample selection. The probability of becoming “post-user” increases by 151% for those who consider that retirement is “an opportunity for pursuing your particular hobbies” and it increases by 71% for those who report that their main fear for the future is to loose memory. However, living in a municipality with less than 5,000 inhabitants or being housekeeper during working life decreases this probability. On the other hand, the most well-suited moment for becoming familiar with computer science is just after retirement because the probability of becoming “post-user” increases by 245% for the cohort aged 65-59. In these times when the pandemic recommends extreme security measures, and when older people tend to go out less to the streets, the acquisition of skills related to information technologies can be a useful window to the outside, to interact, make purchases, use telemedicine services or as a source of leisure and recreation.

Keywords: Older People, Computer Science, Internet, Bivariate Probit Model, Sample Selection

Brenda N Lawyer  
ERCICTEL2032056

Reinforcing Teacher Education in Cameroon: Implications for Effective Teaching and Learning in Crises Situations

Brenda N Lawyer  
Department Science of Education, University of Douala, Cameroon

Abstract

Education, is a lifelong individual and social learning progression that challenges ecological, psychological, economic and socio-cultural paradigms. Considering that it is a process that needs to

be qualitatively sustained through continuous and effective teaching and learning at all times; education practice in any nation is indispensably anchored on the quality of its teachers. Teachers, are facilitators of an effective learning process, and key executioners of government policy and reforms with direct effect on learners. Consequently, the burden of guaranteeing quality teachers rests with the State and teacher education sector. Article 25 of Law No. 98/004 of 14th April to lay down Guidelines for Education in Cameroon states: “the education provided in schools shall take into account the scientific and technological advancement and shall be tailored in terms of content and method, to national and international economic, scientific, technological, social and cultural trends.” By implication, teacher education in the country must be tailored towards training teachers who are able to flow with the trends. However, in an era of technological revolution, political and health crises in the country like; the war on Boko Haram, Anglophone Crisis and the COVID-19 pandemic; with its attendant consequences on education, has put to question the readiness of the teacher education sector to provide quality teachers who fit into these trends. This paper therefore examines the current state of teacher education in the country, and how it can be reinforced to produce teachers who could sustain effective teaching and learning even in an era of crisis and paradigm shift in technological development.

**Keywords:** Teacher Education, Effective Teaching and Learning, Crises Situations, Cameroon



Melani Dayananda  
ERCICTEL2032058

**Impact of Academic Coaching on Students' Perceived Success - Case Study of a Sri Lankan Higher Education Institute**

Melani Dayananda  
ERC Institute, Singapore

**Abstract**

Higher Education creates a larger impact on personal and professional growth of any individual and Academic Coaching has emerged due to corporate initiatives and investments promoting continuous and adult learning among employees in organizational training and human resource development mechanisms. Literature reveals that students' relationships with faculty and staff is a reliable predictor of student success (Bloom, Habley & Robbins, 2012, Pg 2) and this study is to identify traditional academic roles in relation to academic success coach. Study will further investigate the impact of academic coaching on learner's journey. Continuity of the organization and business survival in today's context is based on organizational strategy and use of resources to enhance organizational capability to face environmental changes that are within or outside, so the study will focus developing organizational policies in training and development from both teacher and learner perspectives.

Samuel Oppong  
Frimpong  
ERCICTEL2032059

**Interaction, The Pivot Around Which Quality Early Childhood Education Should Revolve**

Samuel Oppong Frimpong  
Department of Early Childhood Education, University of Education, Winneba, Ghana

**Abstract**

The extent to which children are involved in the teaching and learning process and in their environment determines how much knowledge they can create. The nature of children's involvement in teaching and learning is largely couched in interaction. Where meaningful involvement in teaching and learning is achieved, it symbolizes quality teaching and learning. Thus, the most important ingredient in Quality Early Childhood Education (QECE) provision is interaction, referring to the contact between two or more people or a person and an object over a common interest. Interaction is the means by which an early childhood centre functions on a daily basis. Thus, the quality of interaction and instruction young children have in ECE schools can make or unmake their later lives. With interaction in the school, teachers can create a conducive environment in the classroom, learners can have contact with their peers, easily move around in the classroom in safety, manipulate TLMs, have contact with their peers, participate actively during lesson delivery and take active part in every activity. Quality interaction therefore shows the extent to which learners can be involved in the content of what they are learning both indoor and outdoor within their environment and the extent to which opportunities can be created to enhance their learning. Consequently, rich interactive experiences at ECE centre plays a key role in children's optimal development.



Key words: Interaction, Pivot, Quality Early Childhood Education, Significant Role



Dendi Indra Rosidin  
ERCICTEL2032064

### Development Of Self Determination During the Transition to Face - To Online Learning

Dendi Indra Rosidin

Sekolah Pasca Sarjana, Psikologi Pendidikan, Universitas Pendidikan, Indonesia

#### Abstract

This article aims to review the self-determination development of primary school students during the transition period of learning. The method used in this study is through literature review (literature review) from various articles and journals, and relevant documents in this study, this is used to find core responses. The study of this article describes a transitional period with the aim of developing self-determination of students in primary schools. The results of the literature review illustrate that by using the development of students' self-determination to find written information obtained from students. Several problems were found in the literature review that student in terms of learning at school during this transition period, namely (1) students could not participate in learning effectively, (2) students felt bored, (3) students did not have an effective and cognitive-centered attitude. online learning, (4) parents consider online learning ineffective. The recommendations for this article review are addressed to the Educational Psychology Study Program, schools, and further research.

Keywords: Self Determination, Transition Period, Elementary School Students



Fatima Ghalib  
ERCICTEL2032063

### The Effects of Teaching Through Authentic Material on EFL Learners

Fatima Ghalib

English Language, Arab Open University, Kuwait

#### Abstract

The purpose of this report lies in identifying the ways in which teaching through authentic material to intermediate learners can be made more effective and primarily whether authenticity-based learning is rationally viable in today's time and age or not. The subject at hand is English Language and while teaching of English may span several dimensions of language learning such as grammar, vocabulary, comprehension, literature etc. our main focus will be on comprehending the wider array of authenticity for language teaching, why it may or may not be useful and what methodologies can be relied on to improve the learning experience for the learners.



Curtis Edlin  
ERCICTEL2102054

### Stress Response in Learning and Performance: A Case for Holism

Curtis Edlin

Research Institute for Learner Autonomy Education, Kanda University of International Studies, Chiba, Japan

#### Abstract

The act of learning is, itself, a performance in that a learning task's effectiveness is mediated by what Raab (2016) calls the building blocks of performance—perception, memory, emotion, and cognition. In academic settings, student learning attainment is most often measured through some performance tasks, also mediated by these same building blocks, and not an immutable measure of raw knowledge or skill. In both instances, quality of performance is mediated by perception, memory, emotion, and cognition. Stress, and especially chronic, prolonged stress, has predictable neurocognitive effects via on these building blocks via psychological and hormonal changes in state (Sapolsky, 2007), which often lead to a lesser quality of learning and performance. This paper elucidates the ways in which perception, memory, emotion, and cognition mediate both learning and displays of learning, and then how stress responses impact those factors via psychological and neurochemical means. Life-wide stressors can have a carryover effect to student learning, so some life-wide stressors common among university students are identified. The nature of this carryover means that to support optimal learning and performance among our students, we need to attend to the whole person (Murphey &Edlin, 2020). Pedagogical implications are drawn, and suggestions are made about ways to improve student learning and performance through holistic support at both the classroom and institutional levels.

Keywords: Performance Psychology, Neurocognition in Learning, Learning Support, Stress



**Response, Holism**

**Rapid E-learning Development using Microsoft Word and Java Template**

**Diana Phooi-Yan Le**  
ERCICTEL2102056  
&  
**Teck-Jung Chai**  
ERCICTEL2102069

**Diana Phooi-Yan Le**  
Sultan Idris Shah Polytechnic, General Studies Department, Sungai Lang, 45100 Sungai Ayer  
Tawar, Selangor, Malaysia

**Teck-Jung Chai**  
Sultan Idris Shah Polytechnic, Civil Engineering Department, Sungai Lang, 45100 Sungai Ayer  
Tawar, Selangor, Malaysia

**Abstract**

This project is a new approach to develop a rapid e-learning course for teaching and learning activities. The main purpose of this project is to enable a simplified and automated development of an interesting and attractive e-learning course by using Java template. This new approach will enable development of a better-quality e-learning course in less time and at less cost, and without pre-requisite knowledge of complicated software such as Flash or Author ware. In the development process, Microsoft Word, HTML coding and Java Script are used. The content is edited by using Microsoft Word and the java template will encode the HTML file which in turn can be directly viewed through web browsers such as Internet Explorer. Developing, editing and updating are made simple as the developers only need to amend the.doc file through Microsoft Word and save as .html file. The java script will automatically generate the link between the .doc and .html files. This is a user-friendly tool for people or subject matter expert who would like to develop a rapid e-learning course. As a result, this project is an innovation which makes the development of e-learning course easy and cost-effective.

**Keywords: E-Learning, Microsoft Word, HTML Coding, Java Script**

**Hani Mustafa**  
ERCICTEL2102059

**Engaging Students Through Virtual Learning Environment**

**Hani Mustafa**  
School of Humanities, Nanyang Technological University, Singapore

**Abstract**

The virtual learning model has been touted as a revolutionary method of teaching. With the current pandemic that restricts face to face meeting, virtual learning becomes an essential platform to teaching, learning and engagement. Virtual learning can take many forms including hybrid, and blended learning. Blended learning is an instructional methodology, a teaching and learning approach that combines face-to-face classroom methods with computer mediated activities to deliver instruction. It allows students to reflect and pace their learning. Virtual learning also improves engagement level through meaningful learning activities and interactions. Educators believe that learning improves when students are engaged, and learning tends to suffer when students are disengaged. While the concept of student engagement may seem straightforward, it can take complex forms in practice. Educators have adopted various strategies to improve student engagement in classroom. This study looks at the effectiveness of adopting virtual learning of foreign languages. The research question is; how effective is the virtual learning in promoting and improving student engagement. The study involves students being exposed to different teaching strategies namely the virtual learning, blended learning model and the traditional teaching model in which teaching is primarily conducted in class, during a face-face session. The success of the virtual learning model is measured through survey questions and performance in assessments. The objective of the study is to ascertain to what extent does virtual learning promotes the concept of student engagement. It is found that students who are exposed to a virtual learning environment are more prepared for learning in class, participates more in class activities and performs better in assessments. This in turns promotes better student engagement in terms of their degree of attention, curiosity, interest and optimism.

**Keywords: Virtual Learning, Blended Learning, Engagement, Foreign Language, And Teaching**

Writing Innovations During the Covid-19 Era and the Transition to the Paperless Classroom



Karla A. Shepherd  
ERCICTEL2102060

Karla A. Shepherd

Associate Professor, Woosong University, South Korea

Abstract

The purpose of this presentation is to highlight how the Covid-19 era has been a catalyst to change and teaching innovation. The presentation starts off with a timeline of writing education in the 19th century. Then, it moves to the crux of the topic, which is that word processing technology as we know it has existed for about 6 decades, yet, the way that instructors teach writing has largely remained the same. After that, statistics about paper and paper board recycling and pollution are reviewed. This is followed by my personal experiences, creative approaches, strategies, and theoretical underpinnings, which guided my teaching methodologies post pandemic. Examples of my work are included. After that, research, which was governed by a paperless classroom policy will be presented. The presentation ends with the challenges, the difficulties, and the benefits of the paperless classroom. There are discussion questions and general questions, which can be asked of the presenter in closing. This presentation is done via PowerPoint slides and the purpose is to provide insight into significantly useful technological implications for modern teaching practices based on personal experiences and current research.

Integrating Environmental Restoration with Computer Science in New York Harbor with New York City Public Schools Billion Oyster Project Curriculum and Community Enterprise for Restoration Science (BOP-CCERS) STEM +C Phase III

Lauren B. Birney

School of Education, Pace University, New York

Abstract

As computing has become integral to the practice of science, technology, engineering and mathematics (STEM), the STEM + Computing program seeks to address emerging challenges in computational STEM areas through the applied integration of computational thinking and computing activities within STEM teaching and learning in early childhood education through high school (preK-12). This project is supported by the STEM+C program and advances its mission by integrating computational thinking, data literacy, and statistical concepts with a field-based STEM curriculum model for middle school students that focuses on science fields associated with habitat monitoring and restoration. This integration will be accomplished through: (1) Expansion and further development of Restoration Hubs in and near the water of New York harbor that support field science experiences; (2) Professional learning opportunities for teachers that feature integration of computational thinking with other STEM disciplines; (3) Development of curriculum units that promote learning of computer science and data science concepts and skills, and raise awareness of education pathways to careers in computing, data sciences, and habitat restoration sciences; and (4) A summer STEM Institute for computer science, digital media, environmental restoration sciences, and computing.

Keywords: STEM Education, Environmental Restoration Sciences, Citizen Science, and Problem Based Learning



Lauren B. Birney  
ERCICTEL2102062

Apostolos Kaltsas  
ERCICTEL2102064

Mental Resilience in Education. The Case of Greek High School Teachers

Apostolos Kaltsas

Secondary Education of Piraeus, 1st Ergastiriako Kentro (E.K.) of Piraeus, Greece

Abstract

The term “mental resilience” defines the ability of the individual to overcome any adversity and to continue to develop. It is part of the set of personality traits, as well as genetic traits with which a person is either born or acquired in infancy and / or childhood. Teachers play an important role in promoting students' mental health in creating a suitable and supportive environment for them, since with their support students can acquire skills that will enhance their self-image and self-confidence, thus helping them in their evolution and progress. The aim of this paper is to investigate the mental resilience of high school teachers and how it correlates with gender, age and years of service. The survey involved 29 teachers (18 men (62.1%) and 11 women (37.9%)) who serve in high schools in



the prefecture of Attica in Greece. The Connor-Davidson Resilience Scale (CD-RISC) was used to measure mental resilience. This questionnaire consists of 25 self-rated items with a 5-point scale from 0 ('not true at all') to 4 ('true nearly all the time') which correspond to five factors. The analysis of the results showed that the participants had high resilience, gender is correlated with "trust in one's instincts" factor positively and statistically significant, years of service correlated with "control" factor positively and statistically significant and with "personal tolerance" factor negatively and statistically significant. Age was found to be positively and statistically significant correlated with the "control" factor. In conclusion, in the era of continuous development and change, mental resilience is important for the field of education as teachers play an important role in the lives of children facing difficulties while contributing to the promotion of a collaborative school culture.

**Keywords:** Mental Resilience, High Schools, Teachers' Perceptions, Promoting Mental Resilience, CD-RISC-25

Linlin Song  
ERCICTEL2102066

**A Study on the Blended Teaching of Foreign Language in China from the Perspective of Ecology - A Visualized Analysis Based on CiteSpace**

Linlin Song  
Foreign Languages, University of Science and Technology Beijing, Beijing, China

**Abstract**

It has been 15 years since the theories in ecology had been introduced to foreign language education in China. Researches from the ecological perspective on blended teaching of foreign language are also thriving as the educational technologies are ever enhanced. In this study, the related CNKI literatures from 2010-2020 were collected, and CiteSpace was employed to carry out the review for the exploration of the research hotspots, trends and limitations in this area. The results showed that, 1. in China, the main methods to realize the blended teaching are flipped classroom and Moocs; 2. a majority of the macroscopic researches are conducted to build an ecological mode for college English and higher vocational English while the microscopic researches are for teachers' and students' ecological niches; 3. with the advent of "Internet+" age, researches in China will march on to the "smart "ecology of blended foreign language education.; 4. though the studies involved in diverse directions, there are limitations in this field due to a late start. In the future, researchers with a better understanding of the theories in both ecology and foreign language education should try not only theoretical studies but also empirical studies that cover all forms of foreign language education in China, so as to promote the generalizability.



Maatouk Khoukhi  
ERCICTEL2102063

**Assessment of General Engineering Courses in Architectural Engineering Program in the UAE University and Recommendation Actions for Improvement**

Maatouk Khoukhi  
College of Engineering, United Arab Emirates University, Al Ain, UAE

**Abstract**

The current study examined the Architectural Engineering (AE) students at College of Engineering (CE) at United Arab Emirates University (UAEU) learning outcomes through assessing three main engineering requirement courses. The assessment is based on the direct method which consists on the achievement of the students and their capability to demonstrate mastery through actual work or work products such as exams and assignments. The courses learning outcomes (CLOs) for each course for the AE program have been analyzed in term of level of achievement and compared with the overall achievements of all students enrolled in the same courses at the CE. This assessment has been carried out for three continuous semesters fall 2019, spring 2020, and fall 2020. Indeed, some deficiencies in term of CLOs achievement which has been set below 70% are recorded and remedial actions have been provided for improvement. The second part of this study consist on the comparison of the attainment level of the CLOs of one selected course between two consecutives semester fall 2019 and spring 2020. Indeed, this period was characterized by the drastic change in the teaching method moving from traditional way of face-to-face interaction with student to online teaching. The engineering general course of Ethics (GENG215) has been assessed in term of comparison of CLOs attainment between the two teaching methods. The CLO related to the design process using systematic design methods appears to be more affected with lower performance obtained during the online teaching period where both the students and instructors were not that



prepared to tackle different situations, opportunities, and problems associated with the online scenario  
Keywords: General Engineering Courses, Architectural Engineering Program, Course Assessment, ABET

Lidiya Kozilova  
ERCICTEL2033060

**The Phenomenon of Communication in The Context of The Transformation of The University Educational Environment**

Lidiya Kozilova  
Moscow State Pedagogical University, Moscow Polytechnic University, Moscow, Russia

Vladimir Alekseevich Chvyakin  
Moscow Polytechnic University, Moscow, Russia

**Abstract**

**Annotation.** The relevance of the problems of self-development of the teacher's personality in the modern educational environment is of particular importance. The process of educational activity at the university involves a high degree of activity of all participants. The transformation of the conditions of pedagogical activity at the university is associated with the emergence of fundamentally new communication phenomena, the totality of which places increased demands on the professional qualities of the teacher's personality. In such conditions, the features of communication interaction suggest a shift in activity from the teacher to the student. The student as a subject of communication interaction becomes a source of communication activity. The functions of monitoring the educational activity of the students themselves are being de-actualized, and the demands on the quality of teaching on their part are increasing. This is the meaning of the consequences of the transformation of the educational environment of the university. A survey was conducted among students of the 3rd year of full-time bachelor's degree (n=126). It is established that: - 94% of them consider the effectiveness of student-teacher communication a priority in educational activities;- among the personal qualities of a teacher who is the subject of student-teacher communication, the students surveyed would like to see such as creativity (46%), initiative (72%), sociability (94%) and energy (71%);- the preferred age of the teacher, which is more interesting for 72% of the respondents, is 40-50 years. But in some cases, the age of up to 70 years is preferable, taking into account the experience of the teacher and his pedagogical abilities; - the overall level of usefulness of educational work at the university was assessed by students as relatively low (5.7+0.1 out of 10 points);The obtained data are consistent with the principles of psychological and pedagogical anthropological theories, in which communicative processes are identified as central. The idea of effective student-teacher communication (humanitarian, digital) is presented as one of the key anthropological phenomena that determines the quality of the modern educational environment.

**Keywords:** Educational Environment of the University, Educational Activity, Pedagogical Communications, Self-Development of the Teacher's Personality, Pedagogical Communicative Phenomena

Michelle G. Duma  
ERCICTEL2103087

**Developing Gender Mainstreaming Plan for Gender-Responsive Public Schools in the DepEd-Division of Quezon Province**

Michelle G. Duma  
Education Program Specialist II | Division GAD Coordinator Department of Education (DepEd),  
Division of Quezon Province

**Abstract**

**Research Objectives.** This study sought to develop gender mainstreaming plan for gender-responsive public schools in the Department of Education (DepEd)-Division of Quezon Province. Specifically, the extent of gender mainstreaming practices among public schools was assessed in terms of the four entry points such as programs, projects and activities (PPAs), policies, people and enabling mechanisms. The study also investigated the hindering factors for implementing gender mainstreaming among public schools. **Methodology.** Descriptive method of research was employed to investigate the posed objectives in this study. Using purposive and random sampling techniques, 282 school heads participated in the research. Data collection was done through survey-questionnaire and statistically treated using weighted arithmetic mean (WAM). **Findings.** Gender

perspectives are less mainstreamed in the policies and PPAs of public schools in the DepEd-Division of Quezon Province. Meanwhile, gender perspectives are fully integrated in terms of developing and structuring people while enabling mechanisms are used to support the integration of gender perspectives. However, lack of gender analysis and gender mainstreaming plan, as well as insufficient knowledge and trainings of internal and external clients, are hindering factors among public schools to implement gender mainstreaming. Research Outcomes. Gender mainstreaming plan was developed to serve as framework among public schools in the DepEd-Division of Quezon Province in mainstreaming gender perspectives on their PPAs, policies, people and enabling mechanisms. Future Scope. This study highly recommends the utilization of the developed gender mainstreaming plan for gender-responsive public schools and examine its acceptability and feasibility to improve their gender mainstreaming practices.

**Keywords.** Gender Mainstreaming Plan, Gender-Responsive Public Schools

**Benedict Wong Kee  
Tiong  
&  
Lau Ung Huat  
ERCICTEL2104051**

**Psychological Impact on Educators (Home-Based Learning) Due to Pandemic Covid-19**

**Benedict Wong Kee Tiong**  
Ministry of Education in Sibu, Sarawak, East Malaysia

**Lau Ung Huat**  
Ministry of Education in Sibu, Sarawak, East Malaysia

**Abstract**

Since March 2020, the Covid-19 pandemic has brought ample changes to the education system globally. Thus, this paper is done particularly to analyze the psychological impact towards educators throughout the home-based learning in Sibu District, Sarawak, Malaysia, in March 2021, exactly a year after the pandemic. Educators are expected to act as facilitators, content experts, organizers, or technical helpers, and all these may become sources of frustration. Although online learning has been treated as a remedy for education, students and instructors have expressed many negative concerns regarding learning effectiveness and interactions during the pandemic (Herman,2020; Xiong, Mok, & Jiang,2020). The online survey was administered to 793 educators. Surprisingly, the data shows that the Covid-19 pandemic (home based learning) does not really bring significant unfavorable effect towards the educators. An anonymous and online questionnaire was applied to the educators, which consists of urban and rural educators. The psychometric characteristics of the questionnaire were analyzed. The t-test and Anova were used to analyses the difference between the main variables. As the p value < 0.05, it means the test hypothesis is rejected (Null hypothesis: The Covid-19 pandemic brings significant negative impact of psychological towards educators in Sibu District, Sarawak, Malaysia). Despite the challenges educators had to face, the Malaysian Ministry of Education was always there to ensure the smooth progress of home-based learning. The splendid usage of Google Classroom among the educators in Malaysia (Second place in the world ranking), proved better quality in educators in handling digital tools. Hence, it lessens the educators' psychological impact especially dealing with the online learning.

**Keywords:** Psychological Impact, Covid-19 Pandemic, Educators, Home-Based Learning, Online Learning



**Dr. Lauren Birney  
ERCICTEL2105062**

**Integrating Environmental Restoration with Computer Science in New York Harbor with New York City Public Schools Phase II**

**Dr. Lauren Birney**  
School of Education, Pace University New York City, New York, USA

**Abstract**

This project will advance efforts of the Innovative Technology Experiences for Students and Teachers (ITEST) program to better understand and promote practices that increase student motivations and capacities to pursue careers in fields of science, technology, engineering, or mathematics (STEM) by expanding and testing an innovative curriculum model that features locally relevant, problem-based learning. The curriculum model is organized around habitat restoration in New York harbor and will engage students and teachers in a sequence of activities that span the elementary, middle school, and high school grades of the nation's largest urban school system. Students will conduct field research in support of restoring native oyster habitats, and the project will be implemented by a broad partnership of institutions and community resources, including



Pace University, the New York City Department of Education, the Columbia University Lamont-Doherty Earth Observatory, the New York Academy of Sciences, the New York Harbor Foundation, the New York Aquarium, and others. The project focuses on important concepts in the geological, environmental, and biological sciences that typically receives inadequate attention in schools: watersheds and the roles of keystone species. This project builds on and extends the Billion Oyster Project of the New York Harbor School. The project model includes several interrelated components, including: a teacher education curriculum that includes a component for elementary teachers that focuses on restoration science; a student learning curriculum; a digital platform for project resources; an aquarium exhibit; an after-school STEM mentoring program and a near-peer mentoring program; community based restoration science hubs, and advanced methods in restoration science for high school students that includes genetic barcoding (species ID), environmental DNA sampling and analysis, bacterial monitoring, and basic water chemistry analysis. The project targets students in low-income neighborhoods with high populations of English language learners and students from groups underrepresented in STEM fields and education pathways. The project will directly involve 97 schools, over 300 teachers, and approximately 15,000 K-12 students over a period of four years. A quasi-experimental, mixed-methods research plan will be used to assess the individual and collective effectiveness of project components. Multivariate analyses will be used to identify effective program aspects and assess the individual effectiveness of participation in various combinations of program components. Questions guiding the research include: 1. How does the project influence motivation and preparation to pursue STEM careers among K-12 students? 2. What aspects of the project have a positive influence on underrepresented students' motivation and preparation to pursue STEM careers, compared to other students? And 3. What curricular innovations associated with the project contribute to heightened awareness of and intent to pursue STEM careers among students? This award reflects NSF's statutory mission and has been deemed worthy of support through evaluation using the Foundation's intellectual merit and broader impacts review criteria.



Chinyere Esimone  
ERCICTEL2105059

**Parents' Resistance to their Children's Study of Music as a Life Career: A Study of Selected Families in Awka, Anambra State, Nigeria**

Chinyere Esimone

Department of Music, Nnamdi Azikiwe University, Awka, Nigeria

**Abstract**

Music is one important subject in life that cannot be ignored for its relevance in the general development of man. Researches abound that could attest to its importance to man from cradle to grave. But, the average Nigerian family especially in Awka, Anambra State, does not see these benefits accrued from researches hence their consistent and stiff opposition to their children who desire to study music in school, or even pursue it as a career in life. This obviously is a deviation of the Igbo culture; and a misunderstanding of the importance of music from generations gone by. Music was part of what shaped the lives of the 'Igbos' in the past; and the replacement of this core musical knowledge with Western culture, may have been responsible for the observed resistance by today's parents to their children studying music in tertiary institutions. This opposition by Nigerian tertiary institutions is at the risk of extinction. This paper examined the reasons for the Nigerian families' resistance to their children's study of music in tertiary institutions, using Awka South in Anambra State of Nigeria as the study point. 200 families were randomly selected, and structured questionnaires administered for data collection. The data was analyzed and findings presented using percentage (%). The result was used to proffer possible solutions to the problem.

**Keywords:** Igbos' in Nigeria and their Culture, Music and its Importance to the Igbos', Parents Resistance to their Children's Music Learning, a Cultural Deviation and Possible Solutions



The Role of School Leadership in Changing Parents' Attitudes Towards Student Evaluation

Amna Abdulla Alzaabi

School of Arts and Sciences, Master of Education Program, American University of Ras al  
Khaimah, Rak, UAE

Abstract

The current Covid19 epidemic as well as the latest technological advances have brought with them new teaching trends and thus new evaluation systems that would address the new developments on the global as well as the local levels. The distance learning, already in place for many years, has gained more momentum in the last two years. This new evaluation and teaching techniques have brought with them lots of benefits, but also many challenges. Assessment, traditionally seen as the drive behind learning process, has taken various forms and it has been perceived differently by various stakeholders. Parents are confused about the evaluation process in terms of feasibility, comprehensiveness, and its tools. This confusion should not be left unaddressed. This research paper aims at investigating the role of educational leaders in changing parents' attitudes towards students' evaluation. The researcher has conducted a number of interviews with 8 cycle one educational leaders in RAK. The interviews addressed a number of issues related to evaluation such as assessment tools, school leaders' new roles, evaluation of virtual learning environments, parents' perceptions and expectations of distance learning assessment, communication challenges, and developing assessment. The researcher concludes that assessment in the digital era should be different in scope and type. The researcher also provides a number of suggestions to develop evaluation and communication in distance learning and to help parents catch up with these new trends.



Amna Abdulla Alzaabi  
ERCICTEL2036054

Gamified Mobile Courseware's Effect to Students' Cognitive & Non-Cognitive Abilities

Rolando Jr. Magat

Graduate School, Centro Escolar University-Main Campus, Manila City, Philippines

Abstract

The Covid-19 pandemic has affected both teachers' and learners' lives in the Philippines. While the country's movement to quality education continues, the quest for effective instructional strategies for flexible learning also continues. The study's purpose was to examine the effect of gamified mobile courseware in Statistics & Probability on senior high school students' cognitive & non-cognitive abilities. The mixed-method experimental design was used in this study to answer the research questions. The researcher utilized the Cognitive Abilities in Mathematics Test, Non-Cognitive Abilities in Learning Mathematics Questionnaire, Perceptions on the Use of Gamified Mobile Courseware in Learning Mathematics and focus group interview on gathering the necessary data. Since random assignments were not possible, the simple random sampling technique was used to select respondents for both the control and experimental groups. The study group consisted of 104 Grade 11 students in one public senior high school in Mandaluyong City, Philippines. Two pairs of control and experimental groups were used in the study: the STEM and Non-STEM groups. The respondents' midterm grades in General Mathematics and present age were used to establish comparability in each group. The researcher employed the One-Way MANOVA and One-Way ANCOVA to analyze the gathered data. The results indicated no significant differences between the non-STEM groups' conceptual and procedural knowledge, but significant differences were found between the STEM groups' procedural knowledge. Also, the results asserted significant differences between the non-STEM groups' motivation in learning mathematics, while no significant differences were found between the STEM groups' non-cognitive abilities. The major themes that arose during the focus group interview include cohesiveness of learning content, effective assessment approaches, user efficiency, mobile apps features, and fun learning experience. Thus, the gamified mobile courseware in Statistics and Probability positively affected the students' procedural knowledge and motivation in learning mathematics.

Keywords: Gamification, Mobile Learning Conceptual Knowledge, Procedural Knowledge, Non-Cognitive Abilities in Mathematics, Mathematics Courseware



Rolando Jr. Magat  
ERCICTEL2036055



Dr. Lauren Birney  
ERCICTEL2036056

**Integrating Environmental Restoration with Computer Science in New York Harbor with New York City Public Schools “Billion Oyster Project Curriculum and Community Enterprise for Restoration Science (BOP-CCERS) STEM +C Phase III**

Dr. Lauren Birney

School of Education, Pace University New York City, New York, USA

**Abstract**

As computing has become integral to the practice of science, technology, engineering and mathematics (STEM), the STEM + Computing program seeks to address emerging challenges in computational STEM areas through the applied integration of computational thinking and computing activities within STEM teaching and learning in early childhood education through high school (preK-12). This project is supported by the STEM+C program and advances its mission by integrating computational thinking, data literacy, and statistical concepts with a field-based STEM curriculum model for middle school students that focuses on science fields associated with habitat monitoring and restoration. This integration will be accomplished through: (1) Expansion and further development of Restoration Hubs in and near the water of New York harbor that support field science experiences; (2) Professional learning opportunities for teachers that feature integration of computational thinking with other STEM disciplines; (3) Development of curriculum units that promote learning of computer science and data science concepts and skills, and raise awareness of education pathways to careers in computing, data sciences, and habitat restoration sciences; and (4) A summer STEM Institute for computer science, digital media, environmental restoration sciences, and computing. This project will augment a large-scale design and development project that is testing a model of community-based science education in an urban environment. The existing curriculum model focuses on key concepts in the geological, environmental, and biological sciences that are associated with monitoring environmental conditions and habitat restoration. This project will enhance the existing model by integrating data literacy, computational thinking and relevant statistical concepts and skills into the existing curriculum, enabling students to gain new skills and competencies associated with gathering and analyzing large amounts of field data associated with environmental monitoring and habitat restoration. Data to be analyzed range from basic water chemistry data to data associated with bacterial monitoring and environmental DNA sampling and analyses. The research associated with this project is guided by three hypotheses: (1) Teacher professional learning in data literacy, computer science, and STEM practices will positively influence student outcomes within their classrooms; (2) Teaching informed by teacher professional learning in data literacy, computer science, and science research practices, coupled with teacher and student engagement with scientists will positively influence student knowledge of computational thinking and perceptions of STEM fields and careers; and (3) The project's model of engagement, including problem-based learning, will enhance student awareness of and intent to pursue education pathways to STEM careers. A variety of measures will be used with teachers and students in treatment and comparison groups to test these hypotheses.

**Teaching Analog Skills in a Digital World**

Jarema Drozdowicz

Faculty of Educational Studies, Adam Mickiewicz University in Poznań, Poland

**Abstract**

Analog technology is regarded by many not just as an outdated form of mechanical setting, but furthermore a concept that seems to not go along with the current digitalized reality. Therefore, any form of non-digital related skills is perceived often as unimportant and obsolete when compared to those required by high end technology. Nevertheless, we may witness today a resurgence of interest not just in the technologies of the past, but also in specific analog skills related to a interesting new life style. The cultural context of that life style brings out the educational potential of learning skills that are either manual or deliver a material outcome - an effect rarely related to digital work. This paper explores those analog skills and the socio-cultural factors that stand behind them. By highlighting selected areas of human agency and the notion of work its main thesis connects several ideas and concepts, (like nostalgia and nomadism for example) into a new form of learning strategy. This strategy is being presented however not solely as a form of opposition to the digital world, but more as an unobvious answer to the issues emerging in a digitalized and mechanized world, in which



Jarema Drozdowicz  
ERCICTEL2108053



the human self is put nowadays.

**Keywords:** Analog Skills, Technology, Digital Education, Work, Culture, Life Style

**Teachers' Professional Development: Guidelines for Implementing Effective Teaching Plans**

Maisoun Alzankawi

English Language Unit - Language Centre, The Public Authority for Applied Education and Training, Adailiyah, Kuwait

**Abstract**

Teacher professional development is a life-long and continuous process in which teachers are expected to upgrade their knowledge, master new skills and change their practices, since advancement in their teaching career has an impact on their student's achievement and education reform. This study is designed to investigate measures of teachers' development programs, and evaluate the effectiveness of those programs, for further improvements. This can help overcome obstacles in the future designed development programs. A secondary purpose was to shed light on plans or guidelines for implementing an effective teaching plan for third level education. This study utilized a quantitative research method, which may help to develop the guidelines for implementing a teaching plan through the determination of the gaps in the program's development. A survey questionnaire was formulated to obtain data, and to gain some insight through identifying the teachers' professional development experiences. Specifically, the participants in this study were 31 in-service English teachers at the Public Authority for Applied Education and Training in Kuwait. The findings revealed that there was a lack of teachers' development in some areas that need more skill improvement of English teachers. Intensive training courses should be applied for both pre-service and in-service teacher education programs, and professional development programs should promote and enhance teaching effectiveness and support professional growth. Accordingly, features in the professional development program should incorporate effective development plans encompassing policies, procedures, and resources for continuous professional development. Therefore, this study may contribute to the design and formulation of programs for developing guidelines needed for the implementation of effective teaching plans.



Maisoun Alzankawi  
ERCICTEL2108060



Mary Mba  
ERCICTEL2108063

**Teaching Through Students' Cultural Involvement**

Mary Mba

Associate Professor of French and Francophone Studies, Cottey College  
Nevada, Missouri, USA

**Abstract**

In accordance with a saying by Benjamin Franklin, which says, "Tell me and I forget; teach me and I remember; involve me and I learn." This presentation shows ways of getting students to become active participants in French and Francophone cultures knowledge acquisition, production, and in educating not only their college communities, but others through certain proven teaching practices that I have used over the years.

Randa Allafi  
ERCICTEL2108067

**Importance of Assistive Mobile Applications for Dyslexic Students in Saudi Arabia**

Randa Allafi

Department of Informatics, University of Sussex, UK

**Abstract**

Worldwide, Education systems have been affected by Covid-19, with many countries suspending physical engagement within their educational institutions to minimize the pandemic's massive impact. Therefore, mobile learning (M-learning) has become more important than ever in supporting learning flexibility and availability, leading to a clear trend in the learning process for this significant and valuable society sector. Much research has been conducted in measuring the benefits of using Mobile Applications (as a learning platform) for students in general, but also specifically for students with learning disabilities such as dyslexia. The explosive development of mobile applications has given M-learning new and powerful opportunities. Although a significant amount of research has discussed M-learning with dyslexic students in multiple languages, it is considered to be in its initial stages in many other languages; especially in Arabic countries. Thus, it is worthy of investigating the gaps related to such matters. This paper focuses on developing a

mobile application that aims to enhance Arabic dyslexic students' reading skills. The focus is to evaluate this technology's usability by assessing its effects on each dyslexic student's experience and advantages. The proposed mobile application is applied to dyslexic students in Saudi Arabia who are eight to ten years old. The preliminary results showed promising prospects in such contexts for mobile learning, especially for dyslexic students. Students showed very positive attitudes towards the proposed mobile application, leading to better engagement with Arabic language learning.  
Keywords: Dyslexia, Saudi Arabia, Mobile Application, M-Learning, Dyslexic Students



Andreas Dewanto  
ERCICTEL2107056

#### Students' Perspective on Long Term Home-Based Learning

Andreas Dewanto

School of Mathematics and Science, Singapore Polytechnic, Singapore

#### Abstract

In the Singapore Polytechnic, home-based learning (HBL) exercises are done twice a year, typically in some time in the middle of July and early January, for a week each. Such short-term HBL exercises are hardly a concern for most students as the exercises barely affect their learning. Due to the Covid-19 pandemic, however, Singapore Polytechnic went into an unprecedented semester-long HBL throughout Semester 1 of the academic year 2020/2021. Such a long-term HBL posed a challenge to students and lecturers alike. In this paper, I will start by sharing my students' sentiment and concern toward the long-term HBL, before I share my pedagogical strategies to mitigate their concerns. The strategies I implemented has successfully shifted students' negative sentiment toward the long-term HBL at the beginning of the semester to a more positive one at the end of the semester. Though some were still feeling apprehensive, a significant majority of the students thought that they could still perform academically as well during HBL as they did in the usual semesters.



Newman Wadesango  
ERCICTEL2107057

#### Access, Success and Retention of Students in South Africa's Higher Education: Searching for Intervention Strategies

Newman Wadesango

Centre for Academic Excellence, University of Limpopo, Polokwane, Republic of South Africa

#### Abstract

Based on the report, the massification of the higher education sector (by increasing student enrolment) served as a yardstick for social transformation. Issues of race or color which hitherto, were the cornerstones of apartheid were replaced with a system that promoted racial equity. Subsequently, a series of reforms were put in place to try to redress this imbalance of an education system that was based on segregationist policies with regards to allocation of educational resources, including funding. Due to this fact, institutions of higher learning (universities) in South Africa witnessed this increased diversity which included an increasing number of students from outside the middle class and a large number with poor schooling. In order to clarify what transpired then, the Council on Higher Education (2014: 24) asserts that the transformation of higher education was informed by the principles of equity, effectiveness, and efficiency: First, the system had to be transformed to redress inequalities of access, participation, and success within higher education; and to reduce radically deeply- embedded inequalities between higher education institutions (HEIs), which included their resources, staff complements and student bodies. Second, the higher education system had to produce effectively and efficiently, with limited resources, the range of graduate, research and service outputs required to drive national development in a global knowledge-driven economy. The aim of this desk top paper is to deliberate on the challenges mitigating against access, success and retention in the institutions of higher learning. The paper argues that, although access to higher education is virtually universally available, many students who start in a higher education programme dropout prior to completing a degree or achieving their individual academic and social goals. It seems that these impediments are only symptomatic of a more fundamental problem and a failure to respond to higher education imperatives could be detrimental to education success. The main contributory factors seem to be largely attributed to, inter alia, the low entry level competences by students, financial problems, lack of resources for lecturers and students, large overcrowded classes, and lack of enthusiasm. While there could be reasons for this, the implications seem to relate to lack of academic engagement, lack of motivation to study and eventually dropping out. It emerged from the findings of the study that institutions do experience challenges in this



regard.  
**Keywords: Higher Education, Student Access, Success, Retention, Drop Out, Repeater Rate**



Newman Wadesango  
ERCICTEL2107057  
(A1)

### Understanding Small Group Teaching as A Paradigm Shift

Newman Wadesango

Centre for Academic Excellence, University of Limpopo, Polokwane, Republic of South Africa

#### Abstract

Small group teaching is a learner-centered approach that is very popular at the moment. It is therefore practiced differently by countries. The common understanding of small group teaching is that it encourages learners' engagement. Researchers have shown us that this experimentation and learner interaction with teachers and other learners, through the opportunity to talk, enables learners to construct their own understanding of concepts, remember them better, and use them in real life situations (Criticos, 2002). Small group teaching is a paradigm shift from the traditional teaching strategies that promote rote learning since they are teacher centered. This is a learner centered approach which appreciates the fact that our learners are not empty containers waiting to be filled up with knowledge but that they are supposed to be regarded as co-creators of knowledge by involving them in the teaching and learning process. Since the introduction of new education system, small group teaching has been common. However, teachers' training on how to facilitate small group teaching appears not to be sufficient to enable them to carry out their teaching. In order to carry out effective teaching and learning in a CAPS approach, it is important to facilitate small group teaching in an effective way. This desktop study will therefore suggest the best ways on how small group teaching can be applied. Practically the study will contribute to the smooth running of small group teaching in schools by suggesting different teaching strategies that can be utilized.

**Keywords: Small Group Teaching, Teachers Centered, Learner Centered, Deep Learning, Surface Learning**



Newman Wadesango  
ERCICTEL2107057  
(A2)

### Understanding the Ingredients of Scholarship of Teaching and Learning (SOTL)

Newman Wadesango

Centre for Academic Excellence, University of Limpopo, Polokwane, Republic of South Africa

#### Abstract

Teaching and learning in higher education are inextricably linked, so the scholarship of teaching is as much about learning as it is about teaching (Schulman, 1999; Healey, 2000). Although the processes of teaching and learning are quite complicated, the aim of teaching, according to Ramsden (1992:5), is simple: it is to make student learning possible. While the aim of scholarly teaching is: to make transparent how we have made learning possible (Martin, Prosser, Conrad, Trigwell, & Benjamin, 1998). Teaching is used here, in its broadest sense, to include the aims of the curriculum, the methods of transmitting the knowledge those aims embody, the assessment of students, and the evaluation of the effectiveness of the instruction with which they are provided (Ramsden, 1992; Healey, 2000). Recent research shows that: just as student's experience learning in different ways, university teachers experience teaching in different ways. Their perceptions of their teaching context, the way they approach their teaching, and the outcomes of those approaches vary between individuals in the same context, as well as between contexts (Prosser & Trigwell, 1999:7). Improvements in learning and teaching depend upon the development of the scholarship of teaching (Menges, Weimer, & Associates, 1996; Healey, 2000). In this paper the researcher sought to examine the ingredients of scholarship of learning and teaching (SOLT). Scholarship of teaching and learning as a concept was expounded in detail as well as how it enhances teaching and learning in higher education. The researcher further discussed the origin of SOLT and also went on to discuss its benefits and pitfalls. In the paper, critical aspects of SOTL such as active learning, collaborative learning and problem-based learning were interrogated in an endeavor to determine how they promote SOTL.

**Keywords: SOTL, Active Learning, Problem Based Learning, Collaborative Learning, Higher Education**



Cindy Ramhurry  
ERCICTEL2107058

**Taking Foucault Seriously in Educational Assessment: A Case Study in South African Higher Education**

Cindy Ramhurry

Faculty of Humanities, University of Johannesburg, Johannesburg, South Africa

**Abstract**

Assessment policy reform has led to the adoption of a “participatory” framework of assessment in South African higher education. Using a Foucauldian theoretical lens, this article explores the relation between participatory assessment practices in higher education and social control. Empirical evidence is drawn from assessment practices observed in certain lectures in a South African University and interviews with lecturers. Data is analyzed through a Foucauldian lens wherein he forges a connection between disciplinary power, control and regulation (Foucault, 1980). The paper then describes the technologies of disciplinary power that play out within the participatory assessment practices and demonstrates what these technologies of power do to assessors and students when they become involved in it. The paper argues that participatory assessment in some respects epitomizes progressive educational themes yet, when studied with an eye toward power reveals deep contradictions and paradoxes.

**Keywords:** Participatory Assessment, Disciplinary Power, Higher Education, Michel Foucault, Panoptic Power

Avinash Hanbe  
Rajanna  
ERCICTEL2107067

**Study of Association of UACR with Endothelial Dysfunction in HIV Patients on HAART**

Avinash Hanbe Rajanna

Faculty of Medicine, BMCRI, Rajiv Gandhi University of Health Sciences, Bangalore, Karnataka, India

**Abstract**

In HIV (Human immunodeficiency virus) positive patients several factors have been proposed to explain the cardiovascular (CV) risk, which include pro-athero-thrombotic viral effect, infection-mediated immune dysfunction and possible effects of HAART (Highly active antiretroviral therapy). Presence of endothelial dysfunction, an early CV risk marker, in HIV-infected patients on long-term HAART. Endothelial dysfunction can be measured by bFMD (Brachial artery flow mediated vasodilatation). Urine albumin to creatinine ratio (UACR) is frequent in HIV patients and is predictor of cardiovascular risk. UACR and endothelial dysfunction are positively associated in HIV affected patients thereby increased UACR might help to identify endothelial dysfunction in HIV patients on HAART. Objectives 1) To measure urine albumin to creatinine ratio in HIV patients on HAART 2) To find out correlation between UACR and bFMD Methodology Study was conducted on HIV Patients admitted to hospital, considering the inclusion and exclusion criteria. Detailed clinical history, examination and Blood investigations were done. Endothelial function was assessed by brachial artery flow mediated vasodilatation (bFMD). Results Among 100 HIV patients, 14% had UACR <30 and 86% had UACR >30 and mean UACR is  $90 \pm 06$ . Mean bFMD was  $8.44 \pm 7.65$ . We identified a significant Negative correlation were found between bFMD and UACR ( $r = -0.832$ ,  $P < 0.001$ ). Conclusion Use of urine albumin to creatinine ratio (UACR) as a routine screening test in those who are HIV positive on HAART can be used to find out those cases of HIV who are progressing towards cardiovascular impairment so that newer approaches can be used in them to prevent further cardiovascular involvement.

**Keywords:** HIV, HAART, Urine Albumin to Creatinine Ratio

Josephine B. de Vera  
+  
Ma. Rosario S. Lopez  
+  
Azelle Junessa R.  
Sabado  
ERCICTEL2110050

**Faculty's Perception Towards Intention to Use Educational Apps**

Josephine B. de Vera

College of Tourism and Hospitality Management, De La Salle, University–Dasmariñas

Ma. Rosario S. Lopez

College of Tourism and Hospitality Management, De La Salle, University–Dasmariñas

Azelle Junessa R. Sabado

College of Tourism and Hospitality Management, De La Salle, University–Dasmariñas



Deogracias E. Esplanada

College of Tourism and Hospitality Management, De La Salle, University–Dasmariñas

**Abstract**

Nowadays, information and communication technology play a vital role in education to enhance and support information exchange that is essential during teaching and learning processes. Digital technology has been integrated in the educational institutions to adapt in the learning styles of the 21st century learners. De La Salle University – Dasmariñas is one of the premier universities in the Philippines that integrates educational apps as an instructional material for both teachers and students. This study investigates the college professors’ perception towards their intention to use the educational apps in teaching tourism and hospitality management courses in De La Salle University – Dasmariñas. Technology Acceptance Model serves as the backbone of the study to further understand how users accept technology based on the two factors namely, perceived usefulness and perceived ease of use. In this descriptive-evaluative research, respondents were purposively selected and were asked to complete the supplied adapted questionnaire which was validated by the statistician and analyzed through Pearson Correlation. Data gathered were treated through Statistical Package for Social Sciences. The findings of the study revealed the relationship between the tourism and hospitality management professors’ perception towards the educational apps and their intention to use it as an instructional material. Due to number of sample size, the study could not further generalize the result. Therefore, researchers recommend replicating the study with a larger sample size.

**Keywords:** Ease of Use, Education, Educational Apps, Intention, Perception, Teaching, Technology, Usefulness

Helen Madrigal  
ERCICTEL2110054

**Social Media Platforms as Supplement for Students’ Learning Opportunities: Input to a Proposed New Normal English Program (NNEP)**

Helen Madrigal

Department of Education, Emilio Aguinaldo College, Manila, Philippines

**Abstract**

This study was designed to determine the accessibility and effectiveness of Social Media Platforms (SMPs) to supplement learning opportunities among students in the new normal. Mixed method was utilized. The participants of the study were the randomly selected fifty (50) students from the handled sections of the researcher. Data were gathered using survey questionnaire. The following findings were manifested based on the statement of the problem of the study: Social Media Platforms are highly accessible in terms of the availability of gadgets, time in using the SMPs and internet connectivity. Most of the respondents are often accessing social media platforms using their mobile phones and laptops and spend more than 8 hours accessing SMPs using mobile data connection. Respondents revealed that they always use Facebook and Messenger, often use YouTube, TikTok and Instagram and sometimes use other SMPs. They have found many benefits in using SMPs such as being updated with the news, assignment, learning tasks, announcements and supplementary materials that would help them cope in the new normal learning system. The following conclusions were drawn based on the findings of study: Students could highly have accessed Social Media Platforms (SMPs) and digitally equipped with knowledge in using the platforms. They considered SMPs significant and effective in accessing learning opportunities in the new normal to keep updated and engaged into different English program and activities provided by their English teachers. Social media platforms (SMPs) serve as agents in addressing learning gaps brought by Covid-19. However, the respondents were not properly supervised by their parents while they are using the SMPs. It is henceforth recommended that social medial platforms (SMPs) be utilized in crafting a New Normal English Program (NNEP) to supplement learning opportunities among students while properly monitored and regulated by parents and teachers. Future studies look into the use of SMPs to various levels of literacy and educational contexts.

**Keywords:** Social Medial Platforms (SMPs), New Normal English Program (NNEP), Learning Opportunities

Donnabel Bihasa  
ERCICTEL2110055

**The Preparedness of Pre-Service Teachers on The Required Teacher Preparation Programs to Meet Rigorous Standards**

Donnabel Bihasa

Graduate Studies, Emilio Aguinaldo College - Manila, Manila, Philippines

**Abstract**

“A quality education begins with the best teachers”, (Christopher Pyne in The Sydney Morning Herald, 2014). Capacitating the teaching force will definitely help in the improvement of learners’ performance. The quality of teaching plays an important role and matters a lot in student’s learning. By attracting the best educators in the profession will improve the quality of teaching and definitely give a best output or performance. In doing such, the teaching force should maintain respect, nobility and prestige of the profession. Professionals who entered the teaching career should always bearing mind the famous quote, “Teaching is the noblest profession.” This undertaking tried to scrutinize the preparedness of the pre – service teachers on the required teacher preparation programs to meet rigorous standards offered by the Department of Education. In addition, it also explored the practices of the TEIs in preparation for the challenges of the pre – service teachers as they will face their future station – the school. This research used the descriptive narrative which is focused in a simple qualitative research design. Further, (Glen, 2021) states that qualitative research uses non- statistical methods to gain understanding about the population. Pre – service teachers were already familiar of the existing programs offered by the department for the professional learning and development of in – service teachers. continuing education, school learning action cells, in – service trainings, seminars and workshops for upskilling and reskilling of teacher were some of these programs.

**Keywords:** Pre-Service Teachers (PSTs), Professional Learning (PL), Professional Development (PD), Professional Standards (PS)

**Chia-Ling Hsieh  
ERCICTEL2110058**

**A Contrastive Move Analysis in Chinese and Thai Request Emails and Pedagogical Implications**

**Chia-Ling Hsieh**

**Graduate Institute of Teaching Chinese as a Second Language, National Taiwan Normal University,  
Taipei, Taiwan**

**Kankanit Potikit**

**Graduate Institute of Teaching Chinese as a Second Language, National Taiwan Normal University,  
Taipei, Taiwan**

**Abstract**

Contrastive move analysis dealing with rhetorical conventions in writing is valuable for language teaching. While this approach has often been adopted to analyze research articles, comparatively little work has focused on email, an essential form of communication for contemporary language learners. In that vein, this study compares move structures employed in Chinese and Thai-language request emails from a cross-cultural perspective. A total of 200 request emails were collected from native speakers of each language and analyzed using Swales’ model of genre analysis. The results reveal that both languages share a common three-fold move structure composed of salutation, request, and closing. The request move also involves similar obligatory steps in emails of both languages (e.g., introducing oneself, explaining reasons, making requests, providing further explanations, and expressing gratitude). Furthermore, emails in both languages sent to recipients of higher status require more steps overall than those sent to recipients of equal status. Despite these similarities, noticeable cross-language differences can be observed in terms of the strategies deployed under each step. For example, while Chinese senders preferred the use of addressing and greeting in their opening salutation and the expression of good wishes in their closing, Thai senders exhibit more formal wordings in these moves. Variations are also found in the form and distribution of optional steps such as apologizing, affirming the contribution of the recipient, expressing expectation, offering something in return, and summarizing the purposes of the email. Based on the identified similarities and differences, this study concludes with suggestions as to the development of appropriate email writing pedagogical material for Thai learners of Chinese as a foreign language.

**Keywords:** Email, Request, Move Structure, Discourse Analysis, Writing Instruction





Lanping Fu  
ERCICTEL2110060

**The Effect of Technology-Enhanced Learning Approach on EFL Learners' Listening Skill - A Meta-Analysis**

Lanping Fu

Brother Andrew Gonzales College of Education, De La Salle University, Manila, Philippines

**Abstract**

Listening is one of the four macro skills in language learning and is regarded as the most difficult one by some educators. This meta-analysis aims at studying the effect of technology enhanced learning approach on English learners' listening comprehension. Moreover, is also studied the difference of the effect of different treatment type and treatment length. Data shows that technology enhanced learning approach help learners improve more than traditional learning approach, CALL works better than MALL and long-term treatment have greater effect than short term one.

**Keywords:** CALL, MALL, EFL, Listening Comprehension, Listening Skill

Tatiana Tkalich  
ERCICTEL2109051

**Development and use the Digital Interactive Objects in Electronic Educational Materials**

Tatiana Tkalich

Department of Digital Systems and Technologies, Institute of Business of the Belarusian State University, Minsk, Belarus

**Abstract**

There is a fierce competition in the educational services market and a rapidly changing of external environment. Thus, innovations in education are rapidly losing their uniqueness and competitive advantages and become a prerequisite for long-term survival. Universities have been training specialists longer than production technologies have changed in many modern industries. This poses a challenge for educational institutions to quickly create flexible individual learning scenarios that adapt to the rate of assimilation of knowledge by each student. Universities are committed to providing students with engaging experiences and content.

The main directions of informatization of education in the Republic of Belarus are:

- Development of modern information and communication infrastructure;
- Development and wide distribution of e-learning;
- Formation of a system of high-quality electronic educational resources.

For modern electronic educational resources, it is important to have the ability to interact with the user, i.e., its interactivity, as the ability to automatically respond to the actions of students in accordance with technical and content conditions. We will call such objects digital interactive objects. A digital interactive object (DIO) can be used independently outside of electronic educational resources. The main advantage of using digital interactive objects is the student's direct participation in obtaining information. For the development of digital interactive objects, it is necessary to provide modern technologies that will allow embedding these resources in learning management systems. The main result of the study is the methodology for creating a library of digital interactive objects (interactive exercises, simulators, etc.) in economic and business disciplines with prepared guidelines for their use. This makes it possible to improve the quality of students' independent work, to support the educational process both in full-time and remote formats. The following tasks were solved:

- 1) investigated modern approaches and technologies in the development of digital interactive objects.
- 2) pedagogical and technological scenarios of digital interactive objects for business disciplines have been developed.
- 3) develop digital interactive objects for business disciplines.
- 4) prepare guidelines for the use of the developed digital interactive objects in the educational process.

The novelty of the research lies in the development and testing of guidelines for the creation and use of digital interactive objects to support the educational process. The relevance of technological scenarios lies in the development of algorithms and guidelines for the use of digital interactive objects in the organization of training in economic and business disciplines. The difference between this work and the existing ones consists in the development of requirements that meet modern market trends in the use of new digital interactive objects in teaching.



Maria Sharron L. De  
Asis Ricamora  
ERCICTEL2111052

The Covidization of Language Teaching: Concepts, Experiences, Insights, and Reflections of ESL Teachers

Maria Sharron L. De Asis Ricamora  
Graduate School, Emilio Aguinaldo College, Manila, Philippines

Abstract

This qualitative research explores the concepts, experiences, insights, and reflections of ESL teachers on the covidization of language teaching amid the Covid-19 outbreak. In the Philippines, public school teachers were ordered to prepare and deliver free printed modules. On the other hand, private schools that opted to operate utilized blended or purely online instruction via synchronous and asynchronous classes. In this study, there are a total of 19 teacher-participants from both public and private educational institutions, currently teaching at various levels, and with different teaching years of experiences, agreed to answer a research-made interview questionnaire. Data was then cleaned, exported, coded, sub-coded, segmented, tabulated, and visualized using NVIVO version 10 qualitative data analysis application. Results of the study show that concepts on covidization centralized on utilization of different teaching modalities, challenges, pedagogical changes, and effects of the pandemic in language education. Experiences were expressed as positive and negative encounters in teaching. Moreover, their insights lead to suggestions to utilize appropriate strategies and methodologies in teaching English, exposure to ICT training, capacity-building, management support, and emotional support to the learners. The teacher-participants also expressed their unpreparedness and regrets prior to the outbreak and visualized their deep desires to move forward and accept the challenges with a positive goal in mind.

Keywords: Covidization, Experiences, Reflections, Insights, ESL Teachers

Nenette M. Lacuarin  
ERCICTEL2111054

Gulayan Sa Paaralan and its Implication to Learners' Nutritional Status and Academic Performance

Nenette M. Lacuarin  
College of Teacher Education, Laguna State Polytechnic University, Los Banos, California

Abstract

This study aimed to determine the implications of the utilization of yield in Gulayansa Paaralan on SBFP to the learners' nutritional status and academic performance, Descriptive research design was employed in this study. The respondents of the study were the 123 severely wasted and 400 wasted learners from Kinder to Grade VI of Malaban Elementary School, School Year 2018-2019. Based on the results of the study after the GPP utilization on SBFP, the nutritional status of the learners in terms of height, weight, and BMI increased from severely wasted to wasted, and from wasted to normal, some were from severely wasted to normal, same with their academic performance. The researchers concluded that the GPP utilization on SBFP have positive implications on the nutritional status, and the academic performance of the respondents. Based on the results of this study, the researcher recommended that GPP needs to continue for it helps the schools in achieving the goals of the government to maintain health and wellness program to the Filipino learners, for malnutrition is one of the biggest problems encountered by our country that affects the academic performance of the learners.

Keywords: Gulayan Sa Paaralan, Nutritional Status, Academic Performance



Joshua Eriberto Miguel  
Llamas  
ERCICTEL2111055

Solo Parents' Involvement in the Literacy Instruction of their Children in Modular Distance Learning: Challenges and Opportunities

Joshua Eriberto Miguel Llamas  
Graduate Student, Emilio Aguinaldo College, Famy, Laguna, Philippines

Abstract

The world has been struck by an invisible enemy—the COVID-19. In effect, the lives of parents and their children have changed radically especially in the implementation of modular distance learning where parents have been passed on the daunting task of guiding and educating their children. It has been found difficult for two-parent families because of various factors but how much more for single-parent families. Thus, this qualitative study explored the lifeworld and lived experiences of four (4) solo parents in the conduct of literacy instruction to their children during the



implementation of modular distance learning in the Philippines. Furthermore, this study utilized the phenomenological case study design and analyzed the data gathered through in-depth unstructured interviews using thematic analysis. The study discovered three themes on challenges: (a) time constraints, (b) insufficient and limited knowledge, and (c) tough task. Moreover, three themes were also discovered on opportunities: (a) bonding activity, (b) learning experience, and (c) strategic learning. The findings further revealed that the solo parents found literacy instruction a difficult task to do because of inadequate time due to work and other responsibilities and insufficient and limited knowledge to academically guide their children. However, in spite of the challenges, the solo parents saw the conduct of literacy instruction as a bonding activity where they also learned and be able to apply strategies to motivate and maximize the learning of their children. It is then recommended that the Department of Education formulate and launch programs to aid the parents on their predicament in literacy instruction amidst the implementation of modular distance learning.

Ariyanti Mareta Ismail  
ERCICTEL2111057

**Student Learning Discipline During the Covid-19 Pandemic**

Ariyanti Mareta Ismail  
Education Psychology Study Program, Universitas Pendidikan Indonesia, Bandung, Indonesia

**Abstract**

This article aims to describe student learning discipline during the covid-19 pandemic. Learning discipline is the attitude and behavior of students when participating in learning activities, complying with applicable regulations without coercion. This article uses a literature review method. The results of the study indicate that learning discipline is very important to be applied during online learning because it can help a student to focus on study, understand the subject matter, and complete assignments on time. Discipline behavior in learning arises because of self-awareness and good self-control in students, so that students know their role as students. Implementing learning discipline during the COVID-19 pandemic requires good cooperation between students, parents, students and peers.

**Keywords:** Discipline of Learning, Online Learning, Covid-19 Pandemic

Yanti Nur'amalia  
ERCICTEL2111058

**The Phenomenon of Learning Difficulties in Online Learning Situations as the Impact of Covid-19**

Yanti Nur'amalia  
Educational Psychology Program, University of Education Indonesia, Bandung, Indonesia

Mamat Supriatna  
Educational Psychology Program, University of Education Indonesia, Bandung, Indonesia

Iffiandra  
Educational Psychology Program, University of Education Indonesia, Bandung, Indonesia

**Abstract**

This article aims to analyze student learning difficulties during online learning during the Covid-19 pandemic. The scope studied in this article discusses the characteristics of high school students' learning difficulties in online learning during the Covid 19 pandemic, factors causing learning difficulties during online learning, and student efforts to overcome learning difficulties during online learning. The method is used the literature review method sourced from books on learning difficulties, and the latest research articles on learning difficulties and the impact of online learning during the pandemic. The results of this literature review found learning difficulties during online learning during the pandemic, namely understanding the material that was less than optimal due to limited interaction with the teacher, the task load given to students in each subject with a short time impact on physical, emotional, cognitive, and mental fatigue. lose students' motivation to learn, so students are prone to experiencing boredom, stress, anxiety, and worries about the future. This happens to students because of the lack of effective learning strategies in doing the tasks given by the teacher and the effort to understand the material given by the teacher is lacking. The benefit of this study is to provide an overview of the learning difficulties experienced by students during online learning during the Covid 19 pandemic.

Parents Involvement in Handling Autism Children



Husni Mardiah  
ERCICTEL2111059

Husni Mardiah

Educational Psychology Study Program, SPs, Universitas Pendidikan Indonesia, Bandung, Indonesia

Juntika Nurihsan

Educational Psychology Study Program, SPs, Universitas Pendidikan Indonesia, Bandung, Indonesia

Iding Tarsidi

Educational Psychology Study Program, SPs, Universitas Pendidikan Indonesia, Bandung, Indonesia

Abstract

Children with special needs are children with various kinds of disabilities who require special attention and treatment from their families and the surrounding environment, parental involvement in educating and developing autism children's abilities is very important to help autism children reduce their autism disorders and develop their abilities. The ABA and occupational methods can help autism children improve their discipline and abilities. This study uses a case study that is trying to find obstacles or obstacles for parents in developing the abilities of autism children. This study interviewed 3 parents of autistic children about the roles and obstacles faced by parents in developing the abilities of autism children. The results of this study obtained 3 main opinions, namely the low level of parental knowledge regarding optimal handling of autism children and the lack of renewal of knowledge in educating autism children, parents have limited time and money in developing the abilities of autism children and the educational process that is firm and a little harsh from parents make autism children experience slower development.

Keywords: Autism, Resistance, Parents

Elements of Effective Teachers in Student's Views

Yuliana Tonapa  
ERCICTEL2111061

Yuliana Tonapa

Affiliation: Educational Psychology, Study Program, SPs, Universitas Pendidikan Indonesia, Bandung, Indonesia

Tina Hayati Dahlan

Educational Psychology study program, SPs Universitas Pendidikan Indonesia, Bandung, Indonesia

Hani Yulindrasari

Educational Psychology study program, SPs Universitas Pendidikan Indonesia, Bandung, Indonesia

Abstract

An effective teacher with all its characteristics will have effects on performance, attitude and behavior of students. This article was aimed to identify the elements of effective teachers according to the literature review as the first step to conducting research on junior high school students' perceptions on effective teachers. This article used the literature review method. The literature was obtained from various online journals of electronic databases, namely: Taylor & Francis Online, Sage Journal, Science Direct, Springer Link, and Researchgate.net. Through selection and careful reading of the abstracts, several articles were selected for review. To find matching references to the theme, keywords were used which were teacher competence, elements of effective teachers, and student perceptions. The results of the study generally showed that the elements of an effective teacher in the students' view emphasized more on the personal aspects of the teacher.

Keywords: Effective Teacher Characteristics, Teacher Competence, Student Perception





Jindapach Jaisue  
ERCICTEL2112062

**Early Childhood Education Management in 21st Century Components of Private Schools, Chonburi Province in Thailand**

**Jindapach Jaisue**  
Graduate School, Doctor of Philosophy, North Bangkok University, Bangkok, Thailand

**Dr. Paradee Anannawee**  
Associate Professor, Graduate School, Doctor of Philosophy, North Bangkok University, Bangkok, Thailand

**Dr. Monasit Sittisomboon**  
Associate Professor, Graduate School, Doctor of Philosophy, North Bangkok University, Bangkok, Thailand

**Abstract**

This research aims to study the components of early childhood education management in 21st century of private schools, Chonburi province in Thailand, using mixed method research: quantitative and qualitative research by doing 3 steps: 1) to investigate the components of early childhood education management in 21st century of private schools by analyze and synthesis from the theoretical concepts of relevant documents and research; 2) To investigate the present status of early childhood education management in 21st century of private schools, Chonburi province in Thailand from 201 school administrators and early childhood teachers of private schools; 3) to investigate management process in 4 components of early childhood education management in 21st century of private schools by interview 9 experts and approved by 5 experts. The statistics for quantitative data analysis were mean and derivation, and qualitative data were content analysis.

The results of the research were as follows: 1) the components of early childhood education management in 21st century of private schools, Chonburi province in Thailand includes all 4 components: an academic affairs management, budget management, personnel management, and general management 2) The present status of early childhood education management in 21st century of private schools, Chonburi province in Thailand in overall was at the highest level, in descending order: academic affairs management, general management, budget management, and personnel management, respectively 3) Each components have 4 steps in management process to success: planning, organizing, leading, and controlling.

**Keywords:** Components, Management, Early Childhood Education Management in 21st Century of Private Schools



Arisa Aromchuen  
ERCICTEL2112063

**Management Components for One Tambon One School Towards Excellence of Primary Schools, Phra Nakhorn Si Ayutthaya Primary Educational Service Area Office in Thailand**

**Arisa Aromchuen**  
Graduate School, Educational Administration, North Bangkok University, Bangkok, Thailand

**Dr. Paradee Anannawee**  
Associate Professor, Graduate School, North Bangkok University, Bangkok, Thailand

**Dr. Monasit Sittisomboon**  
Associate Professor, Graduate School, North Bangkok University, Bangkok, Thailand

**Abstract**

The purpose of this research was to study the management components for One Tambon One School towards excellence of primary schools, Phra Nakhorn Si Ayutthaya Primary Educational Service Area Office in Thailand. This research is mixed-method research: quantitative and qualitative research that consists of 3 steps: 1) to study concepts, theories, and research related to the management components for One Tambon One School towards excellence of primary schools, Phra Nakhorn Si Ayutthaya Primary Educational Service Area Office in Thailand by analyzing and synthesize, 2) to study the condition management of One Tambon One School towards excellence of primary schools, Phra Nakhorn Si Ayutthaya Primary Educational Service Area Office in Thailand by surveying, and 3) to study the management process according to the management component by interviewing 9 experts and approved the content reliability by 5 experts. The statistics used to

analyze the data were mean, Standard Deviation and content analysis. The research results were as follows: 1) the management components for One Tambon One School towards excellence of primary schools, Phra Nakhorn Si Ayutthaya Primary Educational Service Area Office in Thailand consisted of 4 components: learner quality, instructional management, management, and personnel, 2) Overall the condition management of One Tambon One School towards excellence of primary schools, Phra Nakhorn Si Ayutthaya Primary Educational Service Area Office in Thailand was at a high level, and 3) In each components have 5 steps in the management process to success: the environment analysis, identifying organization direction, identifying strategies, applying strategies, evaluation and control.  
Keywords: Component, Management, The Excellence of One Tambon One School of Primary Schools

Moshe Sharabi  
ERCICTEL2112064

**Parental Involvement or Intervention? Perceptions of the School Staff**

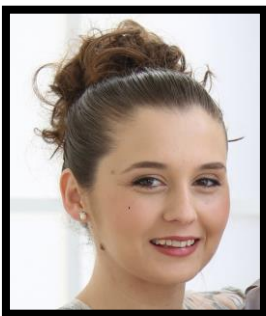
Moshe Sharabi  
Yezreel Valley Academic College, Department of MA Studies in Organizational Development and Consulting, Israel

Gilad Cohen-Ynon  
Yezreel Valley Academic College, Department of MA Studies in Organizational Development and Consulting, Israel

Marina Soskis  
Arlosorov Elementary School, Haifa, Israel

**Abstract**

This study examines the perceptions about "Parental Involvement" vs. "Parental Intervention" in the current reality of the schools as described by principals and teachers in Israel. In this study, 16 staff members from 4 elementary schools (two of them were Jewish schools and two of them were Arab schools) were interviewed. In each school, the principal, the principal deputy and teachers were interviewed. The research method was semi structured interviews that enabled the pedagogic staff to describe how they perceive the concept of parental involvement, the advantages, disadvantages, difficulties and how to improve the parental involvement and decrease parental intervention. In both sectors (Jewish and Arab) the principals and teachers express resistance towards parental involvement in the curriculum and the pedagogic subjects and view it as an intervention. There was a gap between the principals' statements about their willingness to involve the parents compared to their actual willingness to participate the parents in the decisions regards the school. Principals with social and sharing attitude are succeeding in developing a positive attitude among the teachers regards parental involvement and to create constructive involvement. It seems that the cultural differences are influencing the types of involvement. In the Arab society, which is traditional, collectivist and more conservative than the Jewish society, there is a higher status to the school, the principle and the teachers and it reflected by lower involvement and criticism of the parents. The study also addresses the pedagogic staff's proposals (principals and teachers) about creating a positive parental involvement.



Luela Liçi  
ERCICTEL2112074

**Translation Verification in International Large-Scale Assessments in Education**

Luela Liçi  
Faculty of Foreign Languages, University of Tirana, Tirana, Albania

**Abstract**

Translation verification is a key part of the PISA, TIMSS and PIRLS international quality assurance programs. The aim of this paper is to analyze the translation verification frameworks used by PISA, TIMSS and PIRLS during last 20 years, focusing on aims, process, quality metrics models, achievements and challenges. Research has found similarities and differences in the frameworks and the translation verification process. While PISA, TIMSS and PIRLS have similar translation verification goals, they have differences in terms of verification process and quality metric model. PISA, TIMSS and PIRLS intend to provide feedback to understand the quality and comparability of the translated/adapted instruments by participating countries; to improve the accuracy and comparability of the instruments in order to maintain the same meaning and level of



difficulty of the target language as the international version; to produce high quality translations that are internationally comparable. Research found as well that PISA, TIMSS and PIRLS are using different translation verification methodologies. TIMSS and PIRLS verification methodology is based on severity codes, while PISA's verification process is based on Multidimensional Quality Metrics. The conclusion of this paper is that despite the differences, translation verification has been successful and has improved the quality of translation of international assessment instruments in education. The translation verification guidelines, data from the technical reports of these international assessment studies and verification results are used as the sources for this paper.  
**Keywords:** Translation, Verification, Quality Assurance, Verification Methodology, Severity Code, Multidimensional Quality Metrics



**Yael Fisher**  
ERCICTEL2126051

**What do Teacher-Education College Students know about Parental Involvement: A Comparative Study between the U.S. And Israel**

**Yael Fisher**  
Educational Administration, Achva Academic College, Tel-Aviv, Israel

**Abstract**

Given that the professional literature provides ample evidence of the importance of parental involvement and its effect on learners' academic outcomes and positive social/emotional states, the aim of this quantitative study was to understand and compare the perceptions of preservice teachers regarding parental involvement and family engagement in Israel and the U.S. Author 1's Perception of Parental Involvement Scale (PPIS; Author 1, 2011) was used to survey 469 education-college students: 269 American students and 200 Israeli students. Analysis indicated that the model was a better fit for Israeli students and an acceptable fit for U.S. students. However, in general, Israeli and US students in teaching colleges agreed on many of the components of parental involvement. Some results differed by gender, age, level of education, and prior teaching experience. These results may suggest that the fundamental concepts that constitute the family engagement are not culturally bound, but rather may be common among different cultures and nations. Further research is required to confirm this. Notwithstanding, gaining a general understanding of pre- and in-service teachers' perceptions regarding parental involvement and family engagement could prompt the colleges to expand their teacher-education programs to better address this important issue.

**Keywords:** Parental Involvement, Family Engagement, Teacher Preparation, Comparative Study



**Dr. Ouru John Nyaegah**  
ERCICTEL2126061

**Adoption of Online Learning among Undergraduate Students of Public Universities in Kenya amid Corona Virus Pandemic. A Case of University of Nairobi-Kenya**

**Dr. Ouru John Nyaegah**  
Lecturer & Coordinator School of Open and Distance Learning, University of Nairobi, Nairobi, Kenya

**Abstract**

Acquisition of Education is very crucial in the development of the individual and society and it cuts across different stages of human growth and development with specific and achievable goals. The purpose of this survey was to establish the extent to which Corona Virus Pandemic influenced adoption of Online learning among undergraduate students at Nakuru and Kisii Learning Centers of the University of Nairobi. The study came up with five objectives which focused on learners' attitudes towards adoption of virtual learning, how they applied online platforms to learn and how they coped up with online challenges. The study used 232 students while Spear-man Coefficient of Correlation Formula was applied to establish research instruments' reliability. The study established that, despite the university ensuring online learning, students faced poor internet connectivity, and unfavorable study environments. Strategies were urgently needed in order to build a Resilient Education System to enhance learning in the university.

**Keywords:** Pandemic, Cessation of Movement, Lockdown, Online Platforms, Resilient Education System



**Bulelwa Makena**  
ERCICTEL2113055

**Perceptions of South African Secondary School English Language Teachers on Code Switching Approach Towards Language Development**

**Bulelwa Makena**  
Faculty of Education, Walter Sisulu University, Butterworth, South Africa

**Ntando Elliot Mpahla**  
Department of Education, Walter Sisulu University, Butterworth, South Africa

**Abstract**

This paper explores how code-switching can be meaningfully used as an empowerment approach towards improving learners' performance in English language. In cultures with people using more than one language as a way of communication, code-switching exists. Bilinguals as speakers of more than one language, code-switch, thereby using their languages resourcefully at conveying meaning in a variety of ways. Code-switching occurs every day during the processes of teaching and learning as most subjects in the curriculum are offered in English language. Teaching and learning English language in South Africa are characterized by serious challenges because the government is advocating for the use of home languages for all subjects of the lower grades in primary schools. However, teachers still encounter challenges when they use English as a medium of instruction in the preceding grades because learners fail to comprehend challenging English concepts and terminologies presented to them in a language which is not their home language. Qualitative research methods were used to collect data and the findings reveal that using code-switching can be a worthwhile approach to be used in bilingual classrooms. A possible recommendation is that English language teachers should utilize code-switching as an approach to assist language development as learners in the schools investigated emanate from diverse cultures, underpinned by different linguistic backgrounds and linguistic constituencies.

**Keynotes: Code-Switching, Second Language Learning, Language Acquisition, Bilingual**

**Parichart Toomnan**  
ERCICTEL2113068

**Thai Vendors' English Communication Skill Needs**

**Parichart Toomnan**  
Faculty of Interdisciplinary Studies, KhonKaen University, Nong Khai Campus, Thailand

**Bodee Putsyainunt**  
Faculty of Interdisciplinary Studies, KhonKaen University, Nong Khai Campus, Thailand

**Abstract**

The aim of the study was to examine the needs and problems of Thai vendors in employing English in their workplace and their needs regarding English training, so as to create an English training course to enhance their professional skills. The subject of the present study was 160 vendors selling food and drinks, clothes, accessories, souvenirs, and other things at the Indochina Market, Thailand. The data were collected by using a questionnaire. Descriptive statistics were used to analyze the data, involving frequency, percentage, mean, and standard deviation. The result revealed that respondents tended to have English communication problems with foreign customers. They found that low English language proficiency is a problem when they communicated with foreign customers. Most of them were interested in attending English training, particularly learning English online. Speaking and listening skills were considered the most important skills for Thai vendors. For an English training course, they wanted to emphasize speaking, listening, writing, and reading, respectively. They desired to improve their English in everyday life and work.

**Keywords: Thai Vendors, English Communication Problems, Indochina Market**





Healty Susantiningdyah  
ERCICTEL2113069

Using Collaborative Learning Approach to Improve Learner's Mental Lexicon of Words Association

Healty Susantiningdyah  
Language and Culture Hub, Institut Teknologi Kalimantan, Balikpapan, Indonesia

Abstract

English mastery for college students has been demanding nowadays. Therefore, English instructors have been inspired to design instructional activities and content knowledge to facilitate learning through contextual language use. One primary concern of contextual language teaching is comprehensible inputs and how they are processed cognitively to result in comprehensible and meaningful outputs. This study aims at looking at two perspectives, psycholinguistics and language pedagogy, to actually explain how mental lexicon is wired into students' cognitive development. This study involved 60 college students in their senior years attending an English course in Institut Teknologi Kalimantan. By employing classroom action research, this study found best practices facilitating the mastery of collocation. The result shows that collaborative learning helps most students to create a dynamic and supportive learning environment to reduce anxiety while a reading text allows more opportunities to level up their mental lexicon ability.

What Makes a Good Engineering Teacher?

Dana Dobrovská  
ERCICTEL2116051  
+  
David Vaněček  
ERCICTEL2116054

Dana Dobrovská  
Masaryk Institute of Advanced Studies, Czech Technical University in Prague, Prague, Czech Republic

David Vaněček  
Masaryk Institute of Advanced Studies, Czech Technical University in Prague, Prague, Czech Republic

Abstract

**Objectives:** The aim of the survey is to find out student attitudes towards teaching quality in a specific pandemic situation of 2020-2021 which has changed reality of university teaching and learning. Results of a survey are compared to the similar survey conducted in 2015. **Methodology:** In both studies, we used qualitative methodology of students' essays analysis ("What makes a good engineering teacher/ in a pandemic"). The data of all essays (132 students majoring in engineering pedagogy participated in our study in January 2021) were collected and analyzed in 3 phases' qualitative evaluation. In the first phase all relevant semantic formations in essays were registered and assorted (substantives, adjectives and verbs). In the second phase synonyms were set aside and all the attributes were included in 3 categories: expertise of teachers, human qualities of teachers and didactic and presentation qualities of teachers. In the last phase, quantification of answers and final classification of data was completed. **Results:** In this year essay analysis, students focused more on human a didactic quality of teachers than on expert technical knowledge. They appreciated teacher creativity in online presentations and teacher readiness to prepare extra study materials for students to support distant education. Enthusiasm, humor and ability to motivate were perceived as essential. Students emphasized need for teacher support and flexibility when assessing student performance. In 2015 analysis, more attention was dedicated to teacher expert knowledge: a good engineering teacher uses real-world engineering examples backed up by industrial experience. He/she gives clear, well-structured presentations and uses real-world engineering examples. **Conclusions:** When compared the data from both surveys, some student attitude changes can be observed. The teacher personality became a deciding factor of the quality of the educational process as perceived by students, and it seems even more important under special conditions of a pandemic. Students expect from teachers that they show students they care about them, engage and guide them in the learning process, recognize students for the step-by-step progress they have made, believe students are able to meet requirements, perceive students as individuals and show they enjoy being with students even in distant form when social contact is limited.

Gender Bias in Choosing STEM Studies



Laura Monsalve  
Lorente  
ERCICTEL2116072

Laura Monsalve Lorente

Department of Didactics and School Organization, University of Valencia, Spain

Laura Conde Gonzalvo

Department of Didactics and School Organization, University of Valencia, Spain

Abstract

The gender bias in STEM exists and what this work intends is to make this reality visible. In the introduction, the real data to date are reflected, which pushes us to formulate objectives such as reducing the gender gap in STEM studies, learning about experiences lived around the STEM field reported by women, or finding out the factors and motivations that women have and have had over the years to immerse themselves in STEM degrees and finally check if there are significant differences regarding gender stereotypes in STEM degrees with generational change. For this, a qualitative research method has been created in the form of an interview, which helps us answer the questions raised from the life stories told by the fourteen girls and women interviewed, all of them belonging to different age ranges, to be able to observe and analyze gender bias when choosing STEM studies. Thanks to this methodology, we can make a breakdown of the information so that we can focus on aspects that interest us, contrasting and evaluating the stories as conclusions. Some conclusions show that work must continue to reduce the gender gap. The data resulting from the research are the least bleak in the framework of the development of gender equality, a minimum change could be expected, however, the changes we observe are specific. Where we can lean the most to consider that work should continue to eradicate the gender gap is in quantitative data, although it is not encouraging that the percentage of women in engineering degrees has not changed at all in recent years. We must bear in mind that most of the participants have alluded to society and culture to explain the bias and that it will only be thanks to the progress that a total inclusion of women in science and technology will be achieved. The generational change that is observed through the interviews is minimal and although the educational administrations seek real equality and the promotion of research and development of ICT among girls and adolescents, we must make visible that these actions need a greater effort to part of the educational community so that shortly the change is real. This paper is part of a research project (GV/2021/126 Implementation of the STEM educational approach to competence development, EDUSTEM) has been funded by the Valencian Government's Ministry of Innovation, Universities, Science and Digital Society (Spain).  
Keywords: Gender Bias, STEM, Generational Change, Equality, Qualitative Research



Ziqi Liu  
ERCICTEL2116075

The Motivation for Learning Mandarin in Filipino Adults aged 18-60 at Confucius Institute in Makati

Ziqi Liu

Graduate Student of College of Education, De La Salle University, Manila, Philippine

Mengdi Liu

College of Education, De La Salle University, Manila, Philippines

Abstract

Motivation, in the past related studies, has been regarded as one of the indispensable factors in the process of foreign language acquisition. This research investigated the motivational factors of Filipino adults learning Mandarin. The participants were 22 Filipino adults who were enrolled in the Confucius Institute at the Ateneo de Manila University to learn Mandarin. A questionnaire adopted from the model made by Wen (2011) was used as the instrument in the present research. The results revealed that there are six factors influencing Filipino adults to learn the language at the said institute. Among these six factors, positive learning attitudes and experience was the major factor, while the factor instrumentality also played a vital role. As for the relationship between motivation and the length of learning, the result indicated that the intensity of motivation would not grow with the length of learning. This research also put forward some suggestions to stimulate and cultivate the motivation of Filipino adults to learn Mandarin for Chinese teachers.  
Keywords: Motivation in Language Learning, Mandarin Learning, Filipino Mandarin Learners, Motivational Factors in Language Learning



Bo Park  
ERCICTEL2115064

A Lesson Plan for Pair Presentation

Bo Park  
Korean School, Defense Language Institute Foreign Language Center, Monterey, USA

Paper Summary

**Introduction:** The role of presentation in foreign language is no less important than other areas such as role-play, computer games, skits, etc. Ferlazzo and Sypniewski state in Asian EFL Journal (2018) that research confirms that in order for ELLs to acquire English they must engage in oral language practice and be given the opportunity to use language in meaningful ways for social and academic purposes (Williams & Roberts, 2011). The more presentations students have, the better their speaking proficiency becomes. As students' speaking proficiency becomes better, their proficiency of the other areas, listening, reading, and writing, will also become better because the above-mentioned four areas, to wit, speaking, listening, reading, and writing are interrelated in language learning (Castillo & Annette, 2011). There are many kinds of presentations; individual, pair, and group presentations. This session will demonstrate a lesson plan to show how to make students have pair-presentations for suggesting to improve the life of the Korean military members after comparing the Korean and the American military life.

**Lesson Plan:**

**Topic of Lesson: Military Life**

**Lesson Objectives:**

- \* Students will get familiar with vocabulary and grammar regarding military life.
- \* Students will be able to make suggestions to improve the life of the Korean military after analyzing and evaluating the merits of the US military life based on comparison between the American and the Korean military life.

Time(Est.)	Action	Materials
5 mins	<p><u>Lead-in (Activating Schemata)</u></p> <p>Students individually tells to the whole section the names of MOS 's and the job(s) of each MOS while seeing pictures of them on the slides of the PowerPoint program.</p>	<p>Pictures of the MOS's on the PowerPoint Program</p>
8 mins	<p><u>Preparation</u></p> <ol style="list-style-type: none"> <li>1. Students individually read a semi-authentic material about the American military life and underline new or unknown vocabulary.</li> <li>2. Students get the meanings of new vocabulary through talk among themselves or with teacher.</li> </ol> <p>(Teacher leads them to know the meanings using sentences or paraphrasing them.)</p> <ol style="list-style-type: none"> <li>3. Students individually gets the gist of the content of the reading material.</li> </ol>	<p>Semi-authentic material for reading</p>

	<p>10 mins</p>	<p><b><u>Practice: (Info gap)/(In Pairs)</u></b></p> <p>Students are divided into two pairs.</p> <ol style="list-style-type: none"> <li>1. Pair 1 students individually watches an authentic video clip about the Korean military supplies for key information and fill out one half of the worksheet related to them. Students verbally compare the information they have obtained with each other and correct mistakes if there are any.</li> <li>2. Pair 2 students individually watches an authentic video clip about the process they have to go through after they join the Korean military for key information and fill out the other half of the worksheet related to them. Students verbally compare the information they have obtained and correct mistakes if there are any.</li> <li>3. Teacher checks each pair’s answers.</li> <li>4. Students verbally exchange information with a person from the other pair and fill out the other half of the worksheet.</li> <li>5. Students return to their original pairs.</li> <li>6. Each pair synthesizes the contents of two video tapes.</li> <li>7. The representative of each pair announces their synthesis.</li> </ol>	<p>Video clips about military supplies and process</p> <p>Worksheets</p> <p>Scenario on the PowerPoint Program</p>
	<p>13 mins</p>	<p><b><u>Production: Presentation in pairs</u></b></p> <p>Scenario: You are active US military members who work in the 8<sup>th</sup> US Army HQ located in PyongTaek City, Korea. You, in pairs, are going to make a presentation of the American military life to the civilian Korean faculty members working in the KATUSA unit in the 8<sup>th</sup> Army HQ during a social gathering. The purpose of this presentation is to cultivate friendship between you and the faculty members through promoting mutual understanding. Your presentations have to include the following</p>	



	<p>12 mins</p> <p>2 mins</p>	<p>items.</p> <ul style="list-style-type: none"> <li>* Comparison between the US military and the Korean military life</li> <li>* Analysis and evaluation of the merits of the US military life based on the comparison</li> <li>* Suggestions for improvement of the Korean military life on the basis of above analysis and evaluation</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>* Write the contents of your discussion in bullet form in the Linoit Program for your presentation.</li> <li>* Make a presentation in pairs with what was written in the Linoit Program.</li> <li>* Time for presentation should be balanced out between two students.</li> </ul> <p><b>Wrap-up</b></p> <p>Teacher gives positive comments about students' performance and points out some linguistic features students have used during this hour.</p>	<p>Linoit Program</p>
--	------------------------------	---	-----------------------

**Conclusion:** The above lesson plan is just one way of preparation for teaching the main focus of which is students' presentations. There are various ways to prepare an hour teaching whose final goal is preparation. Even so far as the types of other presentations, there are individual and group presentations. The lead-in process can be different, and the preparation and practice can also be different. Whether or not the plan will be successful is dependent upon the dynamics of between teacher and students and that among the students during class on that day.

**References:** Ferlazzo, L. and Katie Hull Sypnieski, K. H.,

<https://www.kqed.org/mindshift/50918/how-to-use-oral-presentations-to-help-english-language-learners-succeed>

Castillo, M. & Annette, S.,

[http://repobib.ubiobio.cl/jspui/bitstream/123456789/306/1/Mu%C3%B1oz\\_Bast%C3%ADas\\_Elizabeth.pdf](http://repobib.ubiobio.cl/jspui/bitstream/123456789/306/1/Mu%C3%B1oz_Bast%C3%ADas_Elizabeth.pdf)



Sofia Cramerotti  
ERCICTEL2115066

**Accompanying and Supporting the Development of Professional Competencies in Future Support Teachers: The Role of The Trainee's Tutor and Mentor**

Sofia Cramerotti

Department of Human Sciences, University of Verona, Verona, Italy

**Abstract**

The purpose of this article is to identify the role played by tutors and mentors in accompanying novice teachers within a specialization course aimed at support teachers for the classroom inclusion of students with disabilities. The specific aim of this qualitative research was to investigate the expert teachers' own features and how they (in the role of tutors and mentors) perceive the distinct role they play in the development of novice teachers' professional competencies through peer review. In particular, the focus was on two different but interconnected activities: a) a direct internship supervised by a tutor; and b) an indirect internship supported by a mentor. Qualitative data were collected through semi-structured interviews with ten expert teachers and were analyzed using a grounded theory approach. Results show a wide proposal of features that characterize a good tutor and mentor in accompanying novice teachers' growth. Secondly, the collected data provided an important contribution in that they helped identify the most important and useful activities (referring to the direct and indirect internships) for the development of competencies in future support teachers.

**Keywords:** Teacher Competencies, Support Teacher, Mentor, Tutor, Peer-To-Peer Review



Eri Kondo  
ERCICTEL2117052

**Transfers of L1 and L2**

Eri Kondo

Bihoku High School, Local Government, Nagoya, Japan

**Abstract**

It's often argued that we have the order of language acquisitions in which we acquire questions including embedded questions and negations. However, I completely disagree with this opinion and I will defend my stand with valid arguments in this presentation. To begin with, a negative transfer of L1 has been completely shone a glaring light on usages of second language under the onslaught of asking questions. Japanese might not acquire the functions of indefiniteness and definiteness correctly as the same thing as the Russians (Odlin, 1989). Furthermore, a positive transfer of L2 has been highlighted in the instruction to give opinions that learners can understand quite easily, which provides an illuminating discussion of how languages are acquired in the light of that opinion method. Basically, a transfer is psychologically defined as a training habit that a first task effects on a second task (Kimball & Holyosak, 2000). This presentation deals with the insight to rethink the curriculum that follows grammatical structures in the shadow of the drills that would make a habit in brains. In conclusion, research studies in a second language acquisition still remains in the dark about the extent of which teaching methods absolutely perpetuate convincing language acquisitions.

**Challenges for University-wide Blended Learning Implementation: A Teachers' Perspective**

Ramiz Ali  
ERCICTEL2117058

Ramiz Ali

School of Education, University of Wollongong, Australia

**Abstract**

Blended learning is being perceived a method of instruction that provides affordances such as increased access to learning, increased flexibility, and enhanced learner performance. In addition, with the recent events related to COVID-19 pandemic, many universities have embraced the pedagogic approach, aiming to mitigate the challenges resulted due to the reduced on-campus face-to-face interactions. However, adoption and implementation of blended learning by teachers can be uneven in universities, consequently, can yield inconsistent and inequitable learning experiences among learners. Using a case study method, this study explores challenges that are faced by teachers in implementing blended learning across eight subject disciplines in a university. Participants were 24 university teachers who involved with institutional adoption and implementation of blended learning in the Maldives. Semi-structured interviews were conducted with teachers to collect data, and several artefacts that are related to adoption of blended learning were also gathered and analyzed. Results show policy issues, resistance for adoption, teacher low self-efficacy, increased



workload, and lack of readiness can be barriers for teachers to use of blended learning. Implications for adoption and implementation of blended learning in higher education will be discussed.  
Keywords: Blended Learning, Adoption of Technology, Diffusion of Innovations, Higher Education



Rasmitadila  
Rasmitadila  
ERCICTEL2117075  
(A)

**Challenges in the Implementation of Instructional Strategy Model Based on the Brain Natural Learning Systems for Inclusive Classroom**

Rasmitadila Rasmitadila

Department of Elementary School Teacher Education, Universitas Djuanda, Depok, Indonesia

**Abstract**

This study aims to explore general teacher (GT) opinions on the challenges in implementing instructional strategies based on the natural brain learning systems for inclusive classrooms in elementary schools. Data were collected through classroom observations and semi-structured interviews with seven GTs who have implemented instructional strategies based on the natural brain learning system in an inclusive classroom. Data were analyzed using thematic analysis. The data analysis resulted in four main themes: modification of teaching materials, modification of instructional methods, modification of instructional media, and time. The challenge in implementing instructional strategies based on the natural learning system of the brain lies in the readiness of GTs in facing all changes in the instructional process that GTs has implemented. This challenge will expect to be the experience of GTs in designing more effective learning that must fully support all parties to provide meaningful learning for all students.

Keywords: Instructional Strategy, Brain Natural Learning System, Inclusive Classroom



Sri Raman Nair  
Chukumaran  
ERCICTEL2117081

**The Dataset for Validation of Factors Influencing Teachers' Use of Instant Messenger Tool, Telegram (IM) in Tamil Primary School (SJKT)**

Sri Raman Nair Chukumaran

Institute of Advanced Studies, University of Malaya, Malaysia

**Abstract**

This study focuses to determine: (1) factors influencing teachers' use of instant messenger tool, Telegram (IM) in Tamil Primary School (SJKT), in terms of motivation, group interaction, knowledge sharing and confidence in improving professional development; (2) relationships between the determinants (triggering event, exploration, integration, resolution. emotional expressions, open communication, group cohesion, instructional management, building understanding, direct instruction) and teachers' behavioral intention towards the use of Telegram (IM).; and (3) factors that best predict teachers' intention to use Telegram (IM) in the future. The participants were one hundred and nine (n=500) teachers from Tamil primary schools (SJKT). Data were collected from surveys. Quantitative data obtained from the surveys were statistically analyzed using Pearson's Product Moment correlational analysis to investigate the relationship between determinants (triggering event, exploration, integration, resolution. emotional expressions, open communication, group cohesion, instructional management, building understanding, direct instruction) and teachers' behavioral intention towards the use of Telegram (IM). Next, partial least squares structural equation modelling (PLS-SEM) technique was applied to analyze factors that best teachers' intention to adopt Telegram (IM) in the future. Additionally, results from correlational analysis indicated the result for the third research question showed that teachers' attitude is the highest significant predictor of teachers' intention to adopt Telegram in the future, followed by perceived behavioral control. On the other hand, social norm was found to have very little negative importance in predicting teachers' intention to use Telegram in the future and it is non-significant. Findings of this study highlight the critical importance for nurturing positive attitude and create stimulating social environment for teachers to use Telegram (IM) in the future.

Aizal Yusrina Idris  
ERCICTEL2117087

**Investigating Knowledge Task Difficulties in an Electronic Training System for Professional Development (TaSPoD) Design**

Aizal Yusrina Idris

Department of Computer Science and Engineering, Yanbu University College, Yanbu Al-Sinaiyah, Kingdom of Saudi Arabia

**Abstract**

Electronic training (e-training) system has been a useful approach in the higher learning institution to enable a virtual training environment. It is a concerted effort to ensure the educational service educators to equip themselves with professional knowledge, skill, values, and practices through in-service training program organized based on competency development, lifelong learning and career path. Current works show that there is less emphasis on the effect of design and process difficulties faced by e-training end-users. Therefore, in the process of designing the e-training system, an Applied Cognitive Task Analysis (ACTA) was performed by a group of experts, to elicit critical and identify the most difficult cognitive elements. The result shows that the experts faced difficulties in two system design elements which are system design and functionality, and course content design. Therefore, to increase user engagement in the e-training system, experts proposed three recommendations: (i) graphical user interface that contains simple and appropriate objects, tabs and icons, and video upload tools, (ii) e-training system that embed pedagogical and instructional-based model (iii) communication tools with the e-training system such as chat programs and video conferencing.

**Keywords:** E-Learning, System Design, Online Training, Applied Cognitive Task Analysis



Rasmitadila  
Rasmitadila  
ERCICTEL2117075

**Inclusive Elementary School Expectations University Engagement: Inclusive Education Practices in Indonesia**

Rasmitadila Rasmitadila

Department of Elementary School Teacher Education, Universitas Djuanda, Depok, Indonesia

**Abstract**

The involvement of universities in inclusive education in inclusive primary schools is still not maximal, and the real impact can be felt for improving the quality of inclusive primary schools. So far, the problems that occur in inclusive schools have only been resolved by the school, and there is rarely any direct involvement of universities that can contribute as solvers. This study aims to explore the opinion of general teachers (GT) on the expectations of university involvement in inclusive education practices. in Indonesia. Data were collected using semi-structured interviews of forty GTs in two provinces in Indonesia. Data were analyzed using thematic analysis. The research resulted in three main themes: inclusive school mentoring, majors relevant to inclusive education in universities, and students' understanding in an inclusive classroom. GTs hopes that university involvement in the practice of inclusive education in Indonesia is expected to meet and solve the problems often faced by inclusive primary schools. Universities must meet the needs of primary school teacher graduates who will teach inclusive classes based on the problems faced by GTs so far, including in academic and non-academic aspects. The results of this research are significant for universities to design courses that are relevant and in line with the needs of inclusive primary schools. For this reason, all decision-makers at the university must be able to make and establish rules following the analysis of the needs of inclusive education practices.

**Keywords:** Inclusive Elementary School, University Engagement, Inclusive Education



Widyasari Widyasari  
ERCICTEL2117093

**Analysis of the Need for Development of Digital Library During the Covid-19 Pandemic Based on the Lecturer's Perspective**

Widyasari Widyasari

Department of Elementary School Teacher Education, Djuanda University, Bogor, Indonesia

**Abstract**

Since the outbreak of the COVID-19 pandemic, the Indonesian government has issued several policies to reduce the rate of its spread. The policy of carrying out physical distancing and social distancing has a major impact on the education sector. The learning process from kindergarten to university level must be done fully online. Therefore, it is necessary to develop a digital library that provides digital collections needed in the learning process. This study aims to analyze the needs of digital library development based on the lecturer's perspective. The research method is a survey with 32 participants representing all majors at the university. Data analysis using Miles and Huberman model which consists of; verification, reduction, and data display. The results of the study state that there is a need for the development of digital library applications, the addition of digital collections as reading material that can be accessed by anyone, anytime, anywhere and about anything in four components, namely; digital collections, facilities and infrastructure, services, and reinforcing components which in this case are related to library innovation and creativity.



Keywords: Needs Analysis, Digital Library Development, Covid 19 Pandemic, Digital Teaching Materials



Dan Popescu  
ERCICTEL2118052

**Undergraduates' and Postgraduates' Heavy Work Investment - A Good or Bad Phenomenon?**

Dan Popescu

Department of Management, Faculty of Management, The Bucharest University of Economic Studies, Bucharest, Romania

Lorian Vintilă

Department of Management, Faculty of Management, The Bucharest University of Economic Studies, Bucharest, Romania

**Abstract**

Each and every person's success is strictly dependent on the effectiveness of their work investment. The importance of such an investment takes precedence over exclusively economic reasons, in the sense that it is not our job that is the most important, but the expertise and skills we gain by performing it. Although work has a positive value to all of us, when we lose control, "Heavy Work Investment" (HWI) can generate some of the worst effects, such as "Workaholism" (W). The aim of our research was to identify the way in which HWI and W can be useful or useless processes at individual and social level. By means of an exploratory analysis of the responses obtained to an online questionnaire, we intended to identify the factors which define the undergraduates' and postgraduates' wish to heavily invest in work, as well as the causes and effects of this phenomenon. The methodology used to interpret the results of our research included the IBM SPSS Statistics 20, correlated with the comparison of means method, further completed with the variance analysis (ANOVA), as a supplementary technique for testing the research secondary hypotheses, as well as with the linearity test. We investigated the two-way relationship between, on the one hand, the university students' and graduates' heavy work investment and, on the other hand, the results we have obtained. After having tested the hypotheses, we pointed out that in an ever-changing world, encouraging HWI to the point of W may have the most destructive effects, leading to social isolation, psychological alienation and even physical disappearance (which the Japanese call "Karachi" - death by overwork). Finally, we demonstrated that besides certain undeniable advantages, both phenomena, HWI and W, also have some disadvantages in the case of university students and graduates.

Keywords: Heavy Work Investment (HWI), Workaholism (W); Undergraduates; postgraduates; Work Engagement (WE); Work Motivation (WM)



Cristina State  
ERCICTEL2118053

**Improving Students' Professional Communication Abilities – A Part of Career Success?**

Cristina State

Department Management, Faculty of Management, The Bucharest University of Economic Studies, Bucharest, Romania

**Abstract**

The motivation behind our research was twofold: on the one hand we wanted to improve our expertise in the field of written communication in English and on the other hand we refuse to passively witness the increasingly unsatisfactory behavior of the future graduates of our universities. We are referring to the fact that more and more graduates fail to find a workplace and that is not necessarily due to professional incompetence but mainly to their inability to prove that they master basic communication skills. Our study aims at revealing whether and to what extent young graduates of Romanian universities are aware of the importance of acquiring, practicing and improving their communication skills, the more so that such abilities are decisive when it comes to achieving success in one's career. The research was conducted between 2-13 May, 2020 on the basis of an online questionnaire available at <https://www.isondaje.ro/sondaj/591105696/>. The research methodology used in order to achieve the objectives of our study is a quantitative one, by means of a survey supported via an online questionnaire. The analysis of the data collected by means of the questionnaire was done using techniques such as: frequency of occurrence of the answers to the questions addressed to the participants in the study, multiple response analysis and, where

appropriate, in order to enhance the interpretation of the results, the calculation of the interquartile applied to the questions quoted on a 10-point Likert-type scale. The student's 195 answers were validated, analyzed, and processed using the SPSS for Windows and ANOVA applications. On the one hand, we have noticed that universities do not ensure minimum training to the future graduates with respect to the acquisition and development of communication and negotiation skills. For this matter we intend to extend the study in the near future, to see if this is the result of a lack of concern/interest on the part of the universities and/or on the part of future graduates. We have found also that the future university graduates are not stimulated to become aware of the importance of developing their communication and negotiation skills or to actively participate in various forms of scientific interaction such as national or international scientific sessions, round tables, meetings with outstanding representatives of the business environment, etc. Finally, we have formulated several proposals meant to contribute in giving more importance to the training and development of business communication and negotiation abilities as a prerequisite of career success.  
**Keywords:** Interpersonal Communication, Communication Skills, Graduates, Career Success

Andreas Winardi  
ERCICTEL2119061

**The Utilization of Mind Maps to Assist a Student with Autism Spectrum Disorder in a Curriculum and Material Development Class**

Andreas Winardi  
English Language Education Department, Universitas Kristen Duta Wacana, Yogyakarta,  
Indonesia

**Abstract**

Everybody has the right to get an education, and a student with Autism Spectrum Disorder is no exception. There is a student with ASD that enrolled in my Curriculum and Material Development Class. He was so enthusiastic, diligent, and passionate. However, it turned out that he found it difficult to follow the lesson because his levels of learning were on the first and second levels of Bloom's Taxonomy—that is, to remember and understand. In Curriculum and Material Development class, the students need to apply, evaluate, analyze, and create something. Most of them are considered as Higher Order Thinking Skills. Another difficulty lies in the fact that he struggled even to remember and understand the materials. Therefore, my partner and I decided to assist him by differentiating the assignments and using mind maps to assist him remember and understand the lesson. In this paper, I will investigate the challenges and benefits of using mind maps. The findings suggest that the ASD student often forgot how to make an effective mind map and he found it difficult to make a mind map by himself. Hence, repetitions and assistance from lecturers in making mind maps are of utmost importance. With the help of the lecturers, the ASD student found it easier to remember and understand the materials.

**Keywords:** Mind Maps, Autism Spectrum Disorders (ASD), Curriculum and Material Development (CMD)



Peiran Dong  
ERCICTEL2120055

**An Evaluation of the Efficiency of Formative Assessment Integrated with Educational Technology**

Peiran Dong  
Crimson Education, Crimson Education, Singapore

**Abstract**

**Objective:** As we all know, assessment contributes a crucial part in evaluating learning. During Covid-19, educational technology has played a significant role in school assessment. The purpose of this study is to evaluate the efficiency of formative assessment integrated with educational technology. **Methodology:** an 18 students group of 16 to 18 years old participates in the study. I set up performance metrics including the student's responding time, the student's responding rate, and accuracy rate of response to measure the efficiency of the formative assessment integrated with educational technology. Then students sit for 4 sets of 3 randomly chosen formative assessments (12 in total) covering listening, reading and writing over the academic year. I use the same online learning platform to distribute all chosen formative assessments, therefore the system captures student's responses to every single question simultaneously. Not only that, but I use the scheduled class time to conduct all formative assessments based on the unit's plans. In this way, both quantitative and qualitative data were collected timely. **Findings:** 1) The whole class responded to 4 sets of questions within the assessment time limit. There are no notable differences in students' performance between the traditional paper-based formative assessment and assessment integrated



with educational technology; 2) There has an obvious increase of responding rate to the formative assessment; 3) Findings have also shown that the formative assessment integrated with educational technology provides immediate feedback on students' learning outcomes, which provides equal opportunities of learning to students who have different learning styles. Future Scope: The limitations of traditional education methods lead to unequal learning opportunities. With educational technology, students receive prompt and accurate feedback equally via formative assessment, while teachers can make timely adjustments to the curriculum and teaching methods accordingly. Formative assessment integrated with educational technology will lay the foundation for the optimizing and reform of the curriculum and pedagogy in the post-Covid19 era.  
Keywords: Formative Assessment, Educational Technology, Qualitative Data and Quantitative Data, SMART, Empirical Research



Joanne Kirby  
ERCICTEL2121051

Parent's Perceptions of Grade R Teaching and Learning

Joanne Kirby

Faculty of Education, University of South Africa, South Africa

Abstract

The purpose of this study is to determine the perceptions of parents of Grade R learners regarding teaching and learning. This will be compared to relevant education theories and the Foundation Phase curriculum and assessment policies to establish whether parents' perceptions of Grade R teaching and learning differ from prescribed policy, and that which is age-appropriate. This study is based on qualitative methodology and uses a single case study approach. The case identified is located in the suburb of Westville in the Pinetown School District. Open-ended questionnaires, semi-structured interviews, and document analysis were used for data collection. Parents of Grade R learners from two Ecentresers were purposively selected to respond to the questionnaire. The Grade R teachers from each center were also interviewed. A document analysis of the Mathematics, English Home Language, and Life Skills curriculum and assessment policies was also conducted. The findings revealed that parents' perceptions regarding Grade R teaching and learning significantly differed in relation to current literature and prescribed curriculum policies. Parents' expectations of the curriculum also exerted pressure on teachers and learners, thus it is recommended that parents become fair with the use of play as appropriate teaching and learning strategy in the informal Grade R year.

Keynote: Teaching and Learning, Parents, Perception, Grade R, Play



Yulia Einav  
ERCICTEL2121069

Higher Education Learning – How to Protect the Environment

Yulia Einav

Faculty of Engineering, Holon Institute of Technology, Holon, Israel

Hen Friman

Faculty of Engineering, Holon Institute of Technology, Holon, Israel

Ifaa Banner

Dean of Students Office, Holon Institute of Technology, Holon, Israel

Yafa Sitbon

Dean of Students Office, Holon Institute of Technology, Holon, Israel

Abstract

“Green Ambassadors” is an academic course, which is open for all students of Holon Institute of Technology, an academic institution located in the central Israel. This course was developed as an action learning course that combines academic learning and social involvement of the students. In an academic part, the students learn environmental and renewable energy topics and in the social involvement part, students teach young school pupils in an experiential way. In order to illustrate the environmental topics, and to achieve high participation levels of the pupils, the students create a mobile laboratory containing experiments and demonstrations, in which the pupils take an active part. Via games and activities, the pupils learn what renewable energy means, how to turn waste into a resource, what is soil contamination, etc. To achieve the most social impact, the course is based on an “Israeli Hope in Academia” program, designed by the former president of the state of

Israel, Mr. Reuven Rivlin. This program acts to encourage a more diverse and culturally competent higher education system that promotes partnership between four principal sectors of the Israeli society: secular Jews, religious Jews, Haredi (ultra-orthodox) Jews, and Arabs. One of the means to achieve this goal is to create meaningful educational interactions between people from academia and the younger generation of these sectors. Thus, “Green Ambassadors” course reaches diverse communities of the Israeli society and meets not only academic and experiential learning challenges, but also language-based barriers, different levels of basic knowledge of the children, cultural issues, etc. The students not only gain academic knowledge, but they also engage with social organizations, institutions and state authorities and perform practical work with diverse populations. The children learn important environmental topics in a project-based learning format and become “Green ambassadors” for spreading this message to their families and friends. In this presentation, we will talk about the “Israeli Hope” program and the “Green Ambassadors” course, as well as the methodology used to achieve the course’s goals. Finally, we will discuss the success levels of the course.

**Keywords:** Environmental Education, Experiential Learning, Renewable Energy

### Challenges of Using English as a Medium of Instruction (EMI) in Thailand

**Benjawan Tipprachaban**

Faculty of Humanities and Social Sciences, Suratthani Rajabhat University, Suratthani, Thailand

#### Abstract

This article aims to review the situation of English education in Thailand at the present. Thailand has put much effort to develop the English proficiency of Thai people all along. Even if numerous reforms in education, policies, and initiatives concerning English language teaching have been launched to develop the English-speaking abilities of the Thai, progress has been slow. Thai’s English proficiency remains ranked amongst the lowest, which is opposed to the government’s attempt from the past to the present. As globalization has accelerated due to transportation and technological advances, English has occupied a major role in international communication. Using English as a medium of instruction has also been a goal of the Thai government. However, no matter how hard the previous and current governments have tried to improve Thai people’s English competence, it seems Thai people’s proficiency is always behind. This article discusses why Thai people remain incompetent in English and what the factors impeding Thailand to use English as a medium of instruction are. In addition, strategies that might help Thailand overcome the English language fallacy and become a country of English-mediated instruction are proposed.



**Benjawan  
Tipprachaban  
ERCICTEL2121077**

### EFL Future Engineers’ Language Anxiety: Performing Classroom Final Project Presentations and Oral Examinations

**Thamer Cherni**

English, Esprit School of Engineering, King Abdulaziz University, Saudi Arabia

**Badreddine Cherni**

Esprit School of Engineering, King Abdulaziz University, Saudi Arabia

#### Abstract

FLA among undergraduate students has been investigated for many years. These students have experienced different levels of foreign language anxiety due to several variables. These different levels of FLA have always led the learners of EFL / ESL to feel anxious during final summative examinations, which has always been considered as a barrier impeding the perception and production of their target language. One of these summative examinations is final oral assessments. In this context, several EFL Future engineers show anxiety when performing classroom final project presentations and oral examinations at ESPRIT, School of Engineering, Tunisia. Despite the significance of FLA for research and researching, few studies missed the correlation between anxiety and final oral assessments such as public presenting and oral examinations in Tunisian academic settings. Thus, the researchers in this study were interested to review the factors and causes of anxiety as experienced by this type of students so that the right strategies can be implemented. In this study data were collected from 129 participants of both electromechanical and civil engineering second year students through an adapted version of the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, et al. (1986). The results show that FLA is



**Thamer Cherni  
ERCICTEL2121061**



the result of seven factors and six causes impeding undergraduate students from accomplishing the task of speaking their minds orally. It follows, some implications for language teaching are offered to cope with such a complex phenomenon in reducing EFL Future Engineers' Language Anxiety while performing Final Project Presentations and Oral Examinations.  
Keywords: Anxiety in English Language, Foreign Language Anxiety, Oral Performances, Undergraduate EFL Engineering Students



Renata Kárníková  
ERCICTEL2123084

Effective Communication in Pedagogy in Relation to the Objectives of the Educational Policy of the Czech Republic Until 2030+

Renata Kárníková  
Faculty of Education, Palacký University in Olomouc, Czech Republic

Jana Mikova  
Faculty of Education, Palacký University in Olomouc, Czech Republic

Abstract

Contemporary Czech education has been going through formal changes. These changes include the newly formulated Strategy of the Czech Republic's educational policy until 2030+. In the new Strategy of the Czech Republic's educational policy until 2030+, the Ministry of Education, Youth, and Sports of the Czech Republic calls for education to focus more on acquiring the competencies needed for active civic, professional, and personal life. Communication is an essential part of living in society. It is a basic means of implementing education and is an inevitable condition for teaching. Communication is a competence that is needed for active civic, professional, and personal life. It is proven that communication is a competence that can be learned. Furthermore, it is a proven fact that subject knowledge and communication skills are key to teachers' effectiveness. This pilot study aims to find tools for proposing a definition of effective communication between teachers in the Czech Republic. The basis is qualitatively focused research with the expected use of analysis of available documents and observations supplemented by a semi-structured interview. In the next phase of the research, a questionnaire survey will be conducted among teachers and primary school principals. The result of the study will serve as a criterion for evaluating the quality of effective communication of teachers in the Czech Republic.

Keywords: Communication, effective communication, education, Strategy of educational policy of the Czech Republic



Laura Kildė  
ERCICTEL2123091

Self-Directedness in Non-Formal Online Business English Courses: Adult Learners' Perspectives

Laura Kildė  
Language School 'The Language Boutique', Vilnius, Lithuania

Abstract

Self-directedness is vital to adult learners as it allows them to stay motivated and achieve effective results while balancing between family and work. This research aims to determine Lithuanian adult learners perceived self-directedness while learning Business English in non-formal online courses. To this end, their perspectives towards the indicators of self-directed learning were investigated. Goal Setting, Time Management, Procrastination Management, Assignment Preparation, Final Test Preparation, Note-taking Capability, Research Capability, Technical Readiness, Online Class Readiness and Stress Management were analyzed in detail to determine which variables had the most meaningful impact on the ten indicators of self-directed learning. The study revealed that adult learners are highly self-directed while learning Business English in non-formal online courses at a language school. The findings confirmed that the application of self-directed learning as a potent learning strategy for adult learners leads to higher levels of motivation and successful learning outcomes. Based on the findings, these adult learners' perspectives could contribute to larger-scale surveys in formal and informal forms of education in order to enhance learners' self-directedness and achieve successful learning results.

Keywords: Self-Directedness, Adult Learners, Online Learning, Business English

Impact of Social Media on the Academic performances of Advanced Level Students.



Hasana Lebbe  
Mohamed Fawzan  
ERCICTEL2123104

Hasana Lebbe Mohamed Fawzan

Education, Director, Amana International School, PGD Candidate (English & Education),  
Sabaragamuwa University of Sri Lanka, Kurunegala, Sri Lanka

Abstract

The research strives to understand the impact of social media engagement its impact on the Advance Level student's examination performance. It is an established fact that Social Media has positive and negative impact on its youngsters. Scholars are of the view that as much as there are positive factors there are also negative effects on youth. But social media is here to stay and will be a main stream communication channel of the mankind. The researcher reviewed the literature with authoritative sources literature from journal articles to understand how Social Media impacts education of the youth and to determine over use of social media has an impact on students' academic grades particular that of Advance Level Students. The researcher used Mixed Method Approach of Data Collection, Quantitative and qualitative information collection was undertaken. Data was collected from three groups the advance level students of Sri Lanka from Kurunegala District from Public government schools and private school children. Parents of such student participated in a face to face interview to collect rich information. Furthermore, a focus group discussion was carried out to collect information from Principals, vice Principals and sectional heads of 15 schools in the Kurunegala District to test if there is a negative or positive impact on the advance level student's examination results if they indulge in social media engagement and networking. With the objective understanding if Social Media has an impact of examination performance on advance level students. Stringent standards of Wolverhampton University Business School were adhered in ethical standards in data collect for this study

University Ranking and Higher Education Goals: Random Variables?



Olga Bondarenko  
ERCICTEL2124051

Olga Bondarenko

The Department of International Relations, Politics and Regional Studies of the History and  
Archival Institute, Russian State  
University for the Humanities, Moscow

Abstract

The issue of educational goals setting and university mission determination is crucial for higher education management and outcomes. Although educational goals are a backbone construct, they are seldom addressed, most underestimated, and are hardly considered for calibration in university ratings. The hypothesis of this study was that educational goals of world universities may have relationship with their rankings. The objective of this descriptive conceptual study was to scrutinize universities' strategic missions and trace possible relationship between them and the university's academic success materialized as QS rank. The subject of this study was shared educational goals of three cohorts of randomly selected universities from the QS World University ranking yearbook 2021: the top hundred, the 2-4th hundreds, and 9-12th hundreds of universities. Relying on the framework of a descriptive research the author applied techniques of coding, content analysis, comparison, and interpretation. The research results were presented in a table. The main findings show that each of the three cohorts of universities has a core of similar repeated educational goals; these goals differ across cohorts in thematic dominants that manifest some trends; the goals of the top hundred universities are more clearly articulated, structured, diverse than those of the other cohorts and are shared not only by their cohort but also by universities in the middle and peripheral cohorts. The goals of the top cohort are universal, whereas those of the other cohorts are locally or culturally-marked, which may be related to their rank because they are involved with specificities ignored by the existing ranking scales and require consideration in the future. The results lead to the conclusion that although there is no rigorous dependence between educational goals and ranks, there can hardly be an unequivocally negative answer to the question in the title.

Keywords: Higher Educational Goals, Educational Mission and Values, QS World University  
Ranking.

Charat Khattapan  
ERCICTEL2124052

Investigating the Online Teaching Preparation Program "Online Learning Academy" – The Case  
Study of Examining the Usefulness and Perception of the Course among Online Instructors at  
Dakota State University



	<p style="text-align: center;"><b>Charat Khattapan</b> School of Graduate Studies, Center for Teaching and Learning, Dakota State University, Madison SD, USA</p> <p style="text-align: center;"><b>Abstract</b></p> <p>During the COVID-19 period, most of the classes were shifted from traditional in-class to online learning for many universities across the globe. Some university instructors may have no or limited experience in online class settings and delivery. Many institutions provided training on how to design online classes to their instructors, but the covered topics were scattered. This qualitative research was aimed to investigate the needs of the program, its usefulness, perceptions, and scope of topics that should be covered in the online teaching preparation program. As result of this research, the skills and characteristics of effective online teachers were identified and discussed as well as details on mandatory topics that should be included in the training. The information on how to better prepare new online instructors was also discussed. The research findings were applied to the existing DSU online teaching program or "Online Learning Academy" to enhance the preparation for online instructors, and they can also be applied and utilized to similar professional development at other institutions.</p>
<p><b>Patrick Poon</b> ERCICTEL2124054</p>	<p style="text-align: center;"><b>The Use of Gamification for Blended Learning in Marketing Education</b></p> <p style="text-align: center;"><b>Patrick Poon</b> Department of Marketing and International Business, Faculty of Business, Lingnan University, Hong Kong SAR, China</p> <p style="text-align: center;"><b>Prof. Paul Whitla</b> Faculty of Business Lingnan University, Tuen Mun, Hong Kong SAR</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Owing to the influence of COVID-19, implementation of hybrid teaching which involves blended learning has been widely adopted. The blended learning utilizes and integrates face-to-face and virtual learning experiences. However, students may be new to such pedagogical approach and there is a concern about their engagement and performance in the blended learning environment. In addition to social media, gamification is expected to be an effective method to enhance student engagement and performance in such learning. This study aims to investigate the effectiveness of gamified quiz on student engagement and academic performance in marketing education. Students are expected to be more motivated and achieve better learning outcomes when e-learning activities involve competitive elements. The scoring system enables students to track self-learning progress and receive positive social-comparative feedback among peers. In this study, various gamification software or game-based platforms such as Kahoot, Quizizz and Quiz Whizzer were being examined via a marketing course. The findings based on questionnaire survey and direct measurement of performance show that gamified quiz can lead to an enhancement of student engagement and academic performance. The study also shows a comparison of various game-based platforms and highlights the benefits of the adoption of gamification in teaching and learning. <b>Keywords:</b> Gamification, Marketing Education, Learning Outcome, Student Engagement, Student Performance</p>
<p><b>Tatsiana Tkalich</b> ERCICTEL2124055</p>	<p style="text-align: center;"><b>Managing Interactions in the Educational Community Network</b></p> <p style="text-align: center;"><b>Tatsiana Tkalich</b> School of Business, Belarussian State University, Minsk, Belarus</p> <p style="text-align: center;"><b>Gorachov N.N.</b> School of Business, Belarussian State University, Minsk, Belarus</p> <p style="text-align: center;"><b>Silkovich Y.N.</b> School of Business, Belarussian State University, Minsk, Belarus</p> <p style="text-align: center;"><b>Abstract</b></p>

Sustainable development of the education system requires the harmonious inclusion of modern results of scientific and technological progress in the educational process for the development of students' personality. The intensive development of educational technologies requires an increase in the competencies of both students and lecturers. The application of modern information and communication technologies (ICT) for the development of personal knowledge of lecturers and students is considered.



Achutha Jois  
ERCICTEL2124058

**Co-creation of Global Higher Education brand by engaging Educators and Students: Scale Development and Adoption**

**Achutha Jois**

**Indian Institute of Management Kashipur, Marketing Department, Indian Institute of Management Kashipur, Kashipur, India**

**Somnath Chakrabarti**

**Indian Institute of Management Kashipur**

**Abstract**

Globalization of education sector is transforming higher education sector, thus increasing the need for global education brand building. Higher education sector and brands have to address ever-changing student needs, wants, loyalty and dynamics along with teaching methods. The article aims to develop and adapt scales for select key factors of co-creation. This study adapts from wide range of academic research works to assist building frameworks and models for co-creation of the global higher education brand. Authors mainly focused on western education brands and brands from emerging economies to identify key factors related to global education higher brand building and co-creation. Systematic literature review using PRISMA framework along with in-depth interviews resulted in the identification of key attributes and antecedents. The authors adopted mixed methodology approach, beginning with unstructured open-ended in-depth interviews with educators, students, brand experts and directors of management Institutes. Quantitative methods with random sampling were adopted as the primary methodology to adapt and develop scales. Co-creation of higher education brands depends upon building global recognition of students, professing methods, teaching techniques, global opportunities. Global recognition is primarily driven by global student satisfaction and loyalty, campus culture, academic stimulus, campus infrastructure & scalability, global opportunities, immigration to western countries, pre-selection experience, life at campus and post graduating experience with education brand. The authors focused on higher education brands from select western countries and emerging economies; however, researchers can further expand the scope of study to cover a wider geographical base. The generalizability to the broader education sector needs to be further empirically validated. This paper brings out scales for co-creation and global higher education brand building by bringing students, educators, administrators, brand managers and institutes as co-creators of pedagogy, teaching methods, academic stimulus, and events. Scale Development & Adaption, Co-Creation of Higher Education Brand, Global Brand Building, Education Marketing, Student Loyalty, Student Expectation, Student Experience



F Yudi Limpraptono  
ERCICTEL2125051

**The Development of Internet of Thing Remote Laboratory Based on ESP32**

**F Yudi Limpraptono**

**Electrical Engineering Department, National Institute of Technology Malang**

**Eko Nurcahyo**

**Electrical Engineering Department, National Institute of Technology Malang**

**Ahmad Faisol**

**Electrical Engineering Department, National Institute of Technology Malang**

**Abstract**

This paper will discuss the results of research on the development of an IoT remote laboratory based on ESP32 for learning advanced microcontroller courses at the Electrical Engineering Department of the National Institute of Technology Malang. IoT is closely related to the Industrial Revolution 4.0 because it is one of the main elements that influence many processes in the industry.



From this background, this paper proposes the development of an IoT remote laboratory system to meet the need of the world of electrical engineering education in the era of the industrial revolution 4.0. The design of remote laboratory system is based on embedded system devices that are connected to the internet so that it can be accessed at any time by users from anywhere in the world. The IoT remote laboratory contains an IoT experiment module based on ESP32, that is connected to various sensors and actuators needed for learning and developing IoT-based systems. The remote laboratory is controlled by an embedded web server based on Raspberry Pi 4, which functions for user management and controlling the ESP32 experiment module. Remote laboratory users can program the ESP32 module remotely and can run the experiment module and observe it remotely via the webcam provided in each experiment module. The results of this IoT remote laboratory development are expected to contribute to providing laboratory facilities that are easily accessible remotely for Electrical Engineering education.

**Keyword: Internet of Thing, Remote Laboratory, ESP32, Raspberry Pi 4**



Sheng-Yang Tso  
ERCICTEL2125052

**Using Drama Activities to Improve Gender Equality Education for Students with Moderate Intellectual Disorder**

Sheng-Yang Tso

Faculty of Special Education, University of National Taiwan, Normal University, Taipei, Taiwan

**Abstract**

This paper highlights drama activities as teaching strategy to improve gender equality education for students with Moderate Intellectual Disorder. The researcher recruited a moderate intellectual disorder student who is a 14-year-old student. In this study, single-subject was used. Experimental methods are classified as changing-criterion designs. The dependent is drama activities and the independent is gender equality education. The researcher separate gender equality education into three steps to teach. First, she can say “no” when she faces the sextual harassments. Second, she can quit as soon as possible. Finally, she can tell to the teacher or parents what happen. And the researcher used teacher-made test as a tool to checked the student’s gender equality education. As a result of the study, we find the curve is better than the former phase. Thus, we can conclude that using drama activities as a teaching strategy is good for the student with moderate ID. It can improve gender equality education for the student with moderate ID.

**Keyword: Intellectual Disorder, Drama Activities, Gender Equality Education, Single-Subject.**



Telmuun Zorigt  
ERCICTEL2125053

**The Difference Between Using Paper Dictionary And E-Dictionary Effects in Memorizing New Words**

Telmuun Zorigt

Foreign Language Department, Mandakh University, Mongolia

Oyun-Erdene Tumurbat

Foreign Language Department, Mandakh University, Mongolia

**Abstract**

Nowadays more and more students are using e-dictionary on their smartphones or Google Translate services, rather than using paper dictionary for their foreign language learning process. This action does have many benefits such as saving time, easy to access and so on. Interesetingly, does the time saved by searching a word in e-dictionary is actually worth for the students? Can the learners memorize the words they looked for in less than ten seconds, or the paper dictionary taking at least one minute in average lasts longer in their memory? Human memory can be classified as short term and long term. Looking up a word in e-dictionary takes only a few seconds, and the words they have seen is stored in short term memory, while using paper dictionary allows the learner to recite the word multiple times in their mind or mouth and obviously takes more than just few seconds, usually a minute. This action does help the learner to store the new words in their long-term memory. Taking longer time to look up for a word helps the user to memorize the word in their long-term memory, in this paper we have tried to prove this theory with a proper research.

**Keywords: Paper Dictionary, E-Dictionary, Memorization, Repetition**

Mujazin Mujazin  
ERCICTEL2125056

**Drilling Note-Taking to Engage Academic Listening Students of Third Semester, Universitas Muhammadiyah Surakarta**

Mujazin Mujazin  
Universitas Muhammadiyah Surakarta, Surakarta, Central Java, Indonesia

Angger Septo Mandiri  
Universitas Muhammadiyah Surakarta, Surakarta, Central Java, Indonesia

Ulya Septiana Pratiwi  
Universitas Muhammadiyah Surakarta, Surakarta, Central Java, Indonesia

**Abstract**

This study aims to reveal the role of note-taking drilling in improving students' listening skill and expose learning resources commonly used by students other than TED.COM. The skill of listening and taking notes on what the speaker conveys in academic activities is constrained by the competence and culture of taking notes without a standard form. It is hoped that with this research the factors that hinder interest in drilling note taking can be revealed as well as the emergence of listening sources references for lecturers and students. The main objective is to strengthen academic listening so that they are able to understand formal monologues from native speakers well. This research was conducted with a classroom action research approach for third semester students at the Universitas Muhammadiyah Surakarta. The results of the initial research found obstacles, firstly, students were getting to know note taking culture for the first time including being unfamiliar with TED.COM events to hone their listening. Second, what students feel is the high speed of native speakers in delivering presentations so that it has an impact on lost vocabulary understanding. Third, the factor of tone of voice, accent and intonation is also a separate challenge that must be found a solution. The results of the second cycle of research showed first, there was a positive change in 3rd semester students because in the second cycle they were given strengthening of note-taking theory and variations of audio listening. Second, students have varied learning resources, so it is recommended for educators to also understand student learning resources. In addition, students become accustomed to and benefit from note taking to engage their academic listening classroom and at the same time strengthen their writing.

**Keywords:** Note-Taking, Class Action Research (CAR), TED.COM, Engage, Cycle

**LISTENERS**

Asmita Mishra  
Department of Mathematics, Marwar Buisness School (An affiliated P.G. College of D.D.U.GKP. University, Gorakhpur),  
Deen Dayal Upadhyay Gorakhpur University, Gorakhpur, India  
ERICICTEL2010082

Aeshah Abdullah Alshehri  
Masters of Education, University of the Incarnate Word,  
Riyadh, Saudi Arabia  
ERICICTEL2017072

Tijjani Bukar  
Office of the Registrar, University of Maiduguri, Borno State, Nigeria  
ERICICTEL2026054

Monther Alluhaidah  
School of Languages, Literature, and Linguistics, University of Bangor, Bangor, UK  
ERICICTEL2026073

Marwah Alahmadi  
Master Degree Student, Bangor University School of Education, Gwynedd, UK  
ERICICTEL2029058

Badryah Alalawi  
Applied Linguistics, University of Nottingham, Nottingham, United Kingdom  
ERICICTEL2029060



Rami Alqrafi  
Faculty of Arts, Cultures and Education, University of Hull, Manchester, UK  
ERCICTEL2029061

Samuel Doe  
Department of Education, Ghana Education Service, Jacobu, Ghana  
ERCICTEL2113064

Fatima Alali  
English language Unit, College of Engineering, Kuwait University, Kuwait  
ERCICTEL2113070

Ingrid Dr. Wallner-Lippler  
ÖGK, Austria  
ERCICTEL2116074

Natalia Moszak  
Faculty of Ceramics and Glass, The Eugeniusz Geppert Academy of Art and Design, Wroclaw, Poland  
ERCICTEL2115065

Claude Kikuati Nttila  
Sciences Informatiques, Informatique De Gestion, Institut Supérieur D'informatique, Programmation Et Analyse (I.S.I.P.A.),  
Kinshasa, Democratic Republic of Congo  
ERCICTEL2117070

Eric Luyeye Makumbi  
Informatique De Gestion, Institut Supérieur D'informatique, Programmation Et Analyse (I.S.I.P.A.), Kinshasa, Democratic  
Republic of Congo  
ERCICTEL2117078

Maria Cândida Gonçalves  
Faculty of Humanities, University of Cape Verde, Cape Verde  
ERCICTEL2118065

Mohammed Alshehri  
School of Educational Studies, Universiti sSains Malaysia, Kuala Lumpur, Malaysia  
ERCICTEL2120054

Waleed Alotaibi  
Faculty of Education, Bangor University, Bangor, Wales, United Kingdom  
ERCICTEL2121070

Oluchi Victoria Ajoku Edmonson  
Department, English Education, Proprietor Zest Kids School, Onitsha, Anambra State, Nigeria  
ERCICTEL2121074

Mohammed Alshahrani  
Faculty of Education, Bangor University, Lancaster, United Kingdom  
ERCICTEL2121075

Waleed Alotaibi  
Faculty of Education, Bangor University, Bangor, Wales, United Kingdom  
ERCICTEL2121070

Oluchi Victoria Ajoku Edmonson  
Department, English Education, Proprietor Zest Kids School, Onitsha, Anambra State, Nigeria  
ERCICTEL2121074

Mohammed Alshahrani  
Faculty of Education, Bangor University, Lancaster, United Kingdom  
ERCICTEL2121075

Jana Miková  
Faculty of Education, Palacký University, Olomouc, Czech Republic  
ERCICTEL2123085

## Upcoming Conferences

<https://teraevents.org/tera>





*Rasmitadila et al., 2021*

*Volume 5 Issue 3, pp. 129-143*

*Received: 15<sup>th</sup> September 2021*

*Revised: 20<sup>th</sup> December 2021, 03<sup>rd</sup> January 2022, 09<sup>th</sup> January 2022*

*Accepted: 10<sup>th</sup> January 2022*

*Date of Publication: 20<sup>th</sup> January 2022*

*DOI- <https://doi.org/10.20319/pijtel.2021.53.129143>*

*This paper can be cited as: Rasmitadila, Humairaa, M. A., Rachmadtullah, M. & Putri, A. A. (2021). Inclusive Elementary School Expectations University Engagement: Inclusive Education Practices in Indonesia. PUPIL: International Journal of Teaching, Education and Learning, 5 (3), 129-143.*

*This work is licensed under the Creative Commons Attribution-NonCommercial 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.*

## **INCLUSIVE ELEMENTARY SCHOOL EXPECTATIONS UNIVERSITY ENGAGEMENT: INCLUSIVE EDUCATION PRACTICES IN INDONESIA**

**Rasmitadila**

*Department of Elementary School Teacher Education, Universitas Djuanda, Bogor, Indonesia*  
*[Rasmitadila@unida.ac.id](mailto:Rasmitadila@unida.ac.id)*

**Megan Asri Humaira**

*Department of Elementary School Teacher Education, Universitas Djuanda, Bogor, Indonesia*  
*[Megan.asri@unida.ac.id](mailto:Megan.asri@unida.ac.id)*

**Reza Rachmadtullah**

*Department of Elementary School Teacher Education, Universitas PGRI Adi Buana Surabaya, Surabaya, Indonesia*  
*[rezarachmadtullah@unipasby.ac.id](mailto:rezarachmadtullah@unipasby.ac.id)*

**Ayu Anggraini Putri**

*Department of International Relations, Universitas Nasional, Jakarta, Indonesia*  
*[Ayuanggraini2000@gmail.com](mailto:Ayuanggraini2000@gmail.com)*

---

### **Abstract**

*The involvement of universities in inclusive education in inclusive elementary schools is still not maximal, and the real impact can be felt for improving the quality of inclusive primary schools.*

*This study aims to explore the opinion of general teachers (GT) on the expectations of university involvement in inclusive education practices in Indonesia. Data were collected using semi-structured interviews of forty GTs in two provinces in Indonesia. Data were analyzed using thematic analysis. The research resulted in three main themes: inclusive school mentoring, majors relevant to inclusive education in universities, and students' understanding in an inclusive classroom. Universities must meet the needs of elementary school graduates who will teach inclusive classrooms based on the problems faced by GTs so far, including academic and non-academic aspects. The results of this research are significant for universities to design courses that are relevant and in line with the needs of inclusive elementary schools. For this reason, all decision-makers at the university must be able to make and establish rules following the analysis of the needs of inclusive education practices.*

**Keywords**

Inclusive Elementary School, University, Inclusive Education, Inclusive Classroom, Academic

---

**1. Introduction**

Implementing inclusive education in inclusive elementary schools must involve all internal and external parties. The involvement of internal parties such as the principal, teachers, school staff, students, and parents is one unit that must support each other solidly. Meanwhile, external parties such as the community, universities, and relevant experts also play a significant role. Good cooperation between the two parties provides an excellent opportunity to solve all the problems in inclusive education, especially in Indonesia. In particular, universities have a significant role in producing graduates - in education - who are expected to implement inclusive education practices in inclusive elementary schools (Kozibroda et al., 2020). Universities that organize special teacher education study programs or elementary school teacher education courses that hold inclusive education courses are an effort to bridge the needs and fulfillment of problem-solving in inclusive elementary schools. The university is expected to meet the needs of prospective elementary school teachers with problems that occur in elementary schools (Baharuddin & Dalle, 2019). The subjects' programs must be able to be concretely practiced by prospective elementary school teachers. When teaching, they can carry out instruction with the competencies that have been obtained at the university.



But so far, the involvement of universities in inclusive education in inclusive elementary schools has not been maximized, and the real impact can be felt for improving the quality of inclusive elementary schools (Causton-Theoharis et al., 2011; Gross, 2015). The school has only resolved the problems that occur in inclusive schools. There is rarely any direct involvement of the university that can contribute as problem solvers. For example, inclusive teachers find it difficult to design instruction according to their class characteristics with a variety of students with different abilities. Problems in instruction cause the teacher not to have the right and effective way of designing instruction.

Meanwhile, regulations from the government require that all elementary schools accept students with special needs to study together in regular primary schools. This condition causes the accumulation of problems in inclusive practices faced by inclusive teachers. Another problem is that universities have not been able to identify problems in inclusive elementary schools, so there is a gap between the material presented in university classes and the reality in inclusive elementary schools (Jacobs-Bell, 2014). As a result, graduates who teach in inclusive schools have not solved the problems in inclusive classrooms.

For this reason, universities must identify and analyze problems that often occur in inclusive elementary schools so that they become lecture topics or materials that can contribute to problem-solving for elementary school teacher graduates. Furthermore, universities must make a good portion of teacher theory and practice relevant to the existing instruction conditions in elementary schools (Li, 2020). All problems in implementing inclusive education with the need for inclusive education course materials must become a solution in the real practice of inclusive education in inclusive elementary schools. Inclusive elementary schools give high hopes for the university's involvement to develop inclusive education through the latest research on inclusive education (Ainscow & Sandill, 2010). The research is expected to solve problems and provide school members with implementing inclusive education. This study explores general teacher (GT) expectations regarding university involvement in inclusive education in Indonesia.

## **2. Literature Review**

This study uses several theories related to inclusive education and inclusive schools. Inclusive schools are part of the implementation of inclusive education. Through inclusive schools,

the advantages and disadvantages of inclusive education can be seen as an effort to provide the best service for all children, in achieving education without discrimination.

## **2.1. Inclusive Education**

Inclusive education illustrates that every child with uniqueness, limitations, weaknesses, and even advantages has the same right to get a proper education, participate in classrooms, and a conducive environment in getting achievements tailored to each child's abilities. According to the United Nations Educational & Scientific and Cultural Organization (UNESCO, 2008), that inclusive education is:

*"Inclusive education is concerned with removing all barriers to learning and with the participation of all learners vulnerable to exclusion and marginalization. It is a strategic approach designed to facilitate learning success for all children. It addresses the common goals of decreasing and overcoming all exclusion from the human right to education, at least at the elementary level, and enhancing access, participation and learning success in quality basic education for all".*

Inclusive education is concerned with removing all barriers to learning and the participation of all students vulnerable to separation and marginalization. It is a strategic approach designed to facilitate successful learning for all children. It aims to reduce and address all exclusions from the human right to education, at least at the primary level, and increase access, participation, and success in quality primary education for all learning. According to Puri & Abraham (2004), inclusive education is education based on human rights and democratic principles as part of the concern in developing an inclusive society to ensure that some students are not neglected. Another opinion was expressed by Porter & Smith (2012) that inclusive education is a place where students including students with disabilities and other special needs are educated in regular classes with their peers in their school environment. In addition, according to Corbett (2002), Fevrier (2013) emphasizes inclusive education about the quality of education, which focuses on learning development practices that are responsive to various learning styles.

Meanwhile, Stubbs (2002); Hankebo (2018) argues that inclusive education is a strategy that promotes effective universal education because it creates schools that are responsive to the diverse needs of children and communities that ensure access and quality of education. According to Miller et al. (2017); Mitchell (2014) state that inclusive education is a multi-component or multi-



strategy strategy that places curriculum adjustments, teaching methods, assessments and even accessibility for every student and educator in the classroom.

Inclusive education in Indonesia is regulated by the Regulation of the Minister of National Education of the Republic of Indonesia Number 70 of 2009 concerning Inclusive Education for Students Who Have Abnormalities and Have Potential Intelligence and Special Talents, Article 1 that inclusive education is a system of providing education which provides opportunities for all students who have disabilities and have the potential for intelligence and special talents to participate in education or learning in an educational environment together with students in general. Furthermore, article 2 states that the objectives of inclusive education are: (1) To provide the widest possible opportunity for all students who have physical, emotional, mental, and social disabilities or have the potential for intelligence and special talents to obtain quality education according to their needs and abilities; (2) Realizing the implementation of education that respects diversity, and is not discriminatory for all students as referred to in letter a.

Inclusive education provides education for all children, including those with disabilities and other special needs who are educated in regular classes and their peers to achieve their learning and social success by using certain strategies in its implementation. Therefore, inclusive education emphasizes meeting the needs of every child, without discrimination and differences in getting decent and fair educational services in an opportunity and learning together with other children to achieve the real educational goals.

## **2.2. Inclusive School**

Since it was stated in The Salamanca Statement 1994, inclusive education must be implemented by establishing inclusive schools that provide services for all children, including children with special needs. The main challenge in inclusive schools in developing pedagogy centered on children's abilities, weaknesses, strengths, and "handicaps." The advantage of inclusive schools is providing quality education for every child. Still, they are an essential step in changing discriminatory or unfair attitudes in people's lives to create an inclusive society.

Inclusive schools develop a strong commitment to accepting and respecting various forms of diversity and are sensitive to cultural issues by setting high but realistic standards (Mitchell, 2014; Theoharis & Causton, 2014). Schools included in the category of inclusive schools according to Rasmitadila & Anna (2018); Rose & Howley (2006) is a school with teachers who have good skills and a high commitment to meeting all the needs of students with their diversity.

In addition, inclusive schools provide diversity and difference by viewing them as a place to produce humans who have empathy, compassion, and mutual respect for fellow human beings.

Inclusive schools emphasize learning for all students, with their obstacles, weaknesses, and strengths. All students have different learning styles and ways according to their abilities. The elements that underlie the development of inclusive schools according to the Center for Studies on Inclusive Education (CSIE) consist of: (1) Community-based schools, all community members accept the existence of inclusive, open, positive schools in diversity; (2) Inclusive schools can be accessed by everyone which is not limited to physical buildings but includes curriculum, school support systems and communication that all members of the community can follow; (3) Offering cooperation with other schools or collaborating in its development not to compete with other schools; (4) Placing equality, namely the democratization of all members who have the same responsibilities and rights to be able to develop the inclusiveness provided by the school jointly.

### **3. Research Methods**

This research uses a case study approach to obtain and examine data on a particular phenomenon or event. The subject of a case study in an educational context can be people, students, or school staff members of the school community (Crowe et al., 2011). The data generated from case studies are used to explain and describe a case that is deep and detailed in life comprehensively real (Yin, 2012).

#### **3.1. Participants**

Participants in this study were forty inclusive elementary school general teachers (GT) from schools designated as inclusive and general elementary schools that accept special needs students (SNS). GTs come from forty inclusive elementary schools from West Java and DKI Jakarta, Indonesia, and have experience teaching inclusive classrooms. All participants have had experience teaching in inclusive classrooms, with teaching time at most from 1-5 years. In addition, the education level of the most widely used is the bachelor level. Meanwhile, the GT taught types of SNS to consist of ADHD, slow learner, deaf, autism, down syndrome, speech impaired, learning difficulties, dyslexia, and dyscalculia.

#### **3.2. Data Collection**

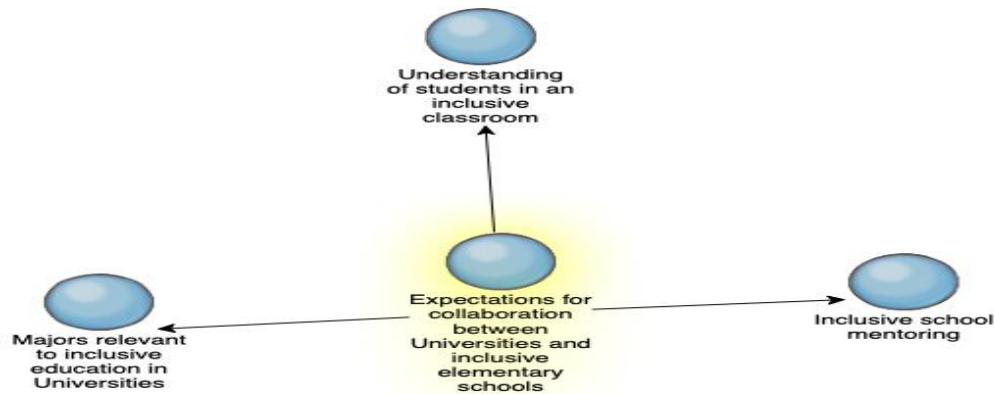
Data collection was carried out by semi-structured interviews with open-ended questions conducted between the researcher and GT as participants. The researcher created an interview



guide validated by two experts in the inclusive field and developed questions provided by the participants. Interviews were conducted for about 1-2 hours for each participant. In one day, as many as four respondents were interviewed, so a total of 10 days to carry out the interview. Interviews were conducted online using the Zoom application and by recording the interview contents. Then, the researcher transcribed all the interview content according to the interview's contents (Verbatim). The interview material relates to the involvement of universities in the practice of inclusive education in inclusive elementary schools, including the barriers, roles, and problems faced by inclusive elementary schools during inclusive practice (See Appendix 1).

### 3.3. Data Analysis

Data analysis used thematic analysis techniques to explore the opinion of the GTs. The data generated from each participant in the form of responses were made in several stages. In the first stage, codes (keywords) representing participant statements are made not to overlap. The second stage is the categorization of the codes that have been made. With the researcher's large amount of data, coding and categorization easier used the Nvivo 12 application. Finally, all interview data were entered and given codes and categories. Researchers analyze each categorization to allow for the integration or unification of codes to be more effective. This inductive technique enables the identification of themes expressed by participants in response to research questions (Liu, 2011).



**Figure 1:** Results of data analysis inclusive elementary school expectations for university engagement

(Source: Rasmitadila, et.al (2021))

## 4. Results and Discussion

The results of the data analysis consisted of three main themes: inclusive school mentoring, majors relevant to inclusive education in universities, and understanding of students in an inclusive classroom.

#### **4.1. Inclusive School Mentoring**

Assistance for schools inclusive according to GT needs to be done by universities. Several important issues in this assistance include human resource development, improved instruction in inclusive classrooms, understanding of inclusive education. Human resource development in inclusive schools must involve all school members. Because the successful practice of inclusive education only can be successful if all school members support inclusive practice (Moriña, 2017). There are still many school members who have not fully supported inclusive practices in the field. Support from the community, parents, school authorities (school principals, teachers, school staff, students) has not fully implemented inclusive education (Alothman, 2014). Support for GTs and special assistant teachers (SAT) still needs improvement, such as developing various instructional strategies in an inclusive classroom. Besides, the involvement of school principals in determining policies and rules for inclusive schools must continuously improve to implement the quality of inclusive education practices maximally (Villa & Thousand, 2016). All policies must be based on principles. The latest scientific developments must continuously upgrade to ensure inclusive practices in inclusive elementary schools properly. Meanwhile, the improvement of inclusive services, which are the duty of school staff, must constantly be improved. Such as the provision of facilities and infrastructure for inclusive schools suitable for an inclusive environment to support all students' academic and non-academic activities in inclusive elementary schools.

Mentoring programs for inclusive schools that universities can also carry out must increase instruction in inclusive classrooms (Sharma, 2018). The problem that often occurs and is most important in inclusive classrooms is the difficulty of GTs in designing effective instructional strategies that suit the needs and characteristics of all students. The university expected to develop various innovative and creative instructional strategies, which can implement in inclusive elementary schools. This statement, as stated by one of the GT:

*"I hope the university can develop methods of innovative learning that can be practiced in inclusive classrooms so that instruction can take place following the characteristics of an inclusive classroom."*

In line with the development strategy of instruction in an inclusive classroom, the fundamental thing is very. The university can provide an understanding of inclusive education to all school members. The implementation of inclusive education will not run well if all school members do not understand the nature of inclusive education (Ntombela, 2011). The understanding of all school members about inclusive education has consequences for all procurement of inclusive education components. Components such as inclusive school facilities and infrastructure, instruction, costs to be paid by schools, and readiness of human resources are part of school assistance that can carry out between universities and inclusive elementary schools (Ediyanto et al., 2017; Rasmitadila et al., 2020).

University assistance to inclusive elementary schools is a form of moral responsibility in the success of inclusive education. Universities must produce graduates such as elementary school teacher education courses who must teach in inclusive elementary schools with diverse or inclusive students. Graduates must overcome all the problems in inclusive classrooms based on their learning experiences and practices while at university to be applied in inclusive elementary schools. University assistance to inclusive elementary schools must periodically carry out the university's positive involvement in solving problems in inclusive schools (Waitoller & Kozleski, 2013).

#### **4.2. Majors Relevant to Inclusive Education**

The hope of GTs, which is very important to universities, is the department relevant to inclusive education in universities (Mag et al., 2017). GTs who has been teaching in inclusive classrooms are not relevant or have not received special education about inclusive education. As a result, it is difficult for GTs to practice inclusive education in inclusive classes. The problems faced by GTs, such as understanding the characteristics of SNSs are significant for GTs. So that can do learning problems and how to handle SNSs. Programs relevant to inclusive education, such as special education that are dominant with teachers' understanding of the characteristics of SNSs, creating individual learning programs (IEP), or identifying and assessing students are competencies that GTs must possess. This statement was put forward by one of the GT:

*" What I hope is that the college can provide a special education department because there are very few universities that provide that department in Indonesia. Even though all teachers now have to teach inclusive classes. "*



The university must meet the limitations of every inclusive school, especially in improving the quality of inclusive teachers (Göransson & Nilholm, 2014). In inclusive schools, not all GTs who teach in inclusive classrooms have a special education background that focuses on handling SNSs. The rules in the current government, general schools must accept SNSs regardless of their students' family background and characteristics. Consequently, all GTs must be able to serve and carry out instruction with the characteristics of all students. So, to overcome this condition, universities are expected to organize majors relevant to inclusive education. Such as a special education major, or at least there are inclusive courses in the teacher education major so that graduates or teacher candidates can practice inclusive education in inclusive classrooms.

### **4.3. Understanding of Students in an Inclusive Classroom**

The problem that GTs often experiences in an inclusive class is the difficulty of GT in understanding the characteristics and types of SNSs. To understand the characteristics of all students, GT must identify and then assess (in collaboration with a psychologist) students who tend to have special needs. To carry out identification, not all teachers understand how to identify and or have the instruments provided by the school (Callejo & Zapatera, 2017). The problem is getting a lot because not all of the GT backgrounds special education teachers or teachers who get courses inclusive education in college, so it is difficult for teachers to carry identification. This statement was made by one of the GT:

*" I also need assistance in identifying students so that I know what kind of condition and type of students are."*

Another impact is that when GT cannot identify all students, including SNSs, the services provided to SNSs are inappropriate and appropriate. If GT understands characteristics and needs, it will give some students with certain characteristics with handling and services. The differences and array of diverse SNSs in inclusive classrooms require special focus and handling in academic and non-academic aspects (Pather, 2015; Rasmitadila et al., 2021). In the academic aspect, the instruction method that must be designed by GT must be able to adapt to the characteristics of the SNSs. The material delivered by GT can be appropriately understood according to the ability SNSs. Likewise, with non-academic aspects, if SNSs experience emotional conditions that are difficult to control, the GTs will be easier to handle according to the characteristics of SNSs.

For this reason, the assistance carried out by universities to inclusive elementary schools, especially in providing an understanding of the characteristics and services of SNSs (Jordan et al.,

2009), must be carried out intensively and continuously, both in training activities for GTs in inclusive schools. Another activity is to make scheduled face-to-face visits so that the school always gets the correct and up-to-date information that can practice in inclusive classrooms.

## **5. Conclusions**

The hope of inclusive elementary schools for university involvement in inclusive education in Indonesia can be done in a scheduled mentoring program and is carried out continuously. It is hoped that the engagement of universities in the practice of inclusive education can meet and solve the problems often faced by inclusive elementary schools, especially by teachers in inclusive classrooms. Universities must meet the needs of elementary school graduates who will teach inclusive classes based on the problems faced by GTs so far, including academic and non-academic aspects. The results of this study are significant for universities that provide elementary school teacher education and those that conduct courses inclusive education to design systems that are relevant and in line with the needs of teachers in inclusive primary schools. For this reason, all decision-makers at the university must be able to make and establish rules according to the analysis of the needs of inclusive education practices.

This study has limitations, especially related to the number of respondents involved, and in the conditions of the Covid-19 pandemic, it causes limited access and communication between researchers and respondents. Nevertheless, it is hoped that there will be involvement of the number of respondents who can represent the number of inclusive elementary schools that can provide maximum research results in the future.

## **6. Acknowledgment**

The authors wish to thank the Ministry of Education, Culture, Research, and Technology of Indonesia as a part of the Research Grant PTUPT (2021). Thank the Directorate of Research and Service of Universitas Djuanda, which supported the research.

## **REFERENCES**

Ainscow, M., & Sandill, A. (2010). Developing inclusive education systems: The role of organisational cultures and leadership. *International Journal of Inclusive Education*, 14(4), 401–416. <https://doi.org/10.1080/13603110802504903>

- Alothman, A. (2014). *Inclusive education for deaf students in Saudi Arabia: Perceptions of schools principals, teachers and parents* (Doctoral dissertation, University of Lincoln).
- Baharuddin, B., & Dalle, J. (2019). Transforming learning spaces for elementary school children with special needs. *Journal of Social Studies Education Research*, 10(2), 344–365.
- Callejo, M. L., & Zapatera, A. (2017). Prospective primary teachers' noticing of students' understanding of pattern generalization. *Journal of Mathematics Teacher Education*, 20(4), 309–333. <https://doi.org/10.1007/s10857-016-9343-1>
- Causton-Theoharis, J., Theoharis, G., Bull, T., Cosier, M., & Dempf-Aldrich, K. (2011). Schools of promise: A school district—University partnership centered on inclusive school reform. *Remedial and Special Education*, 32(3), 192–205. <https://doi.org/10.1177/0741932510366163>
- Corbett, J. (2002). *Supporting inclusive education*. Routledge.
- Crowe, S., Cresswell, K., Robertson, A., Huby, G., Avery, A., & Sheikh, A. (2011). The case study approach. *BMC Medical Research Methodology*, 11(1), 1–9. <https://doi.org/10.1186/1471-2288-11-100>
- Ediyanto, E., Atika, I. N., Kawai, N., & Prabowo, E. (2017). Inclusive education in Indonesia from the perspective of Widyaaiswara in Centre for Development and empowerment of teachers and education personnel of kindergartens and special Education. *IJDS: INDONESIAN JOURNAL OF DISABILITY STUDIES*, 4(2), 104–116. <https://doi.org/10.21776/ub.ijds.2017.004.02.3>
- Fevrier, M. M. (2013). *The challenges of inclusive education in Haiti: Exploring the perspectives and experiences of teachers and school leaders* (Doctoral dissertation, Union Institute and University).
- Göransson, K., & Nilholm, C. (2014). Conceptual diversities and empirical shortcomings – a critical analysis of research on inclusive education. *European Journal of Special Needs Education*, 29(3), 265–280. doi:[10.1080/08856257.2014.933545](https://doi.org/10.1080/08856257.2014.933545)
- Gross, J. (2015). Strong School-Community Partnerships in Inclusive Schools Are" Part of the Fabric of the School... We Count on Them". *School Community Journal*, 25(2), 9–34.
- Hankebo, T. A. (2018). Inclusive education as an approach to reduce inequitable access to education: Exploring the practices of Jegnoch Metasebiya primary school in Harar town,



- Ethiopia. *Journal of Teacher Education and Educators*, 7(2), 123–138.  
<https://doi.org/10.12973/iji.2018.11333a>
- Jacobs-Bell, T. (2014). *Attitudes and inclusive practices: A dilemma for elementary school principals and special education administrators* (Doctoral dissertation, Capella University).
- Jordan, A., Schwartz, E., & McGhie-Richmond, D. (2009). Preparing teachers for inclusive classrooms. *Teaching and Teacher Education*, 25(4), 535–542.  
<https://doi.org/10.1016/j.tate.2009.02.010>
- Kozibroda, L. V., Kruhlyk, O. P., Zhuravlova, L. S., & Chupakhina, S. V. (2020). Practice and Innovations of Inclusive Education at School. *International Journal of Higher Education*, 9(7), 176–186. <https://doi.org/10.5430/ijhe.v9n7p176>
- Li, Z. (2020). Collaborative research approaches between universities and schools: The case of New Basic Education (NBE) in China. *Educational Studies*, 46(4), 385–403. <https://doi.org/10.1080/03055698.2019.1587593>
- Liu, L. (2011). An international graduate student's ESL learning experience beyond the classroom. *TESL Canada Journal*, 77–92. <https://doi.org/10.18806/tesl.v29i1.1090>
- Mag, A. G., Sinfield, S., & Burns, T. (2017). *The benefits of inclusive education: New challenges for university teachers*. 121, 12011. <https://doi.org/10.1051/mateconf/201712112011>
- Miller, N. C., McKissick, B. R., Ivy, J. T., & Moser, K. (2017). Supporting diverse young adolescents: Cooperative grouping in inclusive middle-level settings. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 90(3), 86–92.  
<https://doi.org/10.1080/00098655.2017.1285661>
- Mitchell, D. (2014). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Routledge.
- Moriña, A. (2017). Inclusive education in higher education: Challenges and opportunities. *European Journal of Special Needs Education*, 32(1), 3–17.  
<https://doi.org/10.1080/08856257.2016.1254964>
- Ntombela, S. (2011). The progress of inclusive education in South Africa: Teachers' experiences in a selected district, KwaZulu-Natal. *Improving Schools*, 14(1), 5–14. <https://doi.org/10.1177/1365480210390082>

- Pather, S. (2015). *Pre-entry academic and non-academic factors influencing teacher education students' first-year experience and academic performance* (Doctoral dissertation, Cape Peninsula University of Technology).
- Porter, G. L., & Smith, D. (2012). *Exploring inclusive educational practices through professional inquiry*. Springer Science & Business Media.
- Puri, M., & Abraham, G. (2004). *Handbook of inclusive education for educators, administrators and planners: Within walls, without boundaries*. Sage.
- Rasmitadila, R., & Anna, R. S. T. (2018). Readiness of general elementary schools to become inclusive elementary Schools: A preliminary study in Indonesia. *International Journal of Special Education*, 33(2), 366–381.
- Rasmitadila, R., Widyasari, W., Teguh, P., Megan Asri, H., Reza, R., Achmad, S., Muhammad, N., & Rusi Rusmiati, A. (2020). Model of instructional strategy based on the brain's natural learning system in inclusive classrooms: Special teacher perceptions. *International Journal of Advanced Science and Technology*, 29(7), 3200-3211
- Rasmitadila, R., Widyasari, W., Teguh, P., Reza, R., Achmad, S., & Rusi Rusmiati, A. (2021). General Teachers' Experience of The Brain's Natural Learning Systems-Based Instructional Approach in Inclusive Classroom. *International Journal of Instruction*, 14(3), 95–116. <https://doi.org/10.29333/iji.2021.1436a>
- Regulation of the Minister of National Education of the Republic of Indonesia Number 70 of 2009 concerning Inclusive Education for Students Who Have Abnormalities and Have Potential Intelligence and/or Special Talents.
- Rose, R., & Howley, M. (2006). *The practical guide to special educational needs in inclusive primary classrooms*. Sage.
- Sharma, U. (2018). Preparing to teach in inclusive classrooms. In *Oxford Research Encyclopedia of Education*. <https://doi.org/10.1093/acrefore/9780190264093.013.113>
- Stubbs, S. (2002). *Pendidikan Inklusif-Ketika hanya ada sedikit sumber*. Oslo: Atlas Alliance.
- Theoharis, G., & Causton, J. (2014). Leading inclusive reform for students with disabilities: A school-and systemwide approach. *Theory Into Practice*, 53(2), 82–97. <https://doi.org/10.1080/00405841.2014.885808>
- United Nations Educational, & Scientific and Cultural Organization. (2005). *Guidelines for Inclusion: Ensuring Access to Education for All*. UNESCO.

- Villa, R., & Thousand, J. (2016). *The Inclusive Education Checklist: A Self-Assessment of Best Practices*. National Professional Resources, Inc./Dude Publishing.
- Waitoller, F. R., & Kozleski, E. B. (2013). Understanding and Dismantling Barriers for Partnerships for Inclusive Education: A Cultural Historical Activity Theory Perspective. *International Journal of Whole Schooling*, 9(1), 23–42.
- Yin, R. K. (2012). *Case study methods*. In H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds.), *APA handbook of research methods in psychology, Vol. 2. Research designs: Quantitative, qualitative, neuropsychological, and biological* (pp. 141–155). American Psychological Association. <https://doi.org/10.1037/13620-009>

## **Appendix 1**

### **Questioner of interview**

1. Has there been a relationship between universities and inclusive elementary schools?
2. Why is there a need for a relationship between universities and inclusive elementary schools?
3. What are the benefits of cooperative relationships between universities and inclusive elementary schools?
4. What is the role of universities in helping inclusive elementary schools in solving problems so far?
5. What is an example of a cooperative relationship between a university and an inclusive elementary school?