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MESSAGE FROM THE HOSTING PARTNER ICEDU 2018

The University of Northern Colorado (UNC) is a proud hosting partner of the Fourth International Conference on Education to be held in Bangkok in April of 2018. This is our third time to collaborate with the International Institute on Knowledge Management to organize this important conference. The University is excited to be a part of a conference that allows scholars and practitioners in education from around the world, and especially South East Asia, to present their research and their practical ideas in order to enhance education.

We have a long tradition in education, having been founded in 1889 as a State Normal School to prepare elementary school teachers. Since then UNC has grown to become a comprehensive university of about 13,200 students that offers over 100 undergraduates programs and a wide range of graduate programs, especially in education. UNC prepares the largest number and broadest array of teachers in the Rocky Mountain Region of the United States. Our graduate programs, offered on campus and online, prepare educators for virtually every job in a school including superintendent, principal, teacher leader, teacher, educational coach, school psychologist, nurse, nutritionist, audiologist, and educators working with students with special needs, including the visually and hearing impaired.

UNC’s education programs have earned a range of prestigious awards including the Christa McAuliffe Award for Excellence in Teacher Preparation. Some of our programs have been nationally ranked by US News and World Reports. Our faculty members publish in high quality journals and are regularly the recipients of large grants, such as a recent $2.2Million grant to collaborate with rural school districts in Colorado, USA.

This International Conference on Education fits with the mission of UNC to improve scholarship and educational practice worldwide. We believe that researchers and practitioners, coming together at conferences such as this one, can advance the quality of education received by students worldwide.

More information about UNC and our programs can be obtained from our website (www.unco.edu) or by talking to Eugene Sheehan (eugene.sheehan@unco.edu), Dean of the College of Education and Behavioral Sciences and Conference Chair, or Teresa McDevitt (Teresa.mcdevitt@gmail.com), conference keynote speaker and emeritus professor.
MESSAGE FROM THE CONFERENCE CHAIR ICEDU 2018

College of Education and Behavioral Sciences

Office of the Dean

Hello and welcome to Bangkok, Thailand, and to the Fourth International Conference on Education.

It is my great pleasure to serve as conference chair for the third time for the International Conference on Education, organized by the International Institute of Knowledge Management (TIIKM). The University of Northern Colorado (www.unco.edu), my home institution, is proud to be a hosting partner. I attended the first conference in Beijing and was chair for the last two conferences in Bangkok and Kuala Lumpur. Both conferences were lively events where education researchers and practitioners from around the world came together to discuss a wide array of important issues in education.

This year promises to be equally stimulating. The theme around Sharing Knowledge, Building Dreams is purposely broad so that we could have an eclectic array of papers ranging over a variety of themes including such topics as innovative educational practices, learning sciences, curriculum that works, and more. We will have about 150 papers from about 25 countries. So we are truly international.

I want to thank TIIKM for organizing the conference and for attending to all the logistical details including the hotel, meals, program, and all aspects of conference planning.

I hope during your time at the conference that you take the opportunity to engage with your peers to discuss your ideas for research and practice and that you ask questions of the presenters. There will be plenty of opportunities for collaboration. We will all benefit from our combined participation at this Fourth International Conference on Education.

I also hope you spend some time exploring Bangkok, one of my favourite cities.

Conference Chair ICEDU 2018,
Eugene P. Sheehan,
Dean, College of Education and Behavioural Sciences,
University of Northern Colorado,
USA.
# PLENARY SPEECHES

innovative educational practices: problem solving method for independent learning in Mathematics  
*S.T. Mehmood*

Are you working hard? comparing two measures of mental effort during a learning task  
*B.D. Beitzel*

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PLENARY SPEECHES
INNOVATIVE EDUCATIONAL PRACTICES: PROBLEM SOLVING METHOD FOR INDEPENDENT LEARNING IN MATHEMATICS

S.T. Mehmood

Department of Education, International Islamic University, Islamabad, Pakistan

ABSTRACT

There is only surface learning in Mathematics which causes rote learning among students. The students cannot apply the subject knowledge in their real life and hence do not continue with the subject and cannot become the independent discover as well. Polya’s Problem solving method is the method by which students can be made independent discoverer. The focus of the method is not what to learn but how to learn. It is a method by which ability of problem solving can be developed. The intent of the study was to find out the affect of this method on the learning of mathematics with special reference to solve daily life problems. The objectives of this study were (i) to find out the affect of problem solving method of teaching on the solving of daily life problems independently and (ii) to know the strength of the method on the traditional method of teaching. The sample of the study was thirty 8th grade students of a public school in Islamabad. For collecting the quantitative data regarding the effect of problem solving method on solving the daily life problems the pretest-posttest design was used. T-Test was applied on the scores of pre-test and post-test which showed a significance difference in results. This fact revealed that by teaching through problem solving students can solve the daily life problems independently and this method showed better results as compare to traditional method. Hence it can be used for teacher training purpose.

Keywords: independent learning, problem solving method, mathematics
ARE YOU WORKING HARD? COMPARING TWO MEASURES OF MENTAL EFFORT DURING A LEARNING TASK

B.D. Beitzel

SUNY Oneonta, USA

ABSTRACT

Human learners are constrained by the architectural limitations of the exclusive space dedicated to active cognitive processing, most commonly known as working memory. Because of its limited capacity, working memory activities must be prioritized effectively in order to promote optimal learning. Determining the cognitive demand of learning tasks is an important priority for educators because placing inordinately high demands on students’ cognitive processing systems will not result in the desired learning outcomes. This paper explores two alternative approaches to measuring the demand on working memory during a mathematics learning task. Undergraduate students were presented with a computer-based tutorial that explained how to solve total-probability word problems. After studying the tutorial, they experienced a series of worked examples, followed by a posttest that examined how well they could solve similar problems independently. Interspersed throughout these activities were prompts asking students to self-rate the level of mental demand they were experiencing. Simultaneously, eye-tracking equipment collected measurements of pupilar activity that was used to construct an estimate of mental workload known as the Index of Cognitive Activity (ICA). This paper analyzes participants’ self-ratings of mental effort in comparison with the ICA estimates. Overall, results indicate a weak correlation between these two variables, although further analysis reveals that the ICA estimates of mental workload demonstrate more consistency across participants than the self-ratings reported by the participants. These findings suggest that some learners may be overestimating the mental demands they experience while learning.

Keywords: cognitive load, mental effort, mental workload, Index of Cognitive Activity
ORAL PRESENTATIONS
A1  [01]

ENGLISH AS A MEDIUM OF INSTRUCTION IN SECONDARY SCHOOLS IN SRI LANKA : CHALLENGES

A.R. Wijayatunga

University of Leicester, UK

ABSTRACT

Sri Lanka introduced English as a medium of instruction in Public Schools country-wide in 2001 as a means of preparing the younger generation to face "Globalization" effectively. Such opportunities, though existed even before, had been limited to a few urban elite schools. Fifteen years of implementation of this policy needed a critical analysis. This paper investigates the challenges in implementation and expansion of English medium classes in schools as perceived by two main stakeholders, teachers and students. This research is based on a survey carried out in a sample consisting of English medium teachers and students. The study found that those who teach in English medium in urban schools are enthusiastic but majority of teachers, except some of those who live in the main cities, are not proficient in English language. Even majority of the English medium teachers do not have opportunity to attend regular training/Seminars. Comfortable and attractive classroom with up to date supporting technologies, effective training of teachers, and support by management of the schools will lead to better results. The students at the time of starting in English medium needs support in improving language skills. They have an edge over others when pursuing higher education which is mostly in English. The paper concludes that the policy has been successful so far but it requires more focused resources if it is to expand country-wide and provides a series of recommendations for way forward.

Keywords: medium, instruction, schools, public, Sri Lanka, Challenges
TRANSFORMING ACADEMIC PROGRAMS IN MALAYSIAN HIGHER EDUCATION FOR THRIVING IN FOURTH INDUSTRIAL REVOLUTION

N.H.M. Saad\textsuperscript{1} and R.A. Alias\textsuperscript{2}

\textsuperscript{1}\textit{Universiti Sains Malaysia}
\textsuperscript{2}\textit{Universiti Teknologi Malaysia}

\textbf{ABSTRACT}

The fourth industrial revolution is challenging the world in facing digital disruption with the emergence of innovative technology across the physical, digital and biological sphere. This new revolution is changing major expect of economics, industry and societal, and even challenge education institution to deliver graduate relevant to the future demands for different types of jobs and the skills needed. This paper provides useful insights into the experienced of Universiti Teknologi Malaysia (UTM) task force to develop the Academic Program of Malaysian Universities 4.0 at the national level. UTM is one of leading innovation-driven entrepreneurial research university in engineering, science and technology in Malaysia. The task force seeks to understand the current and future requirement of high education academic programs of the public university to prepare them for the challenges of fourth industrial revolution. It involves the analysis of the whole transformation process in the curriculum structural, teaching and learning delivery and as well as academic assessment. A set of fourteen criteria of Malaysian Academic Program 4.0 believed to be a critically important strategy to balanced graduates to be globally competitive and meet the needs of fourth industrial revolution is proposed. These fourteen criteria are based on the discussion and opinions of different background of key stakeholders in higher education including representatives from academician, government and industry. The proposed criteria provides a clear guideline for the decision maker in higher education for developing suitable Academic Program 4.0 strategy that fits with the new fourth industrial revolution.

Keywords: academic program, higher education, fourth industrial revolution, public university
INNOVATION AND CHALLENGES

R.A. Memon

Institute of English Language and Literature, University of Sindh Jamshoro, Pakistan

ABSTRACT

As a basis for developing new sets of beliefs and practices, an innovation was carried out at the University of Sindh Jamshoro, Pakistan (USJP), in which new methods of teaching reading were introduced. The data sources included videos of lessons, interviews of students and diary notes. The new methodology provided students with an active role, however different students responded to the innovation in different ways such as: showing reluctance to form groups, not sharing their answers with each other, relying on others etc. The study suggests that in order for a new methodology to be successful, learners’ consciousness need to be raised as to what is required of them when they work in groups and pairs. Then it is likely that the new methods and materials can prove useful for students of the university.

Keywords: Pakistan, innovation, change, methods and materials, group work
TEACHING BLENDED INSTRUCTION THROUGH BLENDING

M.A. Williams-George and M.D. Williams-George

Humphreys University, USA

ABSTRACT

As technology weaves its way into educational systems, teacher preparation (pre-service) programs must address the emphasis on educational technologies in order to stay relevant to increasingly technologically sophisticated students. Pre-service programs need relevant data to determine best practices for teacher candidates and educational technology. Generally, the literature presents a common theme of – it’s not the technology, it’s the instructional design and how the technology is used. The literature also suggests that candidates will be more successful integrating educational tools if they experience success with those tools during their pre-service program. Using a case study approach, research questions will include: How is educational technology modeled in pre-service programs? What are the expectations for faculty technology use? Is subject matter pedagogy taught in conjunction with or separate from educational technology?

The research objective is to identify specific policies and practices of pre-service programs which result in more frequent and successful use of technology for student learning during a candidate’s clinical practice.

Keywords: pre-service, educational technology, clinical practice
ABSTRACT

Since the early 90s, scholars invested time and effort in ‘exploring’ the required competencies, (a.k.a. knowledge, skills and abilities - KSA’s), for success in the hospitality industry. The purpose was to pedagogically align the provided curriculum with the realities of the ‘world of work’, thus successfully nurturing the next generation of industry professionals. What initially seemed like an easy task, pose major challenges for the academic community, with some arguing that the mismatch between the educational experience offered to students and the “real world” practices creates a gap that can easily discourage many from pursuing such a career. Early studies, reflecting upon the industry’s renowned vocational nature, extrapolated the need for technical and human skills as essential for hospitality managers. Subsequent research endeavors, proposed an array of essential KSA’s, primarily related with industry-specific technical operations, and soft or ‘human relations’ skills. Not surprisingly, finance (often labeled as finance/accounting, or revenue/finance) received much less attention, with notable mentions primarily concentrating on basic functions such as cost control, cash flows and budgeting. With the aim of providing some clarity, this conceptual study provides an overview of the current-status of this relationship, and highlights the value and necessity of finance-related courses for success in the hospitality industry. Finally, by espousing the conviction that a meaningful connection between the two disciplines must begin and be nurtured in the academic environment, practical, and of interest to industry stakeholders’ suggestions are presented.

Keywords: hospitality education, finance, KSA’s, academia
ENTREPRENEURIAL LEARNING TRANSFORMATIONS INTO ACTIVITIES

B. Virginija

The Institut of Education, Vytautas Magnus University, Lithuania

ABSTRACT

In the educational context, the goals of the education system are most often directed towards educating learners to meet social and labour market needs and also to helping people to adapt to a changing society. In this context entrepreneurial learning becomes very important. Entrepreneurship and entrepreneurship education have become an integral part of all sciences and should be integrated in educational programmes with a focus to develop entrepreneurial learning. The need to add entrepreneurship education to curricula is important for business and non-business studies and this is widely acknowledged at the European level. In this context it is important to answer the question „How entrepreneurial learning transforms into business activities and what variations occur in experiencing entrepreneurial learning in the world of work?"

The purpose is to reveal the transformations of entrepreneurial learning into business activities by highlighting the entrepreneurial learning experiences.

Research methodology. In this paper the qualitative research paradigm was chosen, and the phenomenography approach adopted. Semi-structural interviews with entrepreneurs were identified as the most appropriate data collection tool.

Findings. The main findings that emerged from this research are that the research participant’s experienced entrepreneurial learning in qualitatively different ways described through the seven Categories of description: an entrepreneur profile, self-identification, an autonomous freedom of action, a pragmatic approach to learning, learning in activities, integration of theory and practice, continuous growth and development.

Conclusions. In conclusion, the complex phenomenon of entrepreneurial learning can be seen more as practical knowing than theoretical knowledge in the work, life and education environments, but the cooperation and integrity between two elements - theory and practice - in entrepreneurial learning is necessary and leads to understanding how entrepreneurial learning should be developed in order to train successful entrepreneurs, to develop entrepreneurial mind-sets, and to promote the adequate educational environment for entrepreneurial learning.

Keywords: entrepreneurial learning, learning experience, transformations, phenomenography
LEARNING LEADERSHIP MATTERS: PREPARING ACADEMIC LEADERS IN HIGHER EDUCATION

A. Zulfqar¹, M. Valcke ² and S.N. Hussain ³

¹Bahauddin Zakariya University Multan, Pakistan
²Ghent University, Belgium
³Government Postgraduate College Mianwali, Pakistan

ABSTRACT

There is a shortage in the literature when it comes to evidence-based leadership development in higher education, especially in a developing country context. This invoked the design, implementation, and evaluation of a leadership development intervention involving academic leaders of Pakistan public universities. Goal of the intervention study was to raise awareness among university leaders in view of adopting transformational leadership (TL) in their academic practices. An experimental research design was adopted to investigate the impact of a six-week leadership training and to analyze changes in six TL-leadership behaviors. Up to 37 deans and heads of departments from two public universities were involved. Content analysis of interview data, collected before and after the intervention, helped identifying indicators at different levels of awareness according to Bloom’s taxonomy. A significant increase in leadership awareness is found in all six behaviors of transformational leadership, with an important increase in reported application level. Next to a discussion of limitations, also implications and directions for future research are presented.

Keywords: leadership development, transformational leadership, academic leadership, training program, intervention study
INTEGRATION OF MATHEMATICS' E-LEARNING IN RESOURCES-BASED LEARNING

R.P. Yaniawati¹, B.G. Kartasasmita¹ and R. Kariadinata²

¹Pasundan University, Indonesia  
²UIN Sunan Gunung Djati Bandung, Indonesia

ABSTRACT

Utilization of e-learning with various features in interactive audio-visual display is expected to help optimize learning in the classroom. This research, integrates e-learning mathematics in Resources-Based Learning, so that students can implement mathematics' learning various-based sources supported by interactive media. The integration of this method focuses on achieving the goal of improving students' mathematical creative thinking ability and self-regulated learning. In learning, students perform simulations of making various rectangular forms and their calculations by utilizing the application of specially designed technology. This research uses mix method approach with classroom action research on students of grade VII of SMPN 9 Sumedang, Indonesia, which is divided into three groups. The results of the analysis reported that integrating e-learning into the Resources-Based Learning method can provide better results on improving the ability of mathematical and self-confidence creative thinking compared to those not using e-Learning media. Of the three student groups, creative thinking skills of students who get Resources-Based Learning by utilizing the best e-Learning media, the next students who get Resources-Based Learning without e-learning and the lowest students who received conventional learning. Other results show, there is a correlation between mathematical creative thinking ability and self-regulated learning students.

Keywords: resources-based learning, e-learning, mathematical creative thinking ability, self-regulated learning
DEVELOPMENT OF LINEAR ALGEBRA AND ALGEBRA STRUCTURE TEACHING MATERIALS BASED CONCEPT MAPS

R. Kariadinata¹, R.P. Yaniawati² and I. Nuraida¹

¹Departement of Mathematic Education Faculty of Education and Teacher Training, State Islamic University (UIN) Sunan Gunung Djati Bandung, Indonesia
²Department of Mathematic Education, Pasundan University, Bandung, Indonesia

ABSTRACT

This study aims to produce of Linear Algebra and Algebra Structure teaching materials based concept maps and test their effectiveness. The method used is research and development of Four-D model with the stages are Define, Design, Develop, and Disseminate. The subjects of the study were students of Mathematic Education Department, Faculty of Education and Teacher Training, State Islamic University (UIN) Sunan Gunung Djati Bandung, Indonesia, 3rd and 5th semesters of academic year 2017/2018 taking courses of Linear Algebra and Algebra Structure. In the define stage is done to analysis of students problem in learning of Linear Algebra and Algebra Structure especially on mathematical proofing; in the design stage is done to design the teaching materials prototype of Linear Algebra and Algebra Structure based concept maps; in the develop stage is done making the script of teaching materials in the form of a draft which is further validated by experts, the results of expert reviews, then tested limited and classical testing to students; in the disseminate stage is spreading the product of Linear Algebra and Algebra Structure teaching materials based concept maps that has been revised. The result of this research concludes that the Linear Algebra and Algebra Structure teaching materials based concept maps on the Four D stages are very effective for student use.

Keywords: Four-D Model, linear algebra and algebra structure teaching materials, concept maps
CAN THINK-PAIR-SHARE REDUCE MATH ANXIETY OF JUNIOR HIGH SCHOOL STUDENTS?

W.L.Y. Patricia

Yogyakarta State University, Indonesia

ABSTRACT

Math anxiety is often experienced by students, especially Junior High School students. The students feel anxious so that the anxiety affects how they think, act and deal with mathematics. One of solutions which can be used to reduce students’ math anxiety is by applying a cooperative learning technique, think-pair-share. This technique began by thinking about the answer of a question posed by teacher, discussing the answer in pairs and sharing it to the bigger group. The purpose of the study was to find out whether think-pair-share technique can reduce the math anxiety of Junior High School students. This was a classroom action research with Kemmis and Tanggart spiral model. It consisted of two cycles with the initial stage was arranging the achievement target of research success indicator. The research result indicated that the mean of students’ anxiety at the initial condition was 96 (high), then it was reduced to 90 (high) in cycle I and 73 (medium) at the end of cycle II. While the percentage of learning implementation with think-pair-share technique at the end of cycle I was 73% and at the end of cycle II was 86%. This indicated that by giving treatment of sharing answer and explaining it in front of the class with the team mate to the other friends on the implementation of think-pair-share cooperative learning technique can reduce the math anxiety of Junior High School students.

Keywords: think-pair-share, math anxiety, classroom action research
THE ROLE OF THE KEY COMPETENCIES OF VET TEACHERS IN ENHANCING QUALITY OF DIDACTIC PROCESS

G. Gedvilienė¹ and S. Daukilas²

¹Vytautas Magnus University, Lithuania
²Aleksandras Stulginskis University, Lithuania

ABSTRACT

Research problem – Today the quality of vocational education and training (VET) and especially the quality of didactic process in VET highly depend on the capabilities of VET teachers to structure the provided knowledge and skills in dealing with the increasing volume of vocational and professional knowledge, as well as on the capability of VET teachers to remain open to occupation and to the world of the student in coping with the challenges posed by the fast technological development and changing identity of student. The goal of this study is to explore the role and potential of key competencies of the VET teachers and their development in equipping the VET teachers with the above mentioned capabilities. Research methodology is based on both quantitative and qualitative research methods. Quantitative study is executed by using standardized questionnaire – this study helps to disclose the personality traits of VET teachers, their applied professional development ways, peculiarities of the educational process. The informants of this research are VET teachers from the different VET schools in Lithuania. Research data are analysed by using mathematical statistics methods: descriptive statistics, nonparametric statistical hypothesis verification, factor analysis. Qualitative research is executed by interviewing VET teachers from the different VET schools and centers in Lithuania.

Research findings and conclusion

Key competencies and their development significantly contribute in the development of professional identity and personality factors of the VET teachers. There is direct and positive interdependency between the development of key competencies of VET teachers and the quality of didactics, pedagogy and the expertise of the VET teacher in the given occupational field. Key competencies help VET teachers to shape and develop their professional identity and to cope with the current methodological and organisational challenges in the fields of curriculum design, organisation of training processes (including application of the contemporary educational technologies), vocational didactics.

Keywords: key competencies, vocational teacher, quality of didactic process, empathy, interactive methods of teaching and learning
EVALUATION OF COOPERATIVE LEARNING. DOES IT ENHANCE LEARNING AMONG THE GEN Z LEARNERS?

Y.Y. Teh and T.Y. Moy

Sunway College, Malaysia

ABSTRACT

Cooperative learning (CL) has long been introduced in classroom teaching due to its ability to capitalise on students’ academic and social learning experiences. Having identified the different learning styles and needs of the current student who are the Generation Z (Gen Z), the question of how applicable CL is among the Gen Z students to promote interactive and effective learning for more rewarding learning experience was questioned. The study population of this action research is second and third year undergraduates of the Bachelor of Business -Victoria University Twinning Programme at Sunway College, Malaysia. Three different CL methods, namely Group Investigation, Teams-Games-Tournaments and Co op-Co op were carried out over a series of lessons in the Entrepreneurial Skills (ES) class, a compulsory subject required by the Ministry of Higher Education Malaysia. From prior experiences, it was found to be more challenging to engage and motivate students for this compulsory subject which then affected their classroom performance and results. This action research attempts to understand the students’ perceptions towards the three CL methods they have experienced in the classroom with the objective to identify the best method in enhancing the students learning experiences. A descriptive research design using a structured questionnaire was used to understand the students’ learning experience and compare their preferences among the three CL methods. Data collection will be completed at the end of January 2018. Statistical analysis using SPSS will be conducted to address our research questions.

Keywords: cooperative learning, generation z learners
ABSTRACT

In recent years, entrepreneurship education has been a prevailing trend for higher education institutions around the globe. Entrepreneurship education has not been in Guangdong, Hong Kong, and Macau for long. However, as a powerful driving force to boom regional economy, and improve university employment, the local governments and higher education institutions have paid much attention to entrepreneurship education in the three areas. The regions are geographically adjacent to each other, have close economic cooperation and share similar cultural backgrounds. However, different economic system, educational backgrounds, and social forms have caused vast differences between the education systems in the three areas. Entitled as the “Southern Gateway” of China, the three areas as a whole plays a significant role in regional development of not only China, but also Asia Pacific. This paper aims at delving into comparative studies of the entrepreneurship education in the three regions with a context of academic entrepreneurialism and scholarship of application. This research has adopted document analysis as the dominant methodology. Studies on entrepreneurship education of the three regions fill in the gap of research on academic entrepreneurialism and entrepreneurship education studies in the Pearl River Delta, which can lay a foundation for further studies of academic entrepreneurialism and entrepreneurship education in Asia, or even around the world. This research on comparative entrepreneurship education studies is a timely study field which offers constructive implications for the entrepreneurship education development in the three regions and regional cooperation on entrepreneurship education.

Keywords: student entrepreneurship, higher education, entrepreneurship education, entrepreneurship
RURAL UNIVERSITY EDUCATION: AN APPROACH TO SUSTAINABLE DEVELOPMENT IN SOUTH AFRICA

C. Uleanya¹, Y. Rugbeer² and H. Rugbeer³

¹Social Science Education, University of Zululand, South Africa
²University of Zululand, South Africa
³Communication Science Department, University of Zululand, South Africa

ABSTRACT

The paper explores the relevance of university education within a rural based university in a South African community. Survey research was implemented to carrying out the study. Four hundred and eighty undergraduate final year students studying in a selected rural university in South Africa were selected as participants for the study. Data analysis reveal a lack of career guidance, globalization of the curriculum, poor academic literacy, adopted language of instruction, poor socio-economic background, poor orientation of and family pressure constitute challenges for students to forge ahead in their careers. Moreover, the challenges render students incompetent in their chosen professions. The study recommends the provision of career guidance at the high school and university level, adoption of appropriate language of instruction: preferably national language, as well as exposure of students to faculty specific career related core modules. Promotion of partnership between faculties and relevant companies be encouraged in order for students to be exposed to the demands of the world of work. Also, parents and guardians be sensitized through different media such as newspaper, television among others on the need to encourage and support their children and ward to study to the peak of their chosen career, while the government ensures that financial aids are made available to poor but capable students in order to promote globalization and sustainable development in South Africa.

Keywords: curriculum development, education, globalization, sustainable development, university education
GRADUATE TEACHERS’ READINESS TO FOLLOW ONLINE TEACHER TRAINING COURSES

L.R. Gonsalkorala

The Open University of Sri Lanka, Sri Lanka

ABSTRACT

The purpose was to find whether the untrained graduate teachers in the school system of Sri Lanka are ready to follow online teacher training courses. Two of the major aspects namely the practices and skills were selected as indicators of the concept of readiness. Additionally it was expected to make suggestions to improve the readiness of teachers for online learning. The research design was a sample survey while a mixed approach was used for the study. A questionnaire adapted from an online questionnaire for readiness was the main instrument for data collection. Additionally informal interviews were conducted with 12 respondents of the sample of 240 student teachers following the Post Graduate Diploma in Education programme of the Open University of Sri Lanka. It was revealed that the graduate teachers have a satisfactory level of skills and a slightly lower level of practices. An issue of available time to spend for online learning was also revealed. However the overall readiness was revealed to be at a satisfactory level. It was suggested to provide equipment and facilities at the University’s study centres and also to conduct refresher courses before commencing proper online training courses.

Keywords: online teacher training, readiness, practices, skills, satisfactory levels, percentage mean values
PARTICIPATORY APPROACH IN THE DESIGN OF CREATIVE COMMUNITY SPACES IN SURABAYA

D. Thamrin, L.K. Wardani, R.H.I. Sitindjak and L. Natadjaja

Faculty of Art and Design, Petra Christian University, Indonesia

ABSTRACT

Creative communities have the potential in promoting a city’s cultural and touristic values. Despite the large number of such potential communities in Surabaya, the lack of properly designed spaces to accommodate their unique activities and promote them to the society has become a key obstacle observed. On the other hand, the profit-driven tendency of interior design practice today has led to the decrease in community and social awareness in design education. This research aims to implement participatory methods in the spatial design of community spaces as studio projects to encourage students and lecturers to gain more social awareness of their surrounding communities and utilize their expertise to contribute to the society. In this research, students and lecturers became participants of a creative community in order to grasp their aspirations and goals empathetically. Meanwhile, the community members also became participants along with the designers in the whole design thinking process that consists of six stages: Understand, Observe, Point of View, Ideate, Prototype and Test. Findings reveal that through the mutual participation methods of learning, the designs of community spaces yielded are able to accommodate the community’s activities in a novel and innovative way. The designs can also support creative communities in terms of promoting their potentials to the society, hence contributing to the vision of Surabaya as a creative city. Students and lecturers also gain a reflexive introspection of their significant role in the society as agents of social change, rather than compete against profit-driven design trends in the market.

Keywords: community space, spatial design, participatory design, Surabaya, creative space, human-centered design
EDUCATIONAL ATTAINMENT, TEACHING EXPERIENCE, PROFESSIONAL DEVELOPMENT AND SELF-EFFICACY AS PREDICTORS OF CHEMISTRY CONTENT KNOWLEDGE: IMPLICATION FOR THE DEVELOPMENT OF A NATIONAL PROMOTION EXAMINATION

A. Guidote¹, R.F. Nicdao¹ and J.D.R. Galiza²

¹Ateneo de Manila University, Philippines
²Philippine Women’s University, Philippines

ABSTRACT

The level of content knowledge (CK) in Chemistry of public secondary school teachers in Manila was assessed. This study correlated the CK in chemistry to chemistry background, teaching experience, involvement in professional development and self-efficacy of science teachers in selected schools within the Division of City School, Manila. The mentioned variables were studied to determine which greatly influenced the level of content knowledge of teachers in Chemistry. It forms part of the basis for drafting a National Promotional examination for public school teachers. The population of the study included one hundred (100) Grade 7-10 science teachers from ten (10) public secondary schools in Manila. The Chemistry Background and Teaching Experience Checklist, Professional Development Checklist, Self-efficacy Scale were given before respondents took the chemistry content knowledge test. The data shows that 80% of the respondents have very low chemistry background, and only 7% of the respondents have high chemistry background. The majority of science teachers handling grades 7-10 have low level of Content Knowledge in Chemistry. Despite their possession of a degree, units in Master’s, and substantial teaching experience, they are likely considered as beginners only, not content experts. The variables such as teaching experience, professional development, chemistry background, and self-efficacy are significantly correlated to the content knowledge of teachers in chemistry. Teachers’ professional development and self-efficacy exert the strongest influence in the development of Content Knowledge of teachers in Chemistry.

Keywords: teaching experience, content knowledge, self-efficacy, chemistry background, professional development
INTERCULTURAL TEACHING EXPERIENCES OF A SELECTED GROUP OF FILIPINO PRE-SERVICE TEACHERS IN AN OVERSEAS PRACTICUM IMMERSION

F.D. Garcia

Adamson University, Philippines

ABSTRACT

Quality pre-service teacher training is a key part of the Basic Education in the Philippines. As such, it is of greatest significance that the highest standards are achieved by the pre-service teachers. These standards are reflected on the seven (7) domains that represent the desired features of the teaching-learning process as stipulated in CMO 30 s. 2004.

The Education Department of Adamson University conducted overseas practicum immersion because this program achieved PACUCOA Level III accreditation and CHED recognized as Center of Development based on the CHED Memorandum Order No. 22, series 2013 which stated that only higher education institutions (HEIs) as defined under Article II are allowed to conduct internship abroad for CHED recognized programs with practicum subject in their curriculum.

This activity is also considered as part of internationalization to produce high quality and competitive educators, and in the same way, to ignite the beginning of an educational crusade towards global excellence in accordance to the agreement with Bangpleeratbamrung World Class School. Both parties signed the official Memorandum Agreement for International Practicum last January 2016. Through this agreement, both schools got the chance to conduct exchange programs promoting knowledge and culture that would benefit their students.

Bangpleeratbamrung World Class School is the oldest and famous secondary institution in Samut Prakan, Thailand. The Ministry of Education approved the implementation of Matthayom 6 in 1955 and it became a special school by the year 1994. Furthermore, it has been developed continuously for providing high quality education for Thai youth.

The course designed supports the Education Department in the effective planning, implementation and integration of student overseas learning experiences into school programs. It draws upon the work of schools that have successfully incorporated such experiences into whole-school programs for international education.

The study was conducted to describe the understanding inter-cultural teaching experiences of a selected group of Filipino Pre-service Teachers of Adamson University who conducted a 3-week overseas practicum immersion in Bangpleeratbamrung World Class School in Samutprakan, Thailand. Further, the study is limited to what transpired in the reflective journal of the eight pre-service teachers.
The data of this study obtained from the reflection journal of the eight pre-service teachers conducted teaching practice teaching immersion in Thailand.

In this method, the researcher carefully analyzed the transcription of each pre-service teacher’s narrative report on their reflective journal and underlined and extracted significant statement from the transcript that directly pertained to the investigated phenomenon the learning intercultural experiences of the pre-service teachers.

The phenomenon revealed that eight pre-service teachers conducted overseas teaching immersion in Thailand showed the meaningful and richness of their intercultural teaching learning experiences from which insights can be drawn and significant implications instrumental to their preparation to become globally competitive teachers.

As reflected in the intercultural teaching learning experiences of the pre-service teachers, most of them acquired more global outlook in life, and a delicate sense of engagement with others and increased appreciation of diversity of cultures. Gain deeper understanding of their own culture as divergent from others.

The overseas practicum immersion is most effectively facilitated using reflection provided with different forms of activities as guided by the pre-service teachers before pre-departure learning and teaching; during their learning and teaching on the school and post learning and teaching to develop the holistic understanding of intercultural teaching immersion.

Keywords: intercultural teaching learning experiences, overseas practicum immersion
KNOCK, KNOCK! WHO'S THERE? AN INTEGRATED THEORY OF VOLUNTEER WORK RELATED TO EDUCATION IN THE PHILIPPINES AND NIGERIA

V. M. F Salazar

University of the Philippines Los Banos

ABSTRACT

A comprehensive transnational study was conducted to construct an integrated theory of formal volunteer work specifically in the field of education based on the following premises - that volunteer work is (1) productive work that require human capital, (2) collective behavior that requires social capital, and (3) ethically guided work that require cultural capital. Using education attainment, income and perceived health to measure human capital, informal social interaction to measure social capital and religiosity to measure cultural capital, a model was estimated to show formal volunteering and its basis in the Philippines and in Nigeria. Using two-wave data, study shows that volunteerism is not solely dependent on the enumerated premises, both in the Philippines and Nigeria. Focused group discussions shows more personal reasons and passion for others that drive people to volunteer to education related volunteerism. Effective volunteer practices related to education include sharing learning of both volunteers and participants resulting to bigger dreams of children involved.

Keywords: education, volunteerism, transnational, love
THE EFFECT OF PROJECT – BASED LEARNING ON UNDERGRADUATE STUDENTS ENGLISH FOR SPECIFIC PURPOSES (ESP) COURSES

A. Kavlu

Business and Management Department, Faculty of Economics and Social Sciences, Ishik University, Iraq

ABSTRACT

Project – Based Learning is an approach that is significantly different from conventional English Language Teaching. PBL has been advocated as an effective instruction which promotes simultaneous acquisition of language, content and 21st century skills to EFL (English as a foreign language) and ESL context. As in all Golf countries, in Iraq also have a good commands of English accepted prestigious. However, tertiary level Students neither can speak nor understand the English written material. Rote memorization based education and mandatory exam system blunt learners’ creativity, critical thinking, making inferences skills and hinders the improvement of students’ own distinctive ideas. Therefore in this study researcher attempt, is integration PBL approach which incorporates authentic, learning by doing, problem solving, critical thinking and team working skills with ESP courses. The aim of the study was to investigate whether the PBL projects assist EFL learners to acquire department related literature and information in English language and the effect of project work on learners’ Academic achievement. The study was conducted at the Ishik University, in Iraq – with 2 Engineering (Architectural and Civil engineering) and Business and Management departments’ students. A mixed method approach was designed to make authentic interpretation about gained results. Quantitative and Qualitative instruments were utilized to probe the effect of PBL in ESP course of undergraduate Iraqi EFL learners. The findings of this study reveal that PBL had a significant positive effect on acquiring department-related literature and information in English as well as learners’ ESP course academic achievement showed statistically significant increment.

Keywords: Project – Based Learning (PBL), EFL (English as a Foreign Language) learners, English for Specific Purposes (ESP)
SYNERGETIC LANGUAGE MATRIX

V. Svistelnik

Kornpitacksuksa School, Thailand

ABSTRACT

While teaching English as the second language many teachers have problems to explain grammar to their students because most students don’t understand English. The new and unique method which is called the Synergetic Language Matrix (SLM) can help teachers to show the most complicated grammar structures in rainbow colors and to explain students how to build correct sentences without resorting to translation into their native language. The learning system Beautiful English which is built on the base of SLM solves many problems that cannot be solved by using traditional teaching methods. It becomes possible by means of beautiful and very effective learning tools, such as Color Schemes, Grammar Lingvocards and Talking Lingvocards. The Beautiful English learning system also enables learners to get beautiful and very effective speaking practice because working with color schemes and with lingvocards they make different types of sentences and pronounce them by themselves many times. Moreover, the system is designed so that learners don’t need to learn anything because they learn by doing. While doing specially designed exercises their brains grasp language algorithms and remember everything automatically. Working with Beautiful English learning tools improves memory and enhances the learning abilities of a human brain immensely. Thus, the Beautiful English learning system offers a totally different and very effective approach to teaching foreign languages that can revolutionize a teaching process as a whole.

Keywords: teaching English, new teaching methods, English grammar
STORY MAPPING STRATEGY FOR INCREASING READING COMPREHENSION ON STUDENT WITH INTELLECTUAL DISABILITIES

C. Oktavia and H. Indrijati

University of Airlangga, Indonesia

ABSTRACT

Research conducted by the author is a research about the use of story mapping to improve reading comprehension in children with intellectual disabilities. Subjects in this research are 5 children of elementary school grade 5. Authors measure intellectual category with CPM before conducted this research. Research is conducted by providing text reading with narrative and expository types according with the existing curriculum. The first step of this research is authors measures the baseline of reading comprehension through the questions related in the text. The second step is authors doing a modeling use story mapping strategy in the text. The third step is children do the story mapping strategy independently on different text types. The result of this research is there is an increase in reading comprehension in children as measured by the correct answer contained in the text after using the story mapping strategy.

Keywords: reading, strategy, intellectual disabilities, reading, comprehension, story mapping
EFFECTIVENESS OF REMEDIAL WRITING VISUAL-MOTOR INTEGRATION TO IMPROVE QUALITY OF HANDWRITING IN ELEMENTARY SCHOOL STUDENTS

Y. Hidayati and H. Indrijati

University of Airlangga, Indonesia

ABSTRACT

Research conducted by the author is a research about the effectiveness of remedial writing visual-motor integration to improve quality of handwriting in elementary school students. The participants in this research are fourth and fifth grade students because their handwriting skill have relatively mature and improved. A delay in handwriting development may cause many problems such as in academic performance, low self-esteem and low self-confidence. This research was done through quasi experiment with single group pretest-posttest design. A remedial writing visual-motor integration were given to the participants to improve the quality of their handwriting skill. An observation was done to measure the quality of their handwriting. Data was analyzed using Wilcoxon Signed Rank Test. The result of this research indicates that remedial writing visual-motor integration effective to improved the quality of handwriting, especially for elementary school students.

Keywords: quality of handwriting, remedial writing, visual-motor integration, elementary school
UTILITY BLOGS IN THE CLASSROOM TO IMPROVE WRITING SKILLS

E.D. Bacon

Rangsit University International College, Thailand

ABSTRACT

Technology has increasingly played a significant role in educational curriculums at levels in the world of academia. This study investigates how utilizing blogs in an educational curriculum can improve students’ writing skills. The results of this study should assist educators at all levels on how to properly establish blog-writing programs at their educational institutions, and the types of outcomes they can expect. This mixed-method study (both quantitative and qualitative), which was done at in international college in Pathum Thani, Thailand found that integrating a blog-writing program as part of a course’s curriculum, it can significantly improve students’ academic writing skills. The study also showed that by integrating key words or phrases into each blog, this helped in developing students’ writing skills. With the world of academia incorporating more and more technological tools into the classroom to develop student skills in various areas, blogs can also be utilized to develop student writing skills, as well.

Keywords: blogs, essay writing, constructionism, IELTS writing
THE EFFICACY OF TEACHER’S WRITTEN CORRECTIVE FEEDBACK (WCF) TOWARDS STUDENTS’ NARRATIVES

R.C. Lagutan

Kaong National High School, Philippines

ABSTRACT

This study aims to ascertain the efficacy of the teachers’ written corrective feedback through the responses of the selected grade 10 students. Corrective feedback is viewed as an indication to the learner that his use of the target language is incorrect. The investigation is centered on identifying and analyzing the students’ attitude on the written corrective feedback given to their outputs. It also includes determining the common forms of written corrective feedback and how students are affected of the correction they receive. As a qualitative research, interviews and document analysis techniques were utilized to observe the responses of the eleven Grade 10 students who were chosen randomly. The results show that the most common Written Corrective Feedback students received are focused on grammar correction. Majority of the participants showed positive attitude towards those written corrective feedback. It was concluded that students are most likely to receive grammar correction and they have positive perception towards it. The participants were also looking forward to some writing conferences, because they believe that this conference will help them understand the WCF clearly. There is a strong possibility that grammar correction and direct CF are effective strategies in checking students written outputs. Considering the positive effects of WCF, it is suggested that teachers should continue to give corrective feedbacks-opposite to what other studies say- towards students’ narratives but find time to discuss the corrections made to minimize or prevent the recurrence of the same mistakes on the students’ outputs.

Keywords: feedback, grammar correction, attitude, conference
OVERSTAY TEACHER TRANSFERS IN SRI LANKA: IMPACT ON MANAGEMENT AND TEACHER PERFORMANCE IN PUBLIC SCHOOLS

A.R. Wijayatunga

University of Leicester, UK

ABSTRACT

In many developing countries a clear policy on teacher transfers in the public sector primary and secondary schools is absent. The transfers tend to be ad-hoc and based on personal interests, political interferences and other indirect factors without any regard to improving quality of education. In Sri Lanka teachers in public schools are transferred after 10 years of continuous service in a given school. Studies in different countries show, involuntary transfers can cause stress in teachers leading to possible poor teaching performance of the transferees. However it is admitted, transfers also help to increase the efficiency of teachers. The study presented in the paper examined how involuntary transfers impact on performance of teachers and management in public schools. The study is based on a survey conducted through a questionnaire and direct interviews in five selected schools in Colombo district representing urban and suburban areas. A random sample of teachers and the Principals of all five schools were used to obtain responses on the management and teaching performance. The study concludes that the teachers are generally not affected in personal life due to overstay transfers. The only visible impact due to housing issues can be mitigated with appropriate measures. Also overstay transfers do not have a significant adverse impact on the management and academic performance in the new school. Overall, staggered, selective and well-coordinated overstay transfers are beneficial to schools and can be used an opportunity to implement measures to improve academic performance and management.

Keywords: overstay, transfers, Sri Lanka, impact, performance, schools
IMPLEMENTATION OF TEACHER TEACHING IN TEACHING AND LEARNING IN SPECIAL EDUCATION NATIONAL SCHOOL

R. Veloo, R. Subramaniam, T.L. Ling, A.P.T. Kosin, V.M. Niob and Y.M. Yong

Institute of Teacher Education Rajang Campus, Malaysia

ABSTRACT

Special education students need education such as primary school children to pursue knowledge like them. This study aims to explore the implementation of teaching and learning to special education students in the Special Education School of Hearing Problems. A total of four teachers were selected as the sample in this study. This qualitative study uses the case study design to get survey data through interviews, observations on teaching and analysis of documents. The validity of the data is carried out by examining the effects of research and validation of research participants. Overall, the findings showed that the sample of the study had a background as a teacher in their respective fields for the mainstream pupils, but they faced problems in pedagogy and related skills regarding hearing-impaired children. In addition, the findings of this study also show the sample study planning lesson using the national syllabus, but differ in the implementation related to the modifications in the teaching. The findings of this study are expected to serve as a guide for increased teaching and learning of teacher training programs for teachers of hearing problems.

Keywords: teaching and learning, special education; hearing problem
UNDERSTANDING THE SPIRITUALITY OF TEACHER LEADERS IN SELECTED EDUCATIONAL INSTITUTIONS IN ASIA

F.I.P. De Vera

De La Salle University, Philippines

ABSTRACT

This study aims to understand the spirituality of teacher leaders in selected educational institutions in Asia. It proposes to describe the impact on how spirituality affects the overall teaching performance and leadership of teachers in the schools. It will use a mixed method research design which will analyze quantitative and qualitative data looking into possible factors, such as religion, age and tenure, that might affect the level of Spirituality of teacher leaders and describing individual experiences in teaching and leading. A baseline quantitative data was gathered from a total of sixty-one (61) teacher leaders, identifying their level of spirituality and correlating this with religion, tenure in the educational institution and age. A spirituality assessment tool that measures the spirituality based on the core values of the school was used to assess the level of spirituality of teacher leaders. Initial findings through statistical analysis showed that religion is significantly correlated with spirituality. Non-Christian respondents were assessed to show lower levels of spirituality than respondents who are Christians. However, other factors like age and tenure showed no significant effects on spirituality. Still a work in progress, this study will further gather qualitative data through interviews of select respondents describing their experiences and stories on how spirituality affects the way they teach students and lead teacher subordinates. This study further aims to identify the characteristics of teacher leaders from varied faith backgrounds and how their spirituality affects their leadership in creating an effective teaching and learning environment in an educational institution.

Keywords: spirituality, educators, religion, teacher leaders, effective teaching
MATHEMATICS TEACHERS’ LEVELS OF ICT EXPERTISE AND USE, THEIR BELIEFS ABOUT ICT INTEGRATION AND STUDENTS’ PROBLEM SOLVING SKILLS

M.J.D. Pastor¹ and L.A.C. Pedro²

¹Ilocos Norte College of Arts and Trades, Philippines
²Mariano Marcos State University, Philippines

ABSTRACT

This study aimed to determine the relationship between the teachers’ level of ICT expertise, level of ICT use, their beliefs about ICT integration and the students’ problem solving skills. It made use of two data-gathering instruments, namely: Mathematics Teachers’ Survey Questionnaire (MTSQ) and the Mathematics Assessment on Problem Solving (MAPS). The samples included 40 Grade 7 Mathematics teachers and 2,439 Grade 7 students from the public secondary schools in three schools divisions. Results revealed that teachers are highly competent in the Basic ICT skills and applications needed in the integration of ICT and they held positive beliefs about the use of ICTs in teaching. However, they only use ICT in teaching in an average of once or twice a week since more time is needed in preparing ICT-enriched instruction. Findings of the study indicate that teachers who are younger and have attended more ICT-related trainings, are more equipped with ICT skills, frequently use ICT in classroom instruction and have better disposition towards ICT integration in teaching. The study also shows that when teachers perceive themselves to have high levels of ICT expertise, they tend to use ICT in their teaching frequently. Likewise, when teachers are more knowledgeable in using ICT, they tend to have positive disposition towards ICT integration in class. Notably, the study discloses that the students’ problem solving skills is significantly related to the teachers’ level of expertise, level of ICT use and their beliefs about ICT integration.

Keywords: ICT expertise, ICT use, ICT integration, problem solving skills
A30

COLLABORATIVE PEER TEACHING AND SELF-REGULATED LEARNING: 
THE EFFECT ON STUDENTS CONCEPTUAL UNDERSTANDING

M. Rusli\textsuperscript{1}, I.N.S. Degeng\textsuperscript{2}, P. Setyosari\textsuperscript{2} and Sihkabuden\textsuperscript{2}

\textsuperscript{1}STT SAAT Malang, Indonesia
\textsuperscript{2}Universitas Negeri Malang, Indonesia

ABSTRACT

An active learning environment in which students are able to collaboratively teach one another of already learned skills, procedures, topics or problems stimulates a deeper conceptual understanding. Recent research on Self-Regulated Learning (SRL) also show that SRL enhances student academic achievement and the amount and depth of students thinking. This study purposes to investigate the effect of collaborative peer teaching and SRL on students conceptual understanding. The study uses quasi-experimental design with an experimental and a control group. Students in both groups are divided according to their SRL level. Each group has the same number of students with high and low level of SRL. Treatment is given to the experimental group by performing learning activities in which students instruct each other in their own group and to the control group by teaching with a traditional approach. Through experimental data obtained via pre-and-posttest, the study concludes that students who learn through collaborative, peer-based methods have higher success rate and more significant impact on conceptual understanding than those who learn alone. The collaborative learning is effective for deepening students conceptual understanding with.

Keywords: collaborative learning, self-regulated learning, conceptual understanding
PERSPECTIVES OF LECTURERS AND GRADUATES OF INTERNATIONAL
DEGREE PROGRAMMES ON THE INFLUENTIAL FACTORS IN SELECTING A
BACHELOR’S DEGREE FROM PRIVATE HIGHER EDUCATIONAL INSTITUTES
IN SRI LANKA

K.A.V. Abeygunawardena

Faculty of Education, University of Colombo, Sri Lanka

ABSTRACT

National University intake in Sri Lanka has become progressively competitive due to the limited number of opportunities available. Majority of the students who fail to enter National Universities and students who complete Advanced Level in British curriculum have been increasingly seeking alternative educational options in the domestic market. Of those students, a small percentage is presumed to continue their university level education (ULE) overseas based on affordability. At present many private higher educational institutes (PHEI) in Sri Lanka offer various types of International Degree Programmes (IDPs) to cater to the rising demand of ULE. Due to the flexibility and optionality in IDPs offered in Sri Lanka, the decision making process in selecting a Bachelor’s degree (BD) in IDPs has become complex and multifactorial. This study aims to explore factors influencing students’ choice in selecting a BD from IDPs. Data for the study were collected via focus group discussions with lecturers and graduates in randomly selected PHEIs. Sixty two themes which emerged in thematic analysis of data were categorized into 7 variables, namely, university characteristics, source of information (messenger), programme evaluation, cost, marketing strategy, location and infrastructure facilities. The percentage of occurrence of each theme has been calculated to identify how the lecturers and graduates have ranked the themes based on their level of importance. University characteristics, programme evaluation, infrastructure facilities and messenger were rated as most influential by lecturers and graduates, but with different orders of importance. ‘Cost’ is the least influential factor for lecturers while ‘location’ is for graduates.

Keywords: university level education, students’ choice, bachelor’s degree, international degree programmes
THE PECULIARITIES OF SELF-REGULATION OF FUTURE MUSIC TEACHERS DURING THE PRACTICE

R. Kirliauskiene

Lithuanian University of Educational Sciences, Lithuania

ABSTRACT

Each teacher compulsorily appears before class. He or she perceives all the emotional experiences characteristic of being in front of the audience. Not only the homeostasis disorder, which appears through physiological symptoms, bothers the students, they are also distracted by the variety of thoughts, which prevents them from focusing and disposing themselves to the performance. Thus, self-regulation is very important in future music teachers’ training. The research has disclosed the factors promoting positive students’ state during lesson, those are: preparation for the lesson, stage experience and experience in conducting lessons, musical skills and personal qualities, positive attitude and confidence. According to respondents, serious preparation improves one’s state in a lesson, while learners feel more interested. The conducting of a lesson is associated with being on stage. Informants have mentioned that musical skills are very important when conducting a music lesson, since perfect singing, use of instruments etc., strengthens teacher’s authority. In addition, positive attitude and confidence are necessary when willing to achieve harmony in class. Furthermore, personal qualities are an important subcategory according to students, when naming the reasons of appearance of stage fright. The evaluation and support are very important for especially sensitive people.

Keywords: future music teacher’s training, stage fright, self-regulation, school practice
EXPLORATION OF PHYSICS PROBLEM-SOLVING SKILLS WITH PHENOMENA-BASED LEARNING IN SENIOR HIGH SCHOOL STUDENTS

L. Yuliati and Parno

Physics Department, Universitas Negeri Malang, Indonesia

ABSTRACT

Problem-solving skills are cognitive processes that help students find solutions to problems. The results of preliminary studies and previous research show that students have difficulty in solving optical problems. Students tend to solve optical problems with mathematical procedures without going through the process of identifying and analyzing how to solve problems. This research aimed to explore students’ problem-solving skills on optical materials and find their solutions through phenomena-based learning. The research used a mixed method on 30 high school students in East Java, Indonesia. The data was obtained by using open-ended questions (Cronbach Alpha = 0.82). Data analysis was done quantitatively and qualitatively. Data were collected using tests and interviews regarding phenomena-based learning. The results showed that problem-solving skills were classified into useful description 18%, physics approach 17%, the specific application of physics 11, mathematical procedures 33%, and logical progression 21%. Most students used a mathematical approach rather than a physics approach to solving optical problems. Phenomena-based learning helps students understand physics through problems presented with phenomena and problem solving based on phenomena.

Keywords: problem-solving skills, optics, phenomena-based learning
ENRICHMENT ACTIVITIES IN MATHEMATICS: AN E-LEARNING MATERIAL FOR KINDERGARTEN

J. Kinguingan, W. Ligmayo, L.M. Espiritu and J.A. Doculan

Ifugao State University, Philippines

ABSTRACT

The study aimed to develop an E-learning Material in Mathematics for Kindergarten. Lessons covered are colors, shapes, and sizes. It also includes pictures, graphic animations to capture the attention of the pupils. Enrichment activities were provided to measure the extent of learner’s knowledge. In developing the material, it used the Analysis, Design, Development, Implementation, and Evaluation (ADDIE), prototyping and survey methods to complete the study. Results based from survey questionnaire show that the instructional material is easy to use, deliver the expected functionalities and enhanced the teaching and learning process.
ENHANCING TEACHER UNDERSTANDING IN ONET IDEA THROUGH THINKING SKILLS FOCUSING ON SCIENCE PROCESS SKILLS FOR PRIVATE SCHOOL TEACHERS

P. Nookorn

Udon Thani Rajabhat University, Thailand

ABSTRACT

Many private school teachers who taught in science subject were non-science teachers, especially in primary school in Thailand. The purpose of this research was to compare teachers' understandings in Ordinary National Test (ONET) ideas before and after using collaborative workshop with thinking skills. The study samples were 55 private school teachers who attended the 2-days collaborative workshop which set by Udon Thani Provincial Education Office. They were science teachers who worked in private school in Udon Thani Province, Thailand. Six basic skills of science process skills were designed based on ONET for collaborative workshop. Workshop media in each skill which concluded of science process skill definition, two-tier diagnostic test based on the ONET was used for workshop activities in each group. Data collection was done by group mentors using two-tier diagnostic test which the first tier was multiple choice for question answer and teachers’ written work, science process skills, in the second tier for supporting reason of the first tier. Data triangulation was used for interpreting and teachers' understandings of ONET ideas which divided into five levels, Sound Understanding (SU), Partial Understanding (PU), Specific Misconception (SM), No Understanding (NU) and No Response (NR), before and after collaborating at each skill workshop. The study results found the percentage of teachers having understandings of ONET ideas before and after collaborating at the six skills ranged from 19.17- 54.58% and 76.96- 86.36%, respectively.

Keywords: thinking skills, science process skills, two-tier diagnostic test, private school teacher, ONET idea
ABSTRACT

Using Action Research as a method for the development of teachers is a practice that has shown merit in the understanding of applying the theoretical knowledge of the university classroom in a K-12 classroom setting. The number of teachers leaving the profession within the first five years is staggering in the US. The Humphreys University Center for Innovative Teaching prepares emerging teachers for the workplace through rigorous instruction, including the use of Action Research to ensure teachers entering the profession have a complete understanding of the challenges of educating 21st century youth. The hypothesis is that practical knowledge and observation of working classrooms will lead to better prepared teachers, better classroom instruction for the students and will allay the exodus of new teachers resigning. The research is a qualitative longitudinal case study. Every student in the University’s teacher preparation program is required to complete Action Research projects using University Action Research protocols and a reflective analytic design. These projects are reviewed in student seminars with the authors and reported out in a compendium of reflections for use in future classes for the next three years. The authors will also meet in a seminar format with graduates of the teacher preparation program to assess their actual experiences in comparison to their reflections from the Action Research project compendium. These additional reflections will be included in the compendium of findings to present a completed case study for use with the next generation of students in the University teacher preparation program.

Keywords: action, research, teacher, preparation, practitioner, reflective
THE IMPACT OF TRAINING ON MICRO-TEACHING FOR STUDENT TEACHERS IN THE COLLEGE OF EDUCATION AT KUWAIT UNIVERSITY

J.T. Al-Tammar and S.J. Al-Jassar

College of Education, Kuwait University, Kuwait

ABSTRACT

Micro-teaching, a teaching method in the pre-service training of student teachers, is a targeted skills-building approach for prospective teachers. Research indicates that students graduating from classrooms with limited to no implementation of this teaching method, struggle when practicing in the field. There is a current gap in implementing this teaching method across classrooms in Kuwait University. A number of faculty members at the College of Education do not implement micro-teaching. This study identifies the impact of micro-teaching on prospective female teachers, specialized in teaching mathematics and social studies. It is hypothesized that micro-teaching, when implemented systematically and efficiently, enhances both the student teachers’ teaching experience, in addition to knowledge gained by the student recipients. This mixed methods study samples 28 student teachers. Itemized note cards, interviews, and data analysis tools are applied. Significant findings of the study include a higher level of job readiness among student teachers that have implemented micro-teaching. Student teachers were found to be more confident and prepared, regardless of their teaching specialization. This research could be made generalizable to classrooms of mathematics and social studies, across different university levels. It could also be applied to instructors of professional development programs. The use of micro-teaching is a significant enhancer of the teaching and learning experience.

Keywords: microteaching, training, Kuwait, social studies, mathematics, teaching, student teachers, classrooms
BUILDING CRITICAL THINKING AND ECOLOGY LITERACY USING LOCAL POTENCY-BASED TEACHING MATERIALS IN HIGH SCHOOL STUDENTS

L.U. Karina¹, S. Sriyati¹, Amprasto¹ and D. Rochintaniawati¹

¹Biology Education, Universitas Pendidikan Indonesia, Indonesia

ABSTRACT

Teaching material is one of the important components in learning process. The current teaching materials which are available now, have not included yet the local potential of their region. This research is a preliminary study that examines the importance of local potency-based teaching materials related to Bau Nyale tradition of Lombok Island community. The method used in this research is descriptive qualitative method. Preliminary data related to the importance of the development of teaching materials, excavated through interview instruments for teachers and students. The subjects were five teachers and eight students from five samples of junior and senior high schools in Lombok Island (Central Lombok). The results showed that, 100% of teachers observed stated that they have never related Nyale tradition to invertebrate concept at school. This condition is also caused by the lack of teachers understanding in relating the biology concept to the tradition of Bau Nyale in academic purpose. Meanwhile, most of the students said that they were involved in the Bau Nyale ceremony, but they did not know about the linkage of invertebrates concept in it. Based on those issues above, it is necessary to develop local potency-based teaching materials to encourage students to be more familiar with and to love their traditions and environment, and it is hoped to give a better understanding of the invertebrates concept, therefore the learning process could become more meaningful.

Keywords: material teaching, local potential, Nyale
A USER EXPERIENCE ANALYSIS ON E-LEARNING ENVIRONMENTS: TOWARDS A REFLEXIVE APPROACH IN E-LEARNING SYSTEMS DEVELOPMENT

R.L.B. Mendiola

University of the Philippines Los Baños, Laguna, Philippines

ABSTRACT

The paper is a preliminary theoretical investigation on user experience for a socio-technical approach on e-learning platform development. It aims to problematize e-learning by examining the concept using a pedagogical model (Dabbagh, 2005) to further explore its implications in online learning environments user experience. Specifically, it aims to define e-learning, engagement, collaboration and personalization using Dabbagh (2005) pedagogical model, explore the history of collaboration and personalization in e-learning user experience, examine e-learning in the theoretical perspectives of education and communication, and discuss applications of theoretical work on engagement on design thinking e-learning platform development. The paper works on the assumption that e-learning is viewed as a discourse, furthermore posits that in the absence of conventional face-to-face learning interactions, e-learning interfaces have the burden to mediate text in a classroom that lacks physical, spatial, time-bound, and co-present interaction to aid it (Haythornthwaite and Andrews, 2011). In exploring the nature of presence in collaboration and personalization in e-learning, the paper argues the multimodality applications in fostering a participatory culture in an online learning environment. Furthermore, the paper challenges the limitations of the e-learning platforms assuming a banking model of education (Freire, 1968) and proposes an initiative to explore an alternative platform development.

Keywords: online beekeeping, internet-based distance learning, effectiveness
STUDENT’S MEDIA LITERACY SKILL’S IMPROVEMENT USING CHARACTER EDUCATION BASED MEDIA LEARNING MODEL

D. Lyesmaya¹, I. Nurasiah¹, T. Hartatí² and I. Cahyani²

¹Faculty of Education and Training, Universitas Muhammadiyah Sukabumi (UMMI), Indonesia
²Faculty of Education and Training, Universitas Pendidikan Indonesia (UPI), Indonesia

ABSTRACT

The purpose of this research is developing media literacy learning model through character education approach. The 21st-century learning challenges future teacher to use media in teaching and learning at school with creative and innovative ways. PGSD (Elementary School Teacher of Education) students should also have the ability of using media to develop values in their teaching competences. This article aimed to investigate how to develop values by using media literacy learning model in the classroom. The Media Learning Model must be done by finding, managing, processing and presenting data from media. This study was R&D design and the subject were 30 second grade students from PGSD UMMI Academic year 2017/2018. Data was gathered through observation, questionnaires, and interviews. This research revealed that this learning model made learning more meaningful and improved media communication skills in how to present data visually. Based on this study results, it is recommended for lecturers to use this learning model to improve a media literacy skill as well as means for students in making moral action (to express, show, and construct values) by using a media.

Keywords: character education, learning model, and media literacy
IMPROVING THE QUALITY OF LEARNING ENVIRONMENT THROUGH PROCESS ORIENTED GUIDED INQUIRY LEARNING (POGIL) ENRICHED BY SOCIOSCIENTIFIC ISSUES (SSI) ON CHEMISTRY SOLUTION

S. Rahayu, F. Aldresti and F. Fajaroh

Chemistry Department, Universitas Negeri Malang, Indonesia

ABSTRACT

One of the main goals of science/chemistry education is achieving scientific literacy for all students. For this purpose, there are some competencies and skills need to be developed in a supporting learning environment. This study aimed to examine students’ perceptions on learning environment in the POGIL –SSI instruction in the chemistry solution topic. A quasi experiment with posttest only was designed. The participants consisted of 85 high school students who divided into Experiment group 1 (N = 28), Experiment group 2 (N = 29), and Contol group (N = 28) and were teached using POGIL–SSI, POGIL, and conventional instructions, respectively. Data of students’ perceptions was collected using WIHIC instrument (Cronbach Apha = 0.943) and analized using One-Way ANOVA and Post-Hoc LSD test. The result shows that there is a significant difference on students’ perceptions among the three groups. However, Experiment group 1 is not significantly different from Experiment gorup 2.

Keywords: Process Oriented Guided Inquiry Learning (POGIL), Socioscientific Issues (SSI), Learning Environment
COLLABORATION SKILLS OF 8th GRADE SECONDARY STUDENTS IN SCIENCE LEARNING WITH ENGINEERING DESIGN ACTIVITY

F. Nuraeni\textsuperscript{1,2}, A. Permanasari\textsuperscript{2} and Riandi\textsuperscript{2}

\textsuperscript{1}LPDP (Indonesia Endowment Fund for Education), Indonesia
\textsuperscript{2}Science Education School of Post Graduate Studies Indonesia Education University, Indonesia

\textbf{ABSTRACT}

Collaboration is now identified as an essential 21\textsuperscript{st} century skills that make it become an important learning outcome. On the other hand, there is a growing demand to infuse engineering practices into science learning as it relies more on social involvement, such as collaboration, to solve problems. Thus research examining students’ collaboration skills which emerge during activities involving engineering design is needed. Through observation method with rubric adapted from social skills of collaborative problem solving, emerging collaboration skills during collaborative engineering design processes are identified. The subject were 18 secondary students in 8\textsuperscript{th} grade who were engaged in science lesson involving designing, constructing and testing analogical model of blocked artery and medical device to treat it. Varied level of participation, perspective taking and social regulation skills are evident throughout the lesson. Finding suggests that individual collaboration skills are dependent upon skills of collaborating partner.

Keywords: collaboration, engineering design, science learning
ABSTRACT

The Teaching-Research Nexus in higher education pushes the development of research competences in students. Research-Informed Teaching in higher education varies from approaches giving responsibilities to the teacher versus student and emphasizing the process versus product. Research competences are increasingly “digital” given the interwoven nature of Internet based tools and research. Key is the peer review process that influences the research cycle. In this context we contrasted a Research Based Learning environment (RBL) with a Research-Led Learning approach. RBL builds on students being actively engaged in real research activities and in related peer review. In RLL, the teacher defines student activities to get acquainted with the content of research. There is hardly empirical experimental research underpinning RBL; especially not engaging novices. In a naturalistic setting, in an online environment, during 13 weeks, and building on a cross-over design (t0, t1 and t2), 197 first-year students tackled either RBL or RLL versions of tasks. Repeated measures analysis tested the development of research competences, next to the mediating impact of motivation and self-efficacy. Results show significant positive differential impact of RBL at t1, not at t2. A significant impact on self-efficacy was observed, not on motivation and no interaction effects. The differential positive impact of RBL could be grounded on development of digital research competences. There are implications to consider a future larger research cycle involvement, to link RBL to more than one course and to focus on qualitative data to develop a better understanding of the student research experience.

Keywords: teaching-research nexus, digital research competences, higher education
CAREER COUNSELING BASED ON BIH (BELIEVES, IDEALS AND HOBBIES) FOR INCREASING CAREER MATURITY

R. Hidayati, I. Lestari and Sucipto

University of Muria Kudus, Indonesia

ABSTRACT

This research is motivated by the problems of career maturity of students. Master class preoccupied with administrative attention when using the reference curriculum of 2013. Parents are focused on achieving value for students and some scolded by their parents when students get low scores. In the process of observation when students asked about his ideals, partly unable to answer and partly answer became idolized artist. Supposedly career development stages of primary school age children that must be passed is the fantasy stage, where students in primary schools have ideals very high according to his fantasy to these ideals. The purpose of this research is to improve the career maturity of students through career counseling based BIH (believe, ideals, hobbies). The research method are used in this research are RnD (research and development). Research directed development as "a process used to develop and validate adicational product (Borg and Gall, 2003: 271). Products mentioned are the development of career counseling based on BIH to improve the career maturity of primary school students which is low. This study was not carried out until the stage of dissemination and implementation of the product. Researchers will limit the development of research procedures until limited test phase as the sixth stage in RnD. The technique are used to collect the data are observation, interviews and documentation. The results obtained after a given career counseling service based BIH seen from the results of the post-test as follows: 23.1% in the category Very high and 76.9% in the high category. The results of the post-test was total of three students entered in calcification is very high, while 10 students was classified as high.

Keywords: career counseling, BIH (Believes, Ideas, Hobbies), career maturity
DEVELOPING LEARNERS’ 21st-CENTURY COMPETENCIES THROUGH EXTRACURRICULAR ACTIVITIES WITH DEFINED LEARNING OUTCOMES

Y.K. Hui, L.F. Kwok and H.H.S. Ip

City University of Hong Kong, Hong Kong

ABSTRACT

We are living in a world of rapid change. The society, particularly the employers, are looking for new graduates to be job-ready with necessary competencies (also called as “21st-century competencies”) than simply achieving a good result on academic side. Institutions, being the last place for developing new graduates before they enter into job markets, are therefore expected to change the focus to develop students’ competencies on top of traditional academic development. Competencies cannot be taught or learned, but can be developed such as via participating in extracurricular activities. Outcome-based learning has been adopted by a majority of institutions for structured and well-designed academic curriculum but rarely be observed in extracurricular activities. The City University of Hong Kong is one of the pioneers in building a central repository, called “CRESDA”, for storing students’ extracurricular activities linking with the learning outcomes and a list of competencies (they named these as “attributes”. The 21st-century competencies are relatively generic without differentiating students from different academic programs. In this paper, we studied the differences between what extracurricular activities being offered by the institution and what are those being participated by students. We also studied the variations of the most acquired attributes by students in different colleges/schools. The findings help organizers to better plan for the extracurricular activities to be offered, teachers/advisors to give better advice to students, and students to have better competencies development plan. It also provides another data source for learning analytics for better predicting students’ success.

Keywords: 21st-century competencies, extracurricular activities, outcome-based learning, learning analytics
CAREER DECISION AND K TO 12 CURRICULUM EXITS OF SENIOR HIGH SCHOOL STUDENTS

M.D.B. Bacaling

Sta. Cruz National High School, Davao del Sur, Philippines

ABSTRACT

The first batch of the K to 12 Curriculum are about to graduate this year and many senior high students were hesitant and worried if they will be able to land a job, a business on his own, proceed to college or take higher vocational course. To address these concerns and worries of the Grade 12 graduating students, an action research was proposed. The purpose of this study was to examine the career decision of the students and how it relates to the K to 12 Curriculum Exits (Trabaho, Negosyo, Kolehiyo, and Middle Skills Development). This study used the mixed method design. Research-made questionnaire were administered to 324 students using the universal sampling method. On the other hand, eight students were selected as participants for focus-group discussion (FGD). Percentage and ranking were utilized as statistical tool for this study. Results revealed that majority of the students’ career decision after graduation will enroll to college/university (57.4%), followed by find a job (34.9%), enroll to a vocational school (4.9%), have his own business (1.9%), and some were undecided (0.9%). Findings were utilized by teachers and career advocates by creating a program that will help the students decide of what to take after graduation. Thus, a three-day senior high school Curriculum Exits --Fair (Job-Fair, Business Demonstrations, College/University and Vocational school fair) were implemented.

Keywords: career decision, K to 12, senior high school
MANAGING CHILDREN’S DEPRESSION BEHAVIOUR TO PROMOTE MENTAL HEALTH WELL-BEING IN THE CLASSROOM

S.A Mulovhedzi

Department of Early Childhood Education, School of Education, University of Venda, Thohoyandou, Republic of South Africa

ABSTRACT

Managing children’s depression in the classroom is a major issue in rural schools and it is not unique to Limpopo Province. Some teachers have even attributed unsuccessful teaching to number of children’s depression with which they have been confronted with in schools. The aim of the study was to investigate how teachers manage children’s depression to promote mental health in the classroom. A qualitative research method was used for this study. Purposeful sampling procedure was used to select eight teachers who teach Foundation Phase children. In depth interviews were used as a data collection tool. The study findings revealed that teachers were not fully knowledgeable about children’s depression. Their perceived knowledge lacked the level of confidence necessary to recognize the behavioural symptoms of depression as diagnostic criteria. The study recommended that teachers should provide strong support to the children with regard to their depression. These children should receive sustained environmental support, such as nurturance and a wide range of experience, which was initially rooted in the family influences, values and pro-social behaviour that discouraged a promiscuous lifestyle and that hinder the importance of doing well in school. Teachers should be encouraged to find out more about the children’s home background and neighborhood.

Keywords: laziness, mental illness, loneliness, parental involvement, school environment
REPRESENTATION MICROSCOPIC LEVEL ASSISTED VISUALIZATION TECHNOLOGY AND STUDENT’S UNDERSTANDING OF CHEMISTRY CONCEPTS

I.A.A. Arsani¹, P. Setyosari², D. Kuswandi² and I.W. Dasna²

¹State Polytechnic of Bali, Indonesia
²State University of Malang, Indonesia

ABSTRACT

Difficulty in understanding chemical concepts is a typical case that is common and experienced by most learners. Visualization technology in the representation of chemical concepts can encourage active learners, and can integrate the information obtained to understand difficult concepts and principles that can be used to solve chemical problems. Some research results show that visualization in the representation of chemistry learning can provide strong motivation to students to understand chemical phenomena at the molecular level. Microscopic representations explain the structure and process at the particle level against the observed macroscopic phenomenon. This study purposes to determine the effectiveness of visualization technology in the representation of chemical concepts at the macroscopic level as an effort to improve students’ understanding of vocational education. The methodology used in this research is an experimental method using a quasi experimental design with the design of Matching Pretest-Posttest Control Group. The subject of research are learners in Department Mechanical Engineering on State Polytechnic of Bali. The data were collected using tests and questionnaires. The results show that visualization technology in the representation of chemical concepts at microscopic level is very effective. The results of the analysis found a significant difference between the control group and the treatment group. These results indicate that visualization technology in chemical representations strongly supports the understanding of students’ chemical concepts

Keywords: representation, visualization technology, microscopic level, vocational
DEVELOPMENT OF CURRICULUM FOR REGIONAL BASED EDUCATION TO
OPTIMIZE STUDENT POTENTIAL OF INDONESIA

M.R. Fahlefi

University of Airlangga, Indonesia

ABSTRACT

The existence of this research is motivated by Indonesia which is still difficult to find the formula of effective education curriculum. The diverse needs and backgrounds of students in Indonesia are a problem in education that needs special attention. These problems have an unoptimal impact on the potential development of students in Indonesia. The purpose of this study is to find out how curriculum development in Indonesia is suitable to be applied in Indonesia so that it can explore and optimize the potential of the students. This research uses descriptive research method so that it can be known problems and obtained data based on what happened in the field, it is possible to find solution as policy proposal. The results of field observations indicate that some students in each region feel inadequate to develop talent and teachers who think the national education curriculum policy applied can’t be appropriate if applied in the regions because it does not always match the needs of the students. It can be concluded through research that it is time to enact a curriculum based on regional education that is able to provide facilities for the development of potential, interest, and talent of students in Indonesia.

Keywords: education curriculum, regionalism, as needed, potential, policy proposals
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ANALYZING BUSINESS GRADUATES EMPLOYABILITY THROUGH SOFT SKILLS DEVELOPMENT: GRADUATES AND EMPLOYERS PERSPECTIVE

A. Sultana

*American International University Bangladesh, Bangladesh*

**ABSTRACT**

This study addressed the problems of business graduate students’ lack of prerequisite soft skills that determine their employability. The study examined the role of soft skills perceived by business students and employers as relevant employability skills for students at private and public universities in Bangladesh. It also explored the nature of soft skills that students and employers consider important for employment. The primary focus was to address the gaps in the expectations of graduates and employers. The disparity in the goals of the education system and the expectations of employers contribute to the gaps that are evident in the students or graduates’ poor performances at interviews and work experience opportunities. Quantitative data were analyzed using the SPSS statistical software package (Version 20). According to the findings, it is imperative that the educators and the employers should work collaboratively to minimize the skills gap prevails in graduates. Inclusion of Soft Skills or employability skills development course in the curriculum can surely prepare graduates with necessary employability skills that organizations look in to the potential employees. It has also the competitive advantage for the Educational Institutions as more graduates will win the job and employers’ satisfaction will be higher.

Keywords: soft skills, employability skills, graduates, employers, job performance
COMMUNITY OUTREACH PROGRAM: AN EFFECTIVE APPROACH FOR TWO-WAY LEARNING PROCESS

M. Wibowo

Petra Christian University, Indonesia

ABSTRACT

From 1996 to 2003, UK Petra partnered with the government of Magetan to conduct COP in Magetan, in which the students of Dongseo University-South Korea, Inholland University – Netherlands, Hong Kong Baptist University – Hong Kong participated in. In 2007 till now, UK Petra applied Service-Learning method to Community Outreach Program (COP). As an International Service-Learning, COP is expected a two-way learning process. Students can apply their knowledge to meet the needs of the society and they can learn from the community. They will also have to write a report reflecting this experience. Respectively, in 2008, COP selected by the Indonesian Minister of Education as pilot KKN which conducted internationally. However, the effectiveness education of using the COP process approach to teach the students is still inconclusive. It is necessary to confirm this effectiveness through further research studies. This study investigates 20 students how effective process learning through service learning method is in a village, named Lebak Jabung, Mojokerto, as a case study of COP 2017 to improve their skills through reflections and questionaires. The effectiveness of the programme was investigated through interviews, reflections and questionaires. It is found that the programme brought positive results across all students who joined COP from many countries. The process approach seems very effective approach to students from many countries, not only for inner personal development, but also academic development and especially for their social skill development.

Keywords: service learning, process approach, COP, Mojokerto
EVALUATION OF THE PHYSICAL EDUCATION AND SPORTS TEACHER UNDERGRADUATE PROGRAM (THE CASE OF TURKEY)

A. Namli and C. Temel

Inonu University, Malatya, Turkey

ABSTRACT

In the present study, the purpose was to evaluate the Physical Education and Sports Teachers Undergraduate Study Department Programs, which have been applied since 1998 in Turkey. The Concurrent Multiple Design, which is one of the Mixed Research Models in which qualitative and quantitative research methods are used together, was used in the study. The sampling of the study consisted of 302 academicians from various universities in Turkey, and 458 physical education teachers working at high school/secondary schools in Turkey. In the analyses of the study data, the Descriptive Analysis was used for quantitative data; and the Descriptive Analysis and Content Analysis Methods were used for qualitative data. According to the results of the study, it was concluded that the applied sportive classes in specific field knowledge classes are inadequate in the Physical Education and Sports Teachers Undergraduate Study Department Programs applied in Turkey. It was determined that the classes provided to students in general knowledge field are adequate; however, it was concluded that these classes should be optional to be selected by students in line with their developmental stages. It was also determined that the classes related to teaching profession were not adopted to physical education field and the teaching internship periods were inadequate. According to these results, it is possible to claim that the Physical Education and Sports Teachers Undergraduate Study Department Programs, which have been applied in Turkey since 1998 and which were updated once in 2006, should be updated again in the light of the study findings and the examples in other countries.

Keywords: physical education teacher, physical education and sports teaching undergraduate program
ENGAGING POLYTECHNIC STUDENTS WITH STUDENT GENERATED VIDEOS

A. Low

*Singapore Polytechnic, Singapore*

**ABSTRACT**

Over the last decade, there has been a growing body of scholarships in enhancing learning through videos. Past research has investigated on pedagogical frameworks such as flip classroom, problem based learning, and case based teaching by broadcasting videos for capturing student’s attention and retention. This scale of video technologies have seen resurgent interests in the possibilities of seamless education. The paper however, contend that these approaches are still only a one-way video instructor based agency mooted deeply in the objective of content delivery. Drawing upon from contemporary literatures, this paper explicates that students today have moved away from being passive spectators observing content display to active learners with the capacity to apply their own learning through the use of student generated video strategy. Taking on a qualitative research design, this study has experimented with a class of 10 students who volunteered to take part in this study. The data sources included: one focus group session, reflections and observations. Results from this study's overarching research question of “what are the student’s experiences from creating the videos?” exhibited three significant themes. One, learning becomes more authentic as students are engaged in imaginative modes of awareness and engagement, resulting in better understanding of key content. Two, maximising communication with the ability to discuss and connect through sterile video productions among students promoted active collaboration and discussion effectiveness. Three, the motivation to learn from generating videos have encouraged students to be creative. Consequently, the paper concludes that student generated video activities provide a learning environment with authenticity, effective communication and motivation unlike the one-way video instructor based approach.

Keywords: student generated video, learner generated video, video learning, video pedagogy, user generated video
ENHANCING LEARNING IN UNDERGRADUATE INTRODUCTORY PHYSICS COURSE USING PHOTOVOICE

J.T. Cuansing

University of the Philippines Los Baños, Philippines

ABSTRACT

Photovoice is a participatory action research and pedagogical tool that enables a teacher to learn about her teaching and students learning through photographs. The study examined the viability of photovoice as a classroom activity in supplementing and enhancing the learning process of students in undergraduate introductory physics course. Participants in this study consisted of students from the General Physics II – Electricity and Magnetism class. A total of 98 students were in the class and were invited to participate in the activity. Twenty-eight (28) out of 98 students participated in the photovoice activity wherein students took photographs, recorded events, and reflected on a specific everyday experience as it relates to electricity and magnetism. Back in the classroom, participants shared their photographs and experiences in a group discussion with their classmates. Analysis identified positive use of photovoice: teachers were provided qualitative evidence to evaluate student understanding of the topic; students develop a more personal appreciation of the physics as they reflect and explain the physics behind their photos to their classmates and makes them more eager to learn the lesson. Through photovoice, the teachers were enabled to qualitatively assess student’s learning by illustrating what the students experienced; providing the teachers a good supplemental tool to enhance student learning and appreciation of physics.

Keywords: photovoice, action research, physics education
ABSTRACT

In the past decade, online instruction has been evolving to be a high priority for many higher educational institutions. The absence of physical contact between faculty and students in online teaching creates needs for institutions to provide new structures of support. Without appropriate and effective support, the quality of online teaching will be uncertain; the moral of faculty will be low; and students might lose their interests and drop out from online courses.

The concerns associated with institutional support for online teaching include how to effectively evaluate its quality and what specific supports are needed for online faculty and students in order to provide efficient assistance. With such concerns, identifying an efficient systematic campus support model for online faculty and students is extremely essential. Such model can ensure the quality of online instruction, can provide guidance for educational institutions to better support their online faculty and students, and can help institutions save money and time in facilitating the adoption of online instruction.

To help institutions manage the concerns, I conduct a research to investigate current support activities and framework for online teaching in higher educational institutions in United States. I will also examine issues including online instruction infrastructure, training, course/curriculum development, faculty- and student-support requirements and practices, and long-term online instruction support challenges.

The purpose of my research is to build an efficient campus support model for online instruction with a hope to provide guidance for all higher educational institutions to better facilitate online instruction on their campuses.

Keywords: campus support model, online teaching
LEARNING BEEKEEPING ONLINE: EXPLORING THE EFFECTIVENESS OF INTERNET-BASED DISTANCE LEARNING IN BASIC BEEKEEPING TRAINING

A.J. Paigao and E. Centeno

University of the Philippines Los Baños, Laguna, Philippines

ABSTRACT

This study aimed to determine the effectiveness of the online learning system, Be Eskwela, in facilitating a course on basic beekeeping. Be Eskwela is a term that combines the words, “bee” and “eskwela” which means school. It is a six-module online beekeeping course that discusses bee biology, bee genetics, bee diseases, bee pests, seasonal management, and bee products. Based on the learning needs assessment conducted to the respondents, Facebook and Wordpress were used in this study. These online learning platforms are highly accessible and widely used by the learners. Overall, 59 respondents who were members of a Facebook group on beekeeping in the Philippines signified their interests in participating in the course. However, only 19 beekeeping enthusiasts were able to finish the course. An online survey evaluating information quality, system quality, and usefulness of Be Eskwela and the learners’ learning achievement, level of satisfaction, and intention to use the online learning system were administered. Data were analyzed using descriptive statistics, Spearman Rho coefficient, and paired t-test. Findings revealed that the learners have an overall positive assessment towards the information quality, system quality, and perceived usefulness of Be Eskwela as an internet-based learning system. The learners were highly satisfied with the beekeeping course and showed intention to further use and recommend the course to other beekeeping enthusiasts. At 0.05 alpha, this study found out that there is a significant difference between the pretest and posttest scores of the learners indicating the effectiveness of Be Eskwela in facilitating a basic beekeeping course.

Keywords: online beekeeping, internet-based distance learning, effectiveness
BLENDED LEARNING IN INDONESIAN HIGHER EDUCATION: BENEFITS AND CHALLENGES


Universitas Negeri Manado, Indonesia

The University of Newcastle, Australia

ABSTRACT

Technology has contributed significantly to learning and is becoming ubiquitous in many educational systems. One example of technology’s contribution is through blended learning which is used as a teaching method in higher education. Blended learning may be defined as a teaching and learning process that combines online learning and traditional face to face teaching to enhance learning results. This paper explores the benefits and challenges of blended learning in Indonesian higher education. It evaluates some types of blended learning and explores the reasons for adopting these types. The research method was qualitative, and the data were collected from observations, document analysis, and two focus group interviews with higher education lecturers and faculty management. Each focus group had four to six participants. The data were analysed using qualitative content analysis. The study highlighted that blended learning is important in developing academic professionalism, students’ performance and institutional reputation. However, there are some challenges to be faced such as the ideal type of blended learning in higher education, preparation time, human resources, changing mindsets, developing infrastructure and IT support. The study’s results reveal that blended learning can have a positive impact in enhancing teaching and learning process, however there are specific barriers to implementing blended learning in higher education. The paper concludes that there is considerable value for Indonesian Higher Education to work towards overcoming the barriers to blended learning so that this teaching method can be effectively employed. The paper makes some recommendations that could be adopted by institutions in adapting blended learning methods to their teaching and learning contexts.

Keywords: blended learning, higher education, Indonesia
INTERNET USAGE AND JUVENILE DELINQUENCY IN HIGH SCHOOL STUDENTS IN SURABAYA INDONESIA

H. Indrijati, E. Mastuti and Prihastuti

Fakultas Psikologi Universitas Airlangga, Surabaya, Indonesia

ABSTRACT

This study aims to determine the difference juvenile delinquency based on the frequency of internet usage in high school students in Surabaya Indonesia. Internet usage is based on the average frequency of internet usage in a day. Juvenile delinquency is the tendency of students to acts that violate the rules that can result in harm and damage both to himself and others.

This research was conducted quantitatively with subject of 498 students from 8 schools in Surabaya city area of Indonesia. The measuring instrument uses a questionnaire of internet use and juvenile delinquency. Data analysis uses descriptive statistics and Analysis Variance test.

Hypothesis test results obtained that the value of F: 3.125 with a significance of 0.026 which indicates that there are differences in juvenile delinquency based on the frequency of Internet usage in high school students in Surabaya Indonesia

Keywords: internet usage, juvenile delinquency, high school students
TEACHERS’ TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPACK) IN THE K TO 12 MATHEMATICS CURRICULUM: BASIS FOR AN ICT TRAINING PROGRAM

J.M.B. Lumabao¹ and L.A.C. Pedro²

¹Ilocos Norte College of Arts and Trades, Philippines
²Mariano Marcos State University, Philippines

ABSTRACT

This study aimed to develop a proposed ICT training program to empower the teachers’ Technological Pedagogical Content Knowledge (TPACK) in the K to 12 Mathematics Curriculum, as a product of the analysis on the TPACK level of the Mathematics teachers using the Research and Development (R&D) methodology. One hundred six (106) Mathematics teachers from Ilocos Norte were chosen as samples in the study. The teachers’ TPACK and their socio–demographic characteristics and ICT-related characteristics were determined using the TPACK Survey Questionnaire. Meanwhile, the validity of the proposed ICT training program was determined using the Validation Instrument for Training Program. Frequency, percentage, mean and standard deviation were used to analyze the data collected on the socio-demographic profile of the secondary mathematics teachers, while data on TPACK, attitudes, beliefs of the respondents and validity of the proposed ICT training program were determined and described using mean. Pearson’s (r) moment of correlation was used to determine the relationship between and among the variables.

Findings show that the Mathematics teachers have positive attitudes and beliefs towards ICT integration in mathematics instruction. Also, it was revealed that they have an average level of TPACK. Notably, teachers’ TPACK has significant relationship to their age, years of teaching experience, attitudes and beliefs towards ICT integration, content knowledge, pedagogical knowledge and technological knowledge. Based on the evaluation by ICT experts and coordinators, the proposed ICT training program is very highly valid. Hence, the proposed ICT training program can be used to empower the TPACK of teachers.

Keywords: technological knowledge, pedagogical knowledge, content knowledge, technological pedagogical content knowledge, ICT training program
THE EFFECTIVENESS OF INFOGRAPHIC ON THE KINEMATICS OF RECTILINEAR MOTIONS CONCEPT ON STUDENT RESULTS IN SENIOR HIGH SCHOOL

N. Apriyanti¹, M.S.N. Shaharom¹ and S.S.A. Rahim²

¹Department of Curriculum and Instructional Technology, Faculty of Education, University of Malaya, Malaysia
²Department of Mathematics and Science Education, Faculty of Education, University of Malaya, Malaysia

ABSTRACT

In general, the teaching and learning of high school physics need attention as many students are not able to accomplish the minimum standard of proficiency. One way to improve students’ learning outcomes is to use instructional visual media which tend to be favoured and used by students. Therefore, the purpose of this study is to assess the use of physics content learning media in the form of infographic and its effectiveness to students learning outcomes. This study aims to determine the efficacy of learning media infographic to the acquisition of student learning about the concept of rectilinear motion kinematics in class X SMA (Senior High School). This research is Quasi-Experimental with the design of Nonequivalent Control Group Design. The sample was obtained by using purposive sampling technique where class X.IA2 is the experiment class and class X.IA1 as the control class. A conceptual test is used to collect data which are test results. Based on the data analysis using non-parametric test U-Mann Whitney, it can be seen that there are differences in students’ learning outcomes. The effect size obtained for student learning outcomes is 1.99 which is incorporated in the high criterion. This research indicates that the infographics used have a high influence on student learning outcomes. Therefore, infographics can be used to assist the process of learning physics in high school, especially in the topic of kinematics of rectilinear motion concept.

Keywords: Infographics, learning outcomes, kinematics of rectilinear motion concept
TEACHER’S PERSPECTIVES ON THE STATE OF TODAY’S EDUCATION AND THE MOBILE LEARNING BYOD (BRING YOUR OWN DEVICE) EFFECT ON STUDENT LEARNING IN HIGHER EDUCATION

P. Coelho

Higher Colleges of Technology, UAE

ABSTRACT

The students of today are more technically savvy than ever before. For most students, using mobile devices is second nature. By the time they reach university, students have used technology to support their learning styles. Furthermore, mobile technology is an important part of the real world for which university students are being prepared. These factors coupled with instant access to unlimited information has broad impacts for the classroom, especially since today’s digital age students learn far more differently compared to their professors. Educators, students and researchers alike acknowledge that traditional teaching and learning models are no longer ideal for effective student learning and engagement. Thus, a number of software applications have been developed to support learning - many of which students can access from their personal devices. Several studies show the benefits of implementing mobile technology and BYOD (Bring your own device) strategies in the classroom.

Such learning is primarily facilitated using technology. However, the widespread appeal and availability of mobile technology applications may pose another problem for educators in terms of choice, selection, and application. How can educators choose from and apply the vast array of applications? More importantly, how do teachers see today’s learning challenges in order to compete for student’s attention with mobile devices?

This research paper showcases examples of mobile applications that can be used to engage and challenge students. Insights for this study were gained through questionnaires and focus groups with university educators located in the United Arab Emirates. Key questions addressed were: 1) What challenges do teachers face while in classroom 2) What types of mobile technology apps are used by educators? 3) How are educators using such apps to support student learning. While using a mixed method approach these research questions and discuss elements of technology in education and challenges and successes reported by instructors in higher education in order to shift learning from static to dynamic. The results reported showcase apps that were successfully implemented in classrooms, it provides a perspective of today’s learning environment and may be useful for instructors and course developers or any educational institutions facing similar issues.

Keywords: mobile Instructional technology, mobile devices, higher education, BYOD, education
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ICT CHALLENGES TO THE TEACHING – LEARNING PROCESS: BASIS FOR THE DEVELOPMENT OF DIGITAL LITERACY PROGRAM

M.G.L. Apale

University of Perpetual Help System DALTA, Philippines

ABSTRACT

The purpose of the study is to determine the readiness of Filipino teachers and students for the challenges of digital technology, which impacts greatly on the teaching-learning process that should prepare the youth to be ready with the skills and competencies required for the economic, trade and communications integration in the ASEAN and the movement towards Globalization. Respondents were grouped as Digital Immigrants/Generation X, Digital Natives/Generation Y, and Cloud Natives/Generation Z. Through mixed method research—sequential explanatory design, data was gathered to know if there is a significant difference in the digital illiteracies of the respondents based on their profile which considered age, sex, education and civil status; and on how Information and Communication Technology influence the teaching-learning process. The study showed that the attributes sex and civil status influence the significant difference only in the digital information of the three groups of respondents who underwent digital technology skills assessment and were rated as Beginner, Capable or Competent. Recommendations include a separate Digital Technology Program for teachers and students which is modular and progressive, based on their present level of competency. It also provides the opportunity to examine principles and practices of educational assessment in the context of digital technologies. Students could be empowered to help build the capacity of their peers, staff and the wider school community in the use of digital technologies, by providing and promoting ICT leadership opportunities and by showcasing students’ digital work.
THE ANIMAL KINGDOM: AN ELMBC

J.J. Nipahoy, M.M. Daniels, D. Lobhoy and J.A. Doculan

Ifugao State University, Philippines

ABSTRACT

This study focused on the design and development of an e-learning material for the Biology class of Grade 8 particularly the topic Animal Kingdom. The manual delivery of lessons rarely catches the attention of learners which in turn lead to poor performance, which this study aimed to address. To enhance learning, enrichment activities were included along with a game that would further assess the learner’s acquired knowledge. The developed material made use of prototyping wherein graphical users interfaces were first designed, presented to client for feedback. Corrections were incorporated until the expected functionality was achieved and accepted by the clients. Survey was conducted to clients and results show that the developed software is strongly acceptable and is recommended for implementation and use.
ABSTRACT

One of the problems that happened in science lesson in elementary school of East Kalimantan province border region is the ability of teacher less in terms of utilization of learning environment media consequently students do not have problem solving ability of environment around them. The aims of this study is to improve the ability of teachers in the utilization of learning media around the environment so that students have the ability to solve environmental problems around. The research method is descriptive quantitative with pretest postes design. The research procedure is modeling by the researchers how to utilize instructional media in class. Before the modeling by the researchers in the pre-held test and after the researchers implement the learning by utilizing environment-based learning media (modeling) in the holding post test. Pre test and post test to know the ability of teachers in utilizing the surrounding learning media and problem solving abilities of students, before and after learning with the utilization of learning media around the environment through modeling by researchers. The pre test and post test instruments are the same. Instruments to determine the ability of teachers is a test that contains a list of questions related to the utilization of learning media around the environment, while for students using essay tests related to the ability to solve environmental problems. Melak research site. Samples of teachers 6 people, students 36 people. Descriptive data analysis ie the ability of teachers and students categorized in less, enough, good, very good in tables and interpreted. The result of the research was obtained the ability of the teacher before the modeling was conducted in the category of less than 4 people, enough 2 people after the modeling was in good category 3, and very good 3. Ability problem solving environment around the student before modeling was in category less 33 people, after held modeling was on the category enough 7 people, both 24 people and very good 5%.

Keywords: learning media, environment, modeling, problem solving
ABSTRACT

The study aimed to develop an E-learning Material for Grade Five (5) pupils in Science Class, which focused on Earth and Space topics. With the traditional way of teaching, there is difficulty in getting the pupils’ attention and participation due to poorly developed instructional materials. This scenario leads to poor performance of the pupils during the evaluation process. The developed system will ease the burden in visual-aids preparation and will greatly improve the acquisition of knowledge of the learners since lessons can be repeated. Importantly, enrichment activities were included to evaluate the knowledge gained by the learners. Prototyping was used in data gathering, and polished to achieve an error-free material. Survey results show that the system is acceptable and meets the goals of the organization.

Keywords: e-learning, blended-learning
THE FACTORS OF REFLECTIVE LEARNING THROUGH WEB TECHNOLOGY

K.P. Ngam¹, T. Kantawatana² and P. Pimdee²

¹Office of the General Education, Valaya Alongkorn Rajabhat University under the Royal Patronage, Thailand
²Faculty of Industrial Education and Technology, King Mongkut's Institute of Technology Ladkrabang, Thailand

ABSTRACT

Education is an important thing leading to the development of knowledge and basic skills to live in social. In the 21st Century, the online social really has an influence on human life. Therefore, Web technology which are more creative and can forward the created knowledge more quickly, are likely used as mainstream in the higher education level. Thus, this research has purposes to study factors of reflective learning through Web technology and appropriation reflective learning through Web technology. The Samples consisted of 9 people was purposive sampling selected who has expertise in content and technology and have an experience in higher education more than 10 years. The method using in this research is questionnaire and interviewing. Data analysis from questionnaire and interviewing reveals that the factors of reflective learning through Web technology consists 5 factors principle, objective, content, process and pedagogy and evaluation. For the result of this research reveals the overall of all factors is in the very appropriate level (Mean = 3.51, S.D. = 0.69) and the result of interview from experts shows that an idea from Web technology makes lecturer enhance an understanding of the behavior. Furthermore, lecturers can find various styles of teaching and easily share the information.

Keywords: factors, reflective learning, web technology, experts
A MOBILE LEARNING TOOL FOR STUDENTS WITH DYSCALCULIA

A.M. De Los Reyes, A. Acuña, H. Javier and G. Oliveros

Arellano University, Legarda, Manila, Philippines

ABSTRACT

This research project is concerned with the development of a learning module to be used by students with Specific Learning Disability in Mathematics or Dyscalculia. Students with Dyscalculia are those who have difficulties in learning arithmetic, like understanding numbers, manipulation of numbers, and learning facts in mathematics. The developed module can be used through their mobile phones which can assist the students to learn and recognize numbers, colors, shapes and do basic mathematical operations. There were 20 students enrolled in the SPED class of P. Burgos Elementary School who participated in the study. The module was tested by the teachers and the students with the assistance of their parents. Heuristics evaluation, a usability inspection technique for user interface of a product was conducted to assess the usability of the mobile app. The criteria that were tested for Heuristic evaluation were User Control and Freedom of User, Consistency and the Standard Performance of Software, Recognition Rather Than Recall, Flexibility and Efficiency of Use and Aesthetic And Minimalist Design. The overall result of evaluation was 3.88 for the user-respondent and the IT- Expert respondents with a result equivalent to descriptive rating of “Very Good”. This can be concluded that the developed Mobile Learning module for children with dyscalculia was assessed to be effective and is usable for the target users.

Keywords: Special Education (SPED), Specific Learning Disability (SDL), Dyscalculia, e-Learning, Mobile Learning
MODEL OF SCIENCE LEARNING THROUGH TPACK FRAMEWORK BASED ON HYBRID LEARNING

W.H.F. Rorimpandey¹, N. Degeng², P. Setyosari and S.Ulfa

¹Manado State University, Indonesia
²Malang State University, Indonesia

ABSTRACT

TPACK (Technological Pedagogical and Content Knowledge) combines Hybrid Learning the professional ability of teachers to technology, pedagogy and mastery of material in a learning through a combination of learning face to face and e-learning. The purpose of this research is to develop Learning Model. The development model used is the ASSURE model consisting of 6 steps: 1) analyze learners, 2) state objectives, 3) select methods, media, and materials, 4) utilize media and materials, 5) require learner participation, 6) evaluated and revise. The results obtained are a model of science learning with a TPACK framework based on hybrid learning. The results of implementation in the learning found that the learning model significantly able to increase student activity and learning outcomes. The development of this model also reveals that Hybrid Learning more successfully achieves learning objectives and can increase interaction between students, students and lecturers.

Keywords: learning model, TPACK, hybrid learning, science
“I’M TOO OLD TO LEARN NEW TECHNOLOGY”: SENIOR TEACHERS’ SELF CONCEPT IN USING ICT IN EDUCATIONAL PRACTICES

R.I. Nur and A. Asmawi

Department of Language and Literacy Education, University of Malaya, Malaysia

ABSTRACT

There is a growing body of literature which suggests that senior teachers resisted ICT (Information and Communication Technology) in teaching. However, other literature reported that most of the teachers felt that the age of the teacher had nothing to do with ICT use. This paper presents a multiple case study of four senior EFL teachers in urban and rural areas in Indonesia. By employing possible selves theory, this study aimed to better understand why senior EFL teachers (do not) use ICT in educational practices. Based on the qualitative data analysis, this study revealed that teachers’ different possible selves affected their view and use of ICT in education. Although three participants in this study have similar age range, only one of them resisted using ICT in classroom practices and critiqued herself as too old to adapt to the new ICT. The rest of the participants were motivated to learn and use ICT regardless of their age. The implications that these findings have for teacher education are discussed.

Keywords: ICT use, EFL senior teachers, age, self-concept.
THE EFFECT OF PRINCIPAL’S TECHNOLOGY LEADERSHIP ON TEACHER’S TECHNOLOGY INTEGRATION

R. Thannimalai and A. Raman

Universiti Utara Malaysia, Malaysia

ABSTRACT

This study aims to identify the influence of Principal’s Technology Leadership on Teacher’s Technology Integration in schools. This is a cross sectional survey where systematic random sampling was carried out to select 48 principals and 380 teachers from National Secondary Schools in the northern districts of Kedah, Malaysia. The Principals Technology Leadership Assessment (PTLA) which is based on National Education Technology Standards-Administrator, NETS-A (2009) consists of namely Visionary Leadership, Digital Age Learning Culture, Excellence in Professional Practice, Systemic Improvement, and Digital Citizenship and Survey of Technology Experiences’ were administered to principals while the Learning with ICT: Measuring ICT Use in the Curriculum Instrument was administered to the teachers from the same schools. Analysis was carried out using SPSS Version 21 and PROCESS (Hayes, 2012). The findings showed that the levels of Technology Leadership and all its five constructs were at high levels and there is a significant relationship between Principal’s Technology Leadership and Teacher’s Technology Integration in the northern districts schools of Kedah. Principal preparatory programmes should emphasize leadership based on technology to enhance integration of technology in classrooms. Further research on professional development for principals is recommended.

Keywords: principal’s technology leadership, teacher’s technological integration
ABSTRACT

The study examined the relationship between the Academic Hardiness and Motivational Beliefs, Goals and Values of tertiary students towards mathematics learning. The descriptive – correlational method of research was employed in the study. To gather the necessary data, the researcher adopted two instruments - the Academic Hardiness Scale developed by Benishek and Lopez (2001) and the Learning Motivation Questionnaire, a section from the Motivated Strategies for Learning Questionnaire (MSLQ) developed by Duncan and McKeachie (2005). Pearson correlation analysis and Test of significance were used to interpret the results. The study showed that among the three related attitudes of Academic Hardiness (Commitment, Control and Challenge), the students posted the highest mean in the Commitment domain. Seemingly, the difficulty posed by mathematics has not negated students’ interest and involvement in doing their mathematical tasks. Regarding the status of the students’ Motivational Beliefs, Goals and Values toward mathematics learning, results yielded high mean rating for the following motivational constructs: Intrinsic Goal Orientation, Extrinsic Goal Orientation, Task Value, Controls of Learning Beliefs, Self-Efficacy for Learning and Performance except Test anxiety. The highest perceived mean is on Task Value which demonstrates the respondents expressed interest in mathematics and their acknowledge importance of the subject in their preparation to life-long learning. For Test Anxiety, perceived mean rating is average. This result simply reiterates the psychological distress experienced by students when taking examinations in mathematics. Lastly, analysis also showed that students’ Academic Hardiness and the identified motivational constructs has significant positive correlation with each other.

Keywords: academic hardiness, mathematics teaching and learning, motivational beliefs, values and goals
STATUS OF THE FACULTY AND THEIR TEACHING PERFORMANCE TOWARDS THE STUDENTS’ ACADEMIC PERFORMANCE

M. S. Matusalem and K. P. Tagudin

Institute of Teacher Education, Isabela State University

ABSTRACT

This study was conducted to determine the status of the faculty and their teaching performance towards the students’ academic performance at Isabela State University (ISU), Roxas, Isabela. Descriptive and correlation methods were used in the study. The data were gathered by means of a questionnaire which was used in evaluating the teachers’ teaching performance. The respondents were the randomly selected students of ISU under the instruction of each group of faculty members teaching from different courses. Total enumeration technique was done for the faculty respondents. Frequency count, mean, and chi-square test were used as the statistical tools to analyze the data gathered. Based from the findings of the study, there were 37 teachers under permanent, 30 teachers under the Contract of Service and Three (3) part time status. It was revealed that the teaching performance of the faculty members of the Isabela State University-Roxas Campus was “Very Satisfactory”. The students’ academic performance was good regardless of the status of their teachers. The finding revealed further that, there is no significant relationship between the status and the teaching performance of the faculty and between the teaching performance of the faculty and the students’ academic performance. However, it was found out that there was a significant relationship between the faculty status and the students’ academic performance.

Keywords: Status, Teaching performance, academic performance
ENHANCEMENT OF EMPLOYMENT SATISFACTION ON EMOTIONAL NEEDS AND WORK PERSISTENCE

N.A. Majid\textsuperscript{1}, A.R.M. Shariff \textsuperscript{1} and N.A. Ahmad\textsuperscript{2}

\textsuperscript{1}Sultan Idris Education University, Perak, Malaysia
\textsuperscript{2}University Putra Malaysia, Malaysia

ABSTRACT

The satisfaction factors in this study refer to the factors which influence job satisfaction that meet the emotional needs of teachers towards their tasks. The study identifies how job satisfaction can create work excitement and increase the determination to work hard. The findings of this study are focused on job satisfaction which will have a high impact on emotions in influencing the thinking and action of participants. The discussion covers three main job satisfactions namely: i) job satisfaction from student achievement ii) job satisfaction from administrator action and iii) job satisfaction from colleagues’ cooperation. This qualitative case study is conducted to ensure that the responsibilities need to be done by teachers should be complemented by job satisfaction and the excellent teaching outcomes can shape the quality students. Data sources were obtained from five excellent teachers as research participants. Two instruments, interview protocols and document analysis were used as tools to collect data. In-depth interviews were conducted to obtain detailed information from the participants. The findings was analyzed descriptive and interpretive based on emerging themes and triangulation techniques were conducted to determine the validity and reliability of the results. The findings show job satisfaction is a requirement that needs to be fulfilled because every individual needs internal satisfaction which can encourage ones to achieve the desired goal. The role of students, administrators and colleagues’ cooperation are the needs to be given priority as inspiration in improving the commitment of teachers to the task being entrusted. Therefore, this study will provide guidance to teacher education programs to plan and implement teachers’ professional development efforts by emphasizing the importance of job satisfaction to produce outstanding teachers.

Keywords: job satisfaction, excellent teachers, descriptive, interpretive
CHALLENGES IN SELF-REGULATED LEARNING AMONG LOCAL AND INTERNATIONAL STUDENTS IN MALAYSIA

M. Mohamad, S.N.A. Rabu and K.N.A Kamaruddin

Universiti Sains Malaysia, Malaysia

ABSTRACT

E-Learning is heavily expected to be tremendously learner-centered. It enables students to monitor their own progress without over depending on the instructors. It provides both opportunities and challenges for students to self-regulate their study. This study explores the challenges and possible factors that hinder the use of eLearn@USM as the online learning platform at Universiti Sains Malaysia (USM). The study also seeks the solution to address the challenges. Through qualitative methodology, two local students and two international students were interviewed. The findings revealed that the possible factors that hinder the use of eLearn@USM among local and international postgraduate can be categorized into themes which were referred into internal motivation and external motivation. Internal motivation factors are challenge, curiosity, control, fantasy, competition, cooperation and recognition, while external motivation is further classified into integrated regulation, introjected regulation, and external regulation and identified regulation. In addressing the issues, the study concludes that there is a need for encouragement and incentive for both instructors and students in using eLearn@USM. Besides, it is also beneficial if a mobile version is established to cater to the current trend in mobile learning. Moreover, the system needs to be improvised in order to enhance its aesthetic value and usability. Overall, the findings provide guidelines for the development of Learning Management System (LMS) to develop an e-learning platform which is practical and underpinned by self-regulated learning. This is significant not only for developers, but also the instructors in order to integrate self-regulated learning strategies through an online environment.

Keywords: self-regulated learning, online learning, e-learning, challenges
RELATIONSHIP BETWEEN SOCIAL SUPPORT AND CATHARSIS ADJUSTMENT IN STUDENT ATHLETES

A.R.M. Shariff¹, N.A. Majid¹ and N.A. Ahmad²

¹Sultan Idris Education University, Perak, Malaysia
²University Putra Malaysia, Malaysia

ABSTRACT

This study was conducted to determine the degree to which aggression and assertion predict of sport catharsis among student athletes. Positive linear relationships have previously been found as one of the amount of social support to predict the athletic catharsis in sport. This study was designed to compensate the inadequacies of previous research by comparing both female and male collision, and contact sport athlete across sport hostility aggression, sport instrumental aggression, life aggression and life assertion. The Bredemier Athlete Aggression Inventory (BAAGI-S), Rathus Assertiveness Schedule (RAS) , and Social Support Questionaire (PSS-Q) was administered to female and male rugby, soccer and hockey players. It was hypothesized that male student athlete in sport hostility and life aggression would increase as a function of sport catharsis level. Similarly, female student athlete life assertion was predicted to increase with the degree of sport contact. Result of the study indicated that sport catharsis, life assertion and total life aggression did not vary among different sport catharsis and life aggression. It is apparent that the occurrence of aggression in both gender domain is not dissipating and may even be increasing as we enter a new millennium world of sport.

Keywords: sport catharsis, life aggression, sport aggression, contact sports
ABSTRACT

Technological Pedagogical Content Knowledge (TPACK) model has been widely studied and validated mostly in normal classroom settings. However, the study on TPACK model in competency-based education such as maritime education and training (MET) is deafening. As technology is being integrated rapidly into industries including maritime industry, and Malaysia being a littoral state which its economy depends on the maritime industry, it is important for MET instructors in Malaysia to adopt TPACK into their teaching in educating the future seafarers. This study intends to survey the self-efficacy of instructors from one of the MET centres in Malaysia in adopting the TPACK model in their teaching. The whole population comprising 70 instructors was sampled purposely. Validated questionnaire was administered and data obtained was analysed quantitatively. Data obtained from class observations and interviews was analysed qualitatively to triangulate the quantitative findings. Despite the respondents mostly projected high level of self-efficacy in adopting TPACK model in their teaching, it was found quantitatively that only handful of them allow the use of technology inside classroom and limited technology was employed in teaching. This implies that there are gaps in realising good teaching with technologies among the respondents. As studies have shown that comprehension toward TPACK is important for successful technology integration and the most effective uses of technology necessitate an understanding of content and pedagogical strategies, it is important the MET instructors to undergo continuous professional development in realising the power of the integration of technology, pedagogy and content in their teaching.

Keywords: maritime education, TPACK, self-efficacy, technology
TEACHERS’ AWARENESS ABOUT NOVELTY, PREDICTABILITY, AND ASSESSMENT TO ENRICH LEARNING ENVIRONMENT

K. Zaheer

National University of Modern Languages, Pakistan

ABSTRACT

It is a common classroom practice that teachers start their daily lesson with a review of previous knowledge. There is experimental evidence now that suggest that maybe the opposite should be done - grabbing attention before review (Daniela Fenker, 2008). Formative assessment is provided to check understanding and address misconceptions. Feedback builds student confidence (Tokuhama-Espinosa, 2010).

The present study was conducted to check elementary teachers’ awareness about creating an enriching learning environment through brain-based learning (BBL). One of the objectives of the study was to assess elementary teachers’ knowledge about balance between novelty and predictability in class routines and feedback provided to enrich learning environment. To achieve this objective of the study, three hypotheses were formulated and tested at 0.05 level of significance. Teachers from public and private elementary schools located in Islamabad/ Rawalpindi and the surrounding rural areas made up the population. The sample of the study consisted of 321 elementary teachers. A questionnaire was developed to check elementary teachers’ awareness about various aspects of brain-based learning. The collected data was analyzed by applying mean scores, standard deviation, \( t \)-test, and ANOVA through Statistical Package for Social Sciences (SPSS). Major findings infer that there is lack of awareness among elementary school teachers about the use of novelty to enrich learner’s brain at the same time using predictable routines to keep stress level down. The teachers also lacked awareness about the importance of interactive feedback through formative assessment. It is recommended that in-service teacher training about the importance of brain-based learning should be organized on regular basis.

Keywords: brain-based learning, enrichment, novelty, predictability, formative feedback
ABSTRACT

Curriculum 2013 is a curriculum based on character education used in Indonesia. In the middle of 2017, the government established a policy about the program to strengthen a character education for elementary and junior high schools. The program has five main character values, they are religious, self-reliance, cooperation, nationalistic, and integrity. These are reflected on the 18 characters applied in learning activities. So, character values need to be reflected and reviewed on their implementation, in order to the program can be successful. The aims of this study reported were to identify the most prominent character values implemented and to describe the character education program has been applied in elementary school. The descriptive method was employed in this study by using an interview as technique of collecting data for certified teachers and a documentation aimed to analysis results such as the contents of the curriculum 2013, guidebook teacher, and lesson plans. The results obtained of this study are presented that there are many programs in elementary schools reflected on five main character values. Some of these programs show a uniqueness of Indonesian culture and tradition. In curriculum 2013, it is reflected in two core competencies, they are spiritual and social attitudes. The applying character values have been suitable with curriculum content, guidebook teacher, and lesson plans. The most prominent character value implemented in elementary schools is self-reliance. It is very important for developing students in the capability of adaption in society.

Keywords: Curriculum 2013, character values, elementary school
SHADOW EDUCATION SYSTEM IN BANGLADESH: A BLESSING OR A CURSE?

M. Mustary

Sophia University, Japan

ABSTRACT

In the current world of increasingly globalized and knowledge-based societies, countries compete for workforce quality. A higher level of education is now needed in order to be considered for a job. Therefore, the best investment that a family can make in its child is the provision of adequate education. Accordingly, these labour market developments play an essential role in the continuing demands for private schools— or shadow education— as a complementary form of formal education. This thesis defines shadow education as private supplementary tutoring that is fee-based and parallel to mainstream schooling. The study focuses specific attention on the underlying determinants of this private tutoring. This research provides an identification of the costs, patterns, intensity and scale of private tutoring. It also provides detailed insight into the negative and positive implications of coaching, and a significant focus on the impacts that private education has on the educational and social factors of learners in Bangladesh. The paper also analyses the different private tutoring patterns in English, as well as the amount of tutoring offered and not offered in Bangladesh. These key points lead to understanding whether the shadow education system in Bangladesh is a curse or a blessing.

Keywords: shadow education, scale, and pattern of tutoring, impacts, private tutoring in English
THE RELATIONSHIP BETWEEN SPIRITUAL INTELLIGENCE, LOCUS OF CONTROL AND KNOWLEDGE CONCEPT OF ECOLOGY WITH ENVIRONMENTAL ALTRUISTIC BEHAVIOR

(CORRELATIONAL STUDY ON THE STUDENTS OF SMAN 1 SOUTH HALMAHERA, NORTH MALUKU, 2017)

M.A. Umar

The State University of Jakarta, Indonesia

ABSTRACT

The research is aimed at finding out information about the relationship between spiritual intelligence, locus of control and knowledge of ecological concepts with environmental altruistic behavior. A survey method was applied by involving 85 students of SMAN 1 South Halmahera, South Halmahera Regency, North Maluku Province with simple random sampling technique. Data were collected by applying instrument and were analyzed by applying one-way ANOVA. The research results revealed that there was significantly positive relationship between spiritual intelligence with environmental altruistic behavior. There were significantly positive relationship between the locus of control and the altruistic behavior of the environment. There was significantly positive relationship between knowledge of the basic concepts of ecology and environmental altruistic behavior. There was significantly positive relationship between spiritual intelligence, locus of control and knowledge of ecological concepts with environmental altruistic behavior. It can be concluded that to improve the altruistic behavior of the environment, it is necessary to consider the factors of spiritual intelligence, locus of control and knowledge of the basic concept of ecology. The existence of good environmental altruistic behavior will be able to help environmental sustainability.

Keywords: spiritual intelligence, locus of control, ecological concepts knowledge, environmental altruistic behavior
HOW SOCIAL AND COGNITIVE AWARENESS INSTRUCTION CAN PROMOTE LEARNING

C. Lin¹ and H. Tsai²

¹National Academy for Educational Research, Taiwan
²Soochow University, Taiwan

ABSTRACT

Sharing socially and cognitively among group members has been found to be related to learning. Social awareness information (e.g., students’ emotions and engagement) as well as cognitive awareness information (e.g., students’ concepts) is able to facilitate learners’ relationship building and knowledge sharing. The present study examines how social and cognitive awareness instruction is able to promote learning. The participants of this study were college freshmen taking “Freshmen English course” in Taipei, Taiwan. Quasi-experimental design with experimental (N=42) and the control (N=28) group was conducted in eight weeks. The cognitive awareness instruction was implemented both by applying annotation activities and by sharing mind-mapping of the learning material draw by learners. Teacher guided the discussion regarding to mind-mappings and the annotates posted online by learners. In addition, social awareness was facilitated by using “Poll Everywhere”, an “Interactive Response System”. Each student of the experimental group anonymously responded to learning engagement and emotions during the class. These whole-class information was immediately calculated, presented on the classroom screen, and discussed. Hierarchical Linear Modelling indicated that students of experimental group exhibited significantly higher learning engagement and collaborative learning outcomes, but the results of the final test were not significant between groups.

Keywords: Computer-supported Collaborative Learning (CSCL), learning sciences, awareness
D15 [82]

THE ABILITY OF (LINGUISTIC AND MATHEMATICAL) MULTIPLE INTELLIGENCE IN PREDICTING THE ACHIEVEMENT OF HIGHER PRIMARY STAGE STUDENTS IN JORDAN IN THE COURSES OF ARABIC AND MATH

O.S. Murad

*AL-Balqa Applied University, Ma'an University College, Jordan*

**ABSTRACT**

The study aimed to detect the ability of (linguistic and mathematical) multiple intelligence in predicting the achievement of higher primary stage students in Jordan. The researcher selected a random sample of 120 students. In order to achieve the study’s objectives, the researcher adopted the (linguistic and mathematical) multiple intelligence measure, which was developed by (Al Massarwah, 2015). The measure was applied on the main sample, after checking its validity and reliability. The results showed that of (linguistic and mathematical) multiple intelligence of the high stage primary students were high. Finally, the study concluded some predictive regression equations of student achievement in the subjects of Arabic and mathematics. According to the study’s results, the researcher suggested some recommendations.

Keywords: multiple intelligence, achievement, higher primary stage
AN ANALYSIS OF MONITORING AND EVALUATION SYSTEM LAUNCHED BY PUNJAB EDUCATION DEPARTMENT

H.A. Nadeem¹ and A.M. Saadi¹

¹EPPSL Department AIOU Islamabad, Pakistan

ABSTRACT

This study aimed to achieve following objectives: to analyze the monitoring and evaluation system of Punjab Education Department (Pakistan); to identify prevailing monitoring and evaluation practices in Punjab. The study was delimited to public sector secondary schools in Punjab. Sample included 32 Head teachers, 320 teachers, 32 Monitoring and Evaluation Assistants (MEAs) and 110 students. Two questionnaires were developed for Head Teachers, Teachers, and MEAs. The questions were asked were different dimensions of practices of Monitoring & Evaluation system. Three open ended questions were also added to enlist strong areas, weak areas and suggestions to improve the system. Descriptive statistics was used. ANOVA was applied for cross sectional analysis of responses of three groups. Findings revealed that MEAs and Head teachers were fully aware about all the indicators. Attendance, cleanliness and uniforms were maintained regularly to get minimum level of acceptable indicator. MEAs checked homework copies, cleanliness, uniform, textbooks. Suggestions included provision of training to MEAs, involvement of retired senior education officers in this monitoring activity.

Keywords: monitoring and evaluation, secondary schools, Punjab education department
PRINCIPAL’S BEST PRACTICES ON PARENTS AND COMMUNITY ENGAGEMENT OF SCHOOLS IN MALAYSIA

N.A. Ahmad¹, R. Idris², N. Majid³, A.F.A. Rahman¹ and A.R.M. Shariff ³

¹University Putra Malaysia, Selangor, Malaysia
²Ministry of Education, Malaysia
³Sultan Idris Education University, Perak, Malaysia

ABSTRACT

The purpose of this study is to develop a typology profile of parents’ involvement, teacher practice, achievement motivation, self-concept, and academic achievement from the principal's point of view. This study also identifies students' achievements such as academic achievement, achievement motivation, and positive self-concept in the primary and secondary school level influenced by the involvement of parents at home and at school. This study was conducted at randomly selected primary and secondary schools from across Malaysia. Data collection involves qualitative method using focused interview. The best practices of involving parents and parents in the well-known school are described in this paper. This study is relevant to the policy of the Ministry of Education Malaysia in order to put the Malaysia Education Blueprint 2013-2025 into success that it emphasizes on the strengthening of parental education programs in schools. This program will enhance the relationship of teachers with parents, schools with parents as well as parents’ active involvement in school activities that can help to increase the involvement and participation of children in school-led activities which surely can surge access to educational opportunities and quality of student education.

Keywords: principal’s best practice, principal’s role, parents and community engagement, school, Malaysia Education Blueprint
THE IMPACT OF COMMUNICATION SKILLS, LEADERSHIP, AND CRITICAL THINKING IN GENERIC SKILLS ON ACHIEVEMENT DEVELOPMENT OF PRE-UNIVERSITY STUDENTS IN MALAYSIA

R. Idris\(^1\) and N.A. Ahmad\(^2\)

\(^1\)Ministry of Education, Malaysia
\(^2\)University Putra Malaysia, Malaysia

ABSTRACT

The Malaysia Education Blueprint 2013-2025 focuses on the development of generic skills to meet the needs of learning at university, career of choice, graduates' marketability, and lifelong learning. This paper focuses on the impact of communication skills, leadership, and critical thinking in generic skills on achievement development of pre-university students in Malaysia. This quantitative survey study uses Generic Skill Instruments (Rodiah, 2010). This instrument is administered to 1,062 pre-university students (Form Six) under the Ministry of Education that are selected at random. The reliability of this instrument is high which ranged from 0.98 to 0.99. The data collected were analyzed using the Rasch Measurement Model to examine the reliability and validity of the instrument while the Multiple Regression Analysis was used to determine the contribution of the three variables studied namely communication, leadership and critical thinking. The findings show that communication skills are the major contributors to the strengthening of leadership skills and the critical thinking of pre-university students. Effective communication in different contexts and different cultures will enhance the ability to convey ideas verbally and in writing as well as the ability to conduct negotiation to achieve the goal and to make accurate conclusions. Therefore, the Ministry's intention to produce holistic and outstanding students that will become the leaders of tomorrow can be fulfilled. The findings of this study can be used as an indicator and a guidance to educators at higher education institutions in diversifying teaching and learning approaches in line with the importance of critical thinking skills in ensuring holistic student identity.

Keywords: generic skills, communication, leadership, critical thinking, marketability
RE-DESIGN OF BASIC PHYSIC EXPERIMENT TO BUILD SCIENCE PROCESS SKILLS (SPS) PRE SERVICE PHYSICS TEACHER SETIYAUTARI

S. Utari

*Universitas Pendidikan Indonesia (UPI), Indonesia*

**ABSTRACT**

Scientific Process Skills (SPS) is a skill that needs to be done for someone to learn science, these skills are the basis of the skills of inquiry and skills that support modern science teaching issues such as scientific literature and 21st century skills. But teaching in schools in an optimal view less trained SPS, one of the causes is the allegation that universities do not provide sufficient experience to prospective teachers to train SPS. R & D research aims to find a way to trace the preservice Physics Teacher's through the first Physic Experiments I performer conducted for two years, the first year study used a sample of 54 students from 97 populations selected by nonrandom sampling. The reconstruction of the Basic Physics Experiment Lecture I was conducted based on the analysis of the students' SPS responses as the impact of the assigned action. The results showed that the students still used their knowledge to explain the observation, and have not been able to develop communication skills for the investigation. It is necessary to develop a way of tracing inference and prediction through a number of phenomena and corresponding landing questions, students have known independent and bound variables but have not been able to control the control variable so still find some mistakes in designing the investigation. The development design suggests improving the structure of the recovery to trace basic KPS at the beginning of recovery and the experimental materials are designed to demonstrate the development of SPS of preservice physics teacher.

Keywords: Scientific Process Skills, basic physics experiment, preservice physics teachers
DESIGNING CLASSROOM ACTIVITY: TO UNDERSTAND THE KEY PSYCHOLOGICAL PERSPECTIVES IN AN INTRODUCTORY COURSE

R. Kabir

East West University, Bangladesh

ABSTRACT

Background: Introductory classes are essential to gain a baseline understanding of any course. In a traditional class format, the instructor commonly delivers lecture to students who passively grasps the information presented to them. However, recent researches emphasize on the importance of active engagement of students in the classroom for better retention.

Purpose: The paper presents a demonstration of class activity designed to engage students in introductory psychology course for undergraduate students. It tries to foster critical thinking and application of various viewpoints through class participation.

Methodology: The study took place in two sections of Introduction to Psychology course with a total of 81 participants in Dhaka, Bangladesh. In one section, a class of one hour and thirty minutes was allocated for the activity, i.e. five groups were created to represent five Psychological perspectives, case reading and presentation was done in groups as well as question and answer round took place among each group. For the other section, the case was presented to the students for reading and analyzing it during their free time after the class.

Result & Conclusion: The responses were marked from their examination scripts. The result indicated a significant difference in responses from those who took part in the class activity than those who did not. The students had better recall of elements from the case as well as could relate more to real life situations.

Keywords: active learning, psychological perspectives, classroom activity, introduction to psychology course
ABSTRACT

Problems related to educational programs in the border areas of East Kalimantan province and North Kalimantan, one of which lies in the evaluation of educational programs. So far, the evaluation of education programs has not been effective because the manager of education programs in this case the district education office has not had good ability in planning and implementing the evaluation of education programs. The objective of the study is to improve the capacity of the education office in terms of evaluation of education programs through FGD activities. Quantitative descriptive research method, conducted by pre-test and after (post test) conducted FGD circulated a list of questions related to the planning and implementation of the evaluation of educational programs. Pre test is aimed to know the ability before Focus Group Discussion (FGD) and postes aims to know the ability after Focus Group Discussion (FGD). The subject matter of Focus Group Discussion (FGD) is the planning and evaluation of the education program. Research location of Nunukan Regency of North Borneo, and East Kutai district of East Kalimantan. Research sample 10 representatives of Nunukan district education office, 10 representatives of west kutai district office. Descriptive quantitative data analysis by categorizing the ability of the education office to evaluate the education program into the category of less, enough, good and very good. The result of this research is the improvement of education department ability in evaluation of education program after FGD activity which is average in good category.

Keywords: evaluation ability, education program, education office, focus group discussions
ANALYSIS OF LEARNING DIFFICULTIES ABOUT “INTRODUCTION TO ACCOUNTING AND FINANCE OF WORKSHEET MATERIAL LEARNING” A CASE STUDY OF STUDENT AT FINANCIAL EXPERTISE CLASS PROGRAM - SMK NEGERI 1 BANJARMASIN

M. Suratno and R.H. Rizky

Economic Education, Faculty of Teacher Training and Education, Lambung Mangkurat University, Indonesia

ABSTRACT

The results of the analysis test can be used as a means to know the students' learning difficulties and as a guide to know how to overcome such difficulties. The purpose of this study is to identify and know the causes of learning difficulties on accounting worksheet materials.

This study is a descriptive research, which describes and how to overcome these difficulties.

The sample is involving 86 students by taking samples on the students of class X on Financial Expertise Class Program. Data collection techniques using test of worksheet trials balance based on SMK curriculum and cognitive domains and for reveal of learning difficulties conducted by indept interviews to students and teacher.

The results showed that students had difficulty working on the worksheet on the dimensions of remembering i.e : "Writing corporate identity and period of worksheet", Categorization and account coding", and on the dimensions of understanding i.e : "Write the code of the newly opened account", and on the dimensions of applying i.e : "Lacking careful when posting post balance and adjusting journal", "Preparation of balance sheet after adjusted", and on analyzing dimensions: "Specifying real account and nominal account", and on evaluating dimensions i.e : "Determine the profit/loss company," and on the dimensions of creating difficulties caused by difficulties in other dimensions, while the way to overcome learning difficulties accounting work sheet material learning is to continue to practice in working work sheet and often ask to friends and teachers if there is a not understood.

Keywords: test analysis, accounting, work sheet, cognitive domain
ABSTRACT

Higher education provided by universities is therefore seen as playing an important role in one nation’s economic development including Indonesia. However, Indonesian academics working in public universities earn low pay, experience lack of teaching and learning facilities, and also being compulsory by their Government to improve their quality of teaching, communication skills, develop better ICT skills, researching and serving society. What motivates them to work as academics is crucial to be understood for the purpose of providing continuous quality education. In light of this, the aim of this paper is to explore Indonesian academics work motivation although they work in significantly constrained circumstances and pressures. This is an exploratory qualitative research. Data were collected via in-depth interviews to academics and document analysis. The data were analysed using content analysis. Results show that (1) academics consider their colleagues and supervisors as their friends and partners and such relationships create mutual trust, synergy, friendly and harmonious workplace and thus motivate them to work; (2) they perceive they are motivated to work because they have to be loyal and obey to their Government and regulations. Additionally, once they are committed to be Government employees and sworn to God, they are obligated to work. This study has contributed to literature by contributing to understand friendship, partnership and obedience into notion of work motivation working in such circumstances. To conclude, academics work motivations are because of friendships and partnerships, and loyalty and obedience to their Government and as well to keep their promises to God.

Keywords: academics, work motivation, friendship, partnership, loyalty, obedience
TEST ANXIETY, COMPUTER SELF EFFICACY, AND PERCEIVED EASE OF USE IN COMPLETING COMPUTER-BASED TEST ON FIRST YEAR STUDENTS

E. Mastuti

Faculty of Psychology, Universitas Airlangga Indonesia, Indonesia

ABSTRACT

This study aims to determine the description of psychological factors such as test anxiety, computer self efficacy, and perceived ease of use in completing computer-based tests on first year students. This research is important because for first year students from different regions, not all of them have experience in using computer-based test, there are possibilities of various psychological aspects such as CBT anxiety, Computer Self Efficacy, and perceived ease of use affect them in solving computer-based test. The subject of this research is first year students of Unair Faculty of Psychology, as many as 203 students. Scales of this research are Computer Self Efficacy Scale using scale from Compeau, DR, & Higgins, CA (1995) adapted to its context, Anxiety Scale Test using Scale Test Anxiety Inventory (TAI) from Taylor and Diane (2002), Perception Scale on ease of use using the Davis scale (1989). The results showed that the student's anxiety test in completing the computer-based test, low category as much as 16.74% low, 76.26% medium and 7% high. The results of self efficacy computer in completing computer-based test on the low student about 28.57%, while 59.60% and high by 11.82%. While the measurement of perception toward ease of use in completing computer test, about 2.46% perceived low, 34.48% medium and 63.05% high.

Keywords: computer self efficacy, test anxiety, perceived ease of use
THE MEDIATING ROLE OF SELF-CONFIDENCE IN PREDICTING ACADEMIC ACHIEVEMENT BY EFFORT FOR DIFFERENT ABILITY GROUPS

K.L. Chue

National Institute of Education, Nanyang Technological University, Singapore

ABSTRACT

Conventionally, many people believe that expending more effort on mathematics corresponds to a higher academic achievement. This article studies this belief by examining the mediating role of self-confidence in the relation between effort and academic achievement in mathematics as well as whether these mediating relations hold for different ability groups of students. The sample of participants (N = 228) was obtained from a cohort of students that were enrolled in a pre-university mathematics course. At the beginning of the study, all students completed a survey that comprised of a) a questionnaire assessing their self-confidence and effort in mathematics and b) a pre-test that assessed them on basic mathematical concepts. Academic achievement in mathematics was measured by a written examination at the end of the semester. Mediation analysis using a bootstrap estimation approach was conducted for the entire cohort and the different ability groups. The results indicated that self-confidence mediates the relationship between effort and academic achievement for the cohort. However, these mediation effects were significant only for the middle ability group. Furthermore, there were no direct effects of effort and self-confidence on the high ability group. This study provides evidence that the relationship between effort, self-confidence and academic achievement varies for different groups of students and that different strategies to increase academic achievement are necessary for different ability groups.

Keywords: self-confidence, effort, academic achievement, mediation, mathematics
DATA MINING FOR STUDENT ACHIEVEMENTS

L. Chen

California State University, East Bay, USA

ABSTRACT

Various data systems have been pervasively used in school districts and educational institutions to collect student information such as student enrollment, attendance, grades, and so on. However, very few educators can apply their collected data to improve teacher’s teaching and student’s learning. The paper will, first, address the needs and importance of data mining and data-driven decision-making (DDDM) in education. Next, literature review on major types of educational data systems and current popular educational data systems used by the school districts in United States will be provided. Then, the advantages, disadvantages, and issues of DDDM mentioned in the literature will be addressed and synthesized. Lastly, the author will synthesize what two secondary science teachers finds as useful data, what they use with the data, and how it affects their student’s academic and behavioral improvement.

Keywords: data mining, data-driven decision making
VALIDATION OF ENGLISH PLACEMENT TEST OF BATANGAS STATE UNIVERSITY

R.P. Perez

Batangas State University, Philippines

ABSTRACT

English language considered as a universal language in the world plays a significant role in the creative, social and cognitive development of the students. Recognizing the necessity of English as a medium of instruction in the classroom, different researches placed significance on its study. Government agencies issued memoranda and implemented programs to strengthen English usage and development in schools and colleges. As BatStateU is committed to provide its clientele quality education that will enable them to be empowered and productive individuals, it responds to the call of having proficient students in English by providing English Placement Test for its students in the freshmen tertiary level as mandated by CHED. Along these concerns, it is then of importance that the instrument used in assessing such capabilities have the required validity. It was on this concept that this study was premised. This study aimed to validate the English Placement Test administered to incoming freshmen students of Batangas State University during the academic year 2003-2004. Particularly, this study was confined in the validation of EPT in terms of index of difficulty and discrimination of each item in spelling, synonyms, antonyms, analogy, discrete, usage, knowledge, and comprehension. The descriptive type of research was used in this study. It made use of 1,298 students from nine colleges of the University from Main Campus. Statistical tools used were ranking, frequency counts and percentages, Pearson- product-moment correlation coefficient, Kuder Richardson formula 21, mean and standard deviation. Findings revealed that generally, the first year students from eight colleges had poor level of performance in the EPT. Meanwhile, the English Placement Test items are all valid and reliable and has good items specifically knowledge but weak in antonyms and discrete. With this, the researcher proposed items to replace bad items in the EPT to truly assure the correctness of the instrument.

Keywords: instruction, English, placement, validation
E4

THE CAREER ADAPT-ABILITIES SCALE-INDONESIAN FORM: PSYCHOMETRIC PROPERTIES AND CONSTRUCT VALIDITY

W. Sulistiani

Universitas Airlangga, Indonesia

ABSTRACT

Studying in college, students start thinking about the future, going to work like after graduation, thinking of the desired job. Students learn about the various jobs that can be occupied according to the current education. Career development is very important all along. This study examines the psychometric behavior of career adaptation (CAAS) in Indonesia. CAAS consists of four subscales, each with six items to measure concern, control, curiosity and confidence. Participants in this study were students at one university in Indonesia (N = 281). This study analyzes the goodness of fit conceptual model on the students, validity and reliability of instrument discriminant. Test validity using Confirmatory Factor Analysis (CFA), and test reliability using Alpha Cronbach. The results provide strong psychometric support for CAAS-Indonesia Forms with a student subject as a valid measure to analyze their career adaptability.

Keywords: career adaptability, career construction model, Psychometric properties Indonesia, college student
STEM AND 21st CENTURY SKILL INITIATIVES IN THE UNITED ARAB EMIRATES EDUCATION SECTOR(S)

A. Rhodes

Dept. of Computing and Applied Technology, College of Technological Innovation, Zayed University, United Arab Emirates

ABSTRACT

(Un)employment amongst young people (15-25) is a serious issue worldwide confronting government decision and policy makers with global unemployment rates. Exacerbating this (un)employment problem, numerous reports point to a notable misalignment between the knowledge, skills, and attitudes demonstrated by university graduates and the competencies demanded by employers. This points to a link between the high rates of youth unemployment and what are called the skills gap, that is, the low outputs of education and training systems and their inability to respond to the needs of the labor market in the region.

Since 2010 the UAE government has been proactive in attempts to address future youth employment as it moves to diversify from its traditional revenue sources from the oil and gas sectors. In 2010 the UAE government charted the UAE 2021 National vision. This vision is underpinned by four (4) pillars, one of which is a Competitive Knowledge Economy. As such, the UAE recognized that knowledge economies are/will be at the center of the 21st century knowledge societies. Knowledge economies require graduates with strong foundational skills to become the knowledge workers driving these economies.

The foundational skills required by employers of any graduate to enable them to successfully embrace the opportunities offered in the 21st century workplace are life skills (communication skills, teamwork and leadership skills, language skills in reading and writing, information literacy), transferable skills (such as problem-solving including critical thinking, creativity, quantitative reasoning), and technology skills (search for knowledge and build upon it) (UNDP, 2014). These skills are no less relevant to STEM graduates than are to non-STEM graduates. STEM graduates require sophisticated problem solving, critical thinking and quantitative reasoning skills, leadership and communication skills.

Knowledge societies and STEM are very much intertwined. It has been noted that the leading countries in the fields of knowledge, science, technology and engineering have enjoyed a much higher long-term economic growth rate compared to developing countries. Specialists in these areas are needed to move a society towards a knowledge-based economy. To increase the number of STEM-related graduates in becoming the future knowledge workers of UAE knowledge economy workplaces, UAE education sectors must address both the development of the foundational skills mentioned above whilst simultaneously equipping them with the STEM-related knowledge, understanding and application in their chosen STEM discipline.
This presentation will highlight recent strategic education initiatives taken by the UAE government to encourage 1) youth into the STEM disciplines; and 2) development of 21st century skills through targeted mandatory courses in the curricula of federally funded institutions of higher education. Using IT Curricula2017 as an example, we can see the importance placed by STEM curricula bodies, such as IEEE, on employability skills being an important consideration by those charged with curricula development.

Keywords: STEM education; skills, employability, foundational; knowledge workers, knowledge economy
PREFERRED COMMUNICATION CHANNELS AMONG OMANI STUDENTS FOR ACADEMIC ADVISING

B.A. Omari and A. Saqr

Al Buraimi University College – Sultanate of Oman

ABSTRACT

Academic advising has gained more focus in contemporary research, literature, and policy so far, but it still faces several difficulties such as miss-communication with students. This paper explores the preferred communication channels among Omani students to contact their advisors to make the academic advising process more activated, flow, and efficient. For this purpose, 250 students at different levels at Al Buraimi University College have been selected randomly and were presented with a questionnaire about their perception towards the communication channels with academic advisors. Results indicated that face-to-face communication is a preferable method among students followed by email, social media, and phone calls. In the other hand, this study figures out that there is a statistically significant relationship between a preferred communication way and both demographic and educational variables.

Keywords: academic advising; student access; communication channels
EDUCATING FOR SEXUAL DIVERSITY AT UNIVERSITY

N. Nodin

Department of Psychology, Royal Holloway, University of London, UK

ABSTRACT

Despite recent advancements in acceptance and inclusion of sexual minorities in many countries, lesbian, gay, bisexual, transgender and queer people are still disproportionately affected by discrimination and violence, leading to problematic outcomes such as poor mental health in this population. This is also the case at universities in the UK, where a recent survey identified that a significant number of sexual minority students are victimized and that these students are more likely to consider dropping out of their studies. However, in most universities very little is done to address this reality from a pedagogical perspective, even when anti-discrimination policies and regulations are in place.

This article discusses the ethical case for the need of formal, semi-formal and informal sexual minority education at university, as this will address not only the needs of LGBTQ+ students, but also that of all students and members of staff, with an important impact potential on wider social acceptance of sexual minorities. The evidence about the efficacy of available programmes (e.g. safe space training) is reviewed, and the risks and opportunities of developing comprehensive sexual diversity education in university settings are discussed. The presentation will conclude with recommendations for universities that may consider developing such programmes.

Keywords: LGBT, pedagogy, university, discrimination, sex education
INDIGENOUS EDUCATION IN SIBERIAN ARCTIC: TECHNOLOGIES AND PERSPECTIVES

N.P. Koptseva and A.A. Sitnikova

Siberian Federal University, Russia

ABSTRACT

The paper presents the results of a comparative study of several educational systems in the indigenous studies field in the world practice of tertiary education – in universities of Canada, USA, Scandinavian countries, Australia and Russian federation. The body of the study is the map of leading institutions of higher education in the world, which offer educational programs (Bachelor, Master and PhD) for Indigenous People, about Indigenous People and about social and cultural specific of the territory of Indigenous People habitation, mainly Northern and Siberian Arctic territories of habitation. The interest for Siberian Arctic territories can be explained by the final purpose of the research to present several recommendations and conceptual suggestions for the development of the accessibility of higher education for Indigenous People of Siberian Arctic territory – Evenks, Dolgans, Kets, Selkups, Nenets, Nganasans, Chulyms and others. The research is based on the decadal studies and expeditionary findings of the scientists at Siberian Federal University in the field of Indigenous People of Siberian Arctic (Krasnoyarsk Krai). These studies have shown the high demand for special educational programs to enable few in number Native People to get high education. The methodology of the study is qualitative research in the market of educational service in the indigenous and northern studies. In the result of the research two academic courses were designed – the bachelor program “Indigenous studies” and master program “History and culture of Siberian Arctic” with an emphasis on cultural and ethno-tourism facets.

Keywords: indigenous education, Siberian Arctic, cultural diversity, curriculum, pedagogy for indigenous peoples
TEACHING SOCIAL SCIENCE RESEARCH METHODS TO NON-NATIVE ENGLISH SPEAKING STUDENTS OF INTERNATIONAL RELATIONS IN THAILAND

R.M. Rudolph

Webster University Thailand, Thailand

ABSTRACT

Teaching English to non-native English speakers is a research topic widely covered in the literature but teaching other disciplines to non-native English speakers is almost non-existent, and those which do then to focus on the non-native English speaking population at U.S. universities inside rather than outside the U.S. Southeast Asia in general and Thailand more specifically are focused in either bodies of literature. Utilizing cases from my own courses at Webster University Thailand, this study seeks to fill the void in and add to the existing literature by focusing on teaching social science research methods to non-native English speakers studying in the field of International Relations. Teaching social science research methods was selected for the focus of study because of its applicability across the disciplines. The study concludes that it is better to teach the research process in an introductory course than to teach them specific qualitative or quantitative methods; and, that more research is needed on the study of pedagogical methods employed to each non-native English students studying disciplines within the arts and sciences.

Keywords: Teaching non-native English students, international relations, social science research methods, pedagogy, U.S. universities, Thailand
INNOVATION & INDIAN THINKING

D. Hrridaysh

Ajeenkya DY Patil University, India

ABSTRACT

The paper aims to evaluate Indian Thinking as stated in the ancient Indian texts and in today’s reality. The work aims to find Indian Thinking attributes. The intention of the paper is to connect these attributes with pedagogic research of imparting innovation instruction at Ajeenkya DY Patil University based on design thinking approach so as to promote effective approaches to imbibe innovation mindset amongst the university students.

Keywords: innovation, design thinking, Indian Thinking
ABSTRACT

Informal science learning has gained popularity where school learners experience science in an interactive way. It is seen as an extension of formal school learning to underpin a too abstract curriculum with such an rich experiential base. Also, school science is often too alienated from the local context; neglecting learners’ indigenous, tribal, first nation, or authentic context. This is the base for this contribution linking existing design principles for interactive exhibits to “indigenous knowledge”. We link literature about interactive exhibit design to an analysis of the nature of indigenous knowledge, following eight analytical dimension. This results in a rich matrix of design principles that have been infused by the indigenous knowledge dimensions. For example: design principles to guarantee visitors/learners get real-life experiences from their actions are infused with an indigenous knowledge dimension that positions the experience in a real life context reflecting the natural setting. Another example pushes visitors/learners to interact with exhibits through a (virtual) conversation with a representative of a group from the setting. The matrix is a unique contribution to the literature where interactive exhibit design for science learning is dominated by abstract knowledge perspective, experiences unlinked to natural or social settings, unlinked to problems people experience in real life settings, etc. Participants in the session will get a copy of the matrix and be involved in exemplary applications and further validation. Implications for using this matrix in interactive exhibit design, use in (in)formal learning contexts and research are being discussed.

Keywords: indigenous knowledge, interactive exhibits, science centres
WEEKEND RECREATIONAL ACTIVITIES OF ACADEMIC STAFF OF THE FEDERAL UNIVERSITY WUKARI

E.G. Gonap, A.B. Dante, J.E. Ali and U. Benjamin

Department of Hospitality Management and Tourism Federal University Wukari, Nigeria

ABSTRACT

The need to know and characterize leisure time activity is very important. It was however not certain how the academic staff of Federal University Wukari use their weekend time. It’s against this uncertainty that the researcher was pushed into investigating the weekend leisure time activity of the Federal University Wukari Academic Staff. It also aimed at discovering the factors influencing the availability and use of this leisure time during the weekend. A well-structured Questionnaire was used to collect data of the sampled academic staff of the University at the campus and the University quarters using stratified random sampling techniques since the study population was heterogeneous. The sample staff were asked to give information of their indoor and outdoor recreational activities. Information on the demographic and socio-demographic characteristics of staff and an inventory of the recreational facilities provided by the university as they all affect staff participation were also collected. The study has revealed that the participation of staff in recreational activities was generally low, irregular and skewed towards passive (Indoor) recreational activities. Precisely the study found that only about one-half of the sampled staff participated in the active outdoor recreation while all the staff took part in the passive (indoor) recreational activities. Chi-square statistic was used to test whether the levels of participation of the staff in outdoor recreation was dependent on their ranks (income), leisure time and ages. It was found that the levels of participation was independent of staff rank, but dependent on their leisure time and ages.

Keywords: recreational activities, weekend, academic staff, leisure time, university, Wukari
BRUNEIAN STUDENTS’ ADJUSTMENT EXPERIENCES IN THE UK: AN EXPLORATORY STUDY OF THEIR ADAPTATION JOURNEY

S.M. Salleh

Centre for Communication, Teaching & Learning, Universiti Teknologi Brunei, Brunei

ABSTRACT

The Bruneian government awards educational scholarships to Bruneian students to study in UK colleges with covenants that they would excel and proceed on to undergraduate studies. The assumption is that the prior two years in UK colleges will provide the students with the necessary adaptation experience to ensure a smooth transition into university. Although there is existing research into international students’ cross-cultural experiences, there is a lack of empirical research into the adaptation experiences of Bruneian students. This study aims to explore the cultural adaptation and interaction experience of Bruneian undergraduate students who have also completed their ‘A’ level studies in UK colleges. Qualitative data in the form of semi-structured narrative interviews were obtained from eight Bruneian students enrolled in universities across the UK. The participants were found using snowball sampling to compensate for the issues encountered with random sampling as well as to ensure trust. The results indicate that the Bruneians students experienced initial setbacks related to their communication and interactions with host nationals, delaying their integration into the host culture. In spite of that and motivated by their national duty and internal drive, they experienced changes in their learning styles and became more self-assured and confident. This study concludes with some recommendations on ways to improve and enhance the adaptation journey for future and prospective Bruneian students into the UK.

Keywords: adaptation journey, intercultural, education, Brunei, cross-cultural
FOSTERING SERVANT LEADERSHIP AMONG PUBLIC ELEMENTARY SCHOOL HEADS IN BATANGAS PROVINCE

L.M. Asi

Batangas State University, Philippines

ABSTRACT

Servant-leaders focus on serving people, growing people, looking ahead for the benefit of people and paying attention to the needs of all stakeholders. If school leaders want to improve both the ethics and the performance of their organization, they need to be modeling and teaching servant leadership to their current and future leaders. The ethical behavior of leaders has a significant impact on the ethical behavior of others in the organization. People want to follow leaders who are truthful, ethical and principled. By harnessing their schools for the benefit of society, they can change and improve lives and shape better future citizens. This study assessed the extent of manifestation of public elementary school heads’ work attitudes along the cognitive, affective and behavioral components and how they fostered servant leadership in terms of using power effectively, understanding human beings and utilizing motivation forces. The relationships between the profile variables and school heads’ work attitudes were also determined. A proposed project fostering servant leadership was the output of the study. The descriptive type of research was used with a researcher-made questionnaire as the main instrument in gathering data. The findings signified that school heads and teachers assessed that the school heads manifested desirable work attitudes along the cognitive, affective and behavioral components to a great extent. As contributory to positive leadership and development of desirable work attitudes, a proposed project was developed for greater exercise of servant leadership of school heads. It was recommended that the proposed project be presented to the school division superintendents for review and enrichment after which it may be implemented in all public elementary schools for greater exercise of servant leadership and manifestation of desirable work attitudes.

Keywords: servant leadership, work attitudes, school heads, teachers
GOOD GOVERNANCE FRAMEWORK FOR THE MANAGEMENT OF THE STUDENT RESEARCH PROGRAM

E.J.S. Cunanan and R.P. Cunanan

Batangas State University, Philippines

ABSTRACT

Research is one of the four-fold mandates of state universities and colleges in the Philippines along with instruction, extension service and production. It is in line with this understanding that in all the programs being offered by the Batangas State University-College of Teacher Education (CTE) the students are required to conduct research work as one of the requirements for graduation. The implementation of the student research program is not problem-free. There are situations where students are not able to finish their research work on time and not able to graduate. Sometimes they point to the absence of accountability measures in the management of student research program as the culprit for their failure. This study sought to develop a framework for good governance for the management of the student research program. Specifically, it aimed to determine whether certain governance practices and/or conditions are contributory to good governance of the student research program. It also determined the compliance of the CTE to the said good governance framework. The study made use of validated questionnaire and interview in the data gathering. The study revealed that the respondents agree that certain governance practices are contributory to good governance of the student research program and that the said practices are being observed in the CTE.

Keywords: good governance, student research program, good governance framework
SENIOR HIGH SCHOOL STUDENTS’ USE OF SOCIAL MEDIA AND ITS PERCEIVED EFFECTS ON ACADEMIC PERFORMANCE

M.L.N. Macabale, M. Ishigaki, D.L. Rareza and M. Cequeña

Catholic Filipino Academy, Philippines

ABSTRACT

How social media platforms like Facebook, Twitter, and YouTube affect students’ academic performance have been the subject of various research (Al-Rhami & Othman, 2017; Heffner, 2016; Wentworth, 2014; Aguilar, 2012). This phenomenological study aimed to determine the students’ purpose in using social media such as Facebook, Twitter, and YouTube and the effects of social media use on the academic performance of Grade 11 students from two prestigious schools. The researchers administered online survey validated by experts to 104 Grade 11 students from Nueva Ecija and Manila, Philippines. The survey collected the students’ GPA, their purpose of social media use, the time they use these sites and the perceived effects of social media use on students’ academic performance. Results showed that most students used Facebook for their collaborative study and YouTube for watching videos/tutorials to understand difficult lessons in school. Another important finding is that students perceived social media not as a distraction to their studies but as a tool to learning. Hence, educators can utilize social media to enhance students’ learning.

Keywords: social media, academic performance, learning
ETHICAL PERCEPTIONS AND INTENTIONS AMONG UNDERGRADUATE STUDENTS IN SINGAPORE

C.W. Xin¹ and A. Tali²

Business School, Singapore University of Social Sciences, Singapore

ABSTRACT

Ethical behaviour has been increasingly questioned on professionals as we observe the emergence of financial scandals in the 21st century (e.g., Enron, Tyco, Hewlett-Packard, World-Com), with 1MDB siphoning at least US$3 billion due to corruption as the latest scandal this year. The decline of ethical behaviour is sometimes argued due to the lack of proper teaching of ethical behaviour in educational institutions.

According to Dai (2012)’s ‘A Review of the Empirical Literature on Ethical Decision-Making: 2004-2010’ that reviewed all past literature on ethics and discovered that 126 papers researched on the factors of age, gender, education and religion, believed to be associated with ethical behaviour. Hence, these factors will be examined in this study, with the analysis of additional factors such as academic institution and socioeconomic status.

This paper is designed to measure the ethical intentions and perceptions of ethical problems among undergraduates in Singapore, and will be compared to Alleyne et al. (2012)’s ‘Measuring Ethical Perceptions and Intentions Among Undergraduate Students in Barbados’ done in Barbados. The purpose of crafting and researching this topic is to “ensure that the future professionals are capable of making the best ethical decisions”, and comparing how the professionals of Singapore match up with the professionals of Barbados.

An online survey is conducted to a sample of 100 undergraduates studying in local and foreign universities based in Singapore – NUS, NTU, SUSS, SMU, SIM, JCU and Laselle. Respondents were asked to fill in a questionnaire in Appendix A with two sections – the first comprises 4 scenarios, mirroring 3 questions from Alleyne et al. (2012) and the last scenario was designed as an additional ethical dilemma for assessing the individual’s perception and intention. The second section has 6 questions, probing further and measuring the religious commitments of the respondents.

The findings of this study have shown a difference in the means of gender, age, academic majors and academic institutions, socioeconomic status and religious commitment in the ethical behaviour and perceptions of Singapore undergraduate students. Overall, result of majority of the factors remain in conclusive, only religious commitment gave the highest correlation between ethical behaviour and religiously committed respondents. However, one key finding is the significant weaker scores in ethical perception and intention of Singaporeans as compared to the Barbadians (Bajans).
ENHANCING CREATIVITY THROUGH BATIK TRAINING AS AN ATTEMPT TO PRESERVE CULTURAL AWARENESS IN PRIMARY SCHOOLS

L.K. Wardani, S.M. Sari and A. Christianna

Faculty of Art and Design, Petra Christian University, Indonesia

ABSTRACT

Batik is an Indonesian cultural heritage that can enhance one’s creativity in order to obtain independent achievements. The skill of batik making has been passed down through generations in family circles and taught in formal educational institutions. Batik training is one that is conducted in the field of arts (leaning about art and learning through art). Art education generally emphasizes on creativity in order to encourage an appreciative and creative character through teaching materials in the curriculum, learning methods, learning environment, and human resources of the educator. The research object in this paper are primary school children from grades 5 and 6. Specific targets determined for this research are to assist primary students in discovering their talents, developing their skills and creativity in creating motifs that are sourced from the natural environment, implementing them in patterns, and training one’s self through batik techniques. To achieve these goals, the research adopts the experimental method through training of batik writing and batik colot. The learning materials give students opportunities to gain a deeper knowledge of batik, learning by observing, learning by doing and learning to process together. Research results reveal that children are able to produce various creative works that are inspired by plants and animals. The increase of the student’s creativity has been influenced by factors such as the student’s personality, the facilitator as external motivational drivers, creative activity processes, and works as evidence of the children’s learning outcomes.

Keywords: Batik training, children creativity, primary school
DEVELOPING CULTURAL COMPETENCE: THE IMPACT OF AN IMMERSION PROGRAM IN CAMBODIA FOR AUSTRALIAN PRE-SERVICE TEACHERS

C. Lembke and W. Boyd

Southern Cross University Australia, Australia

ABSTRACT

Australian teachers need an in-depth understanding of educating about cultural diversity, with opportunities to experience diverse classroom practices including teaching students from overseas countries. Pre-service teachers in their final year of teacher training are reported to feel ill-prepared for teaching students from diverse cultures. The Australian Government’s New Colombo Plan aims to increase students’ knowledge of culture in the Asian-Pacific region through cultural immersion programs. This paper reports on one such short-term mobility program for ten pre-service teachers exposed to the culture; and educational systems in Cambodia in 2014. Bennett’s intercultural sensitivity theory was used to identify the impact on pre-service teachers’ cultural competence before, during and after the cultural and educational immersion program. The study found that the program had a significant impact upon the pre-service teachers, as they constantly reflected, and compared and contrasted their experiences in Cambodia with what they knew from Australia. From this research the paper concludes with recommendations for future cultural immersion programs, and proposes further research to evaluate the long term impact of such programs. This short term mobility program has continued to run in subsequent years with opportunities now to extend this study with longitudinal data.

Keywords: cultural competence, pre-service teachers, immersion, diversity
PROFESSIONAL COMPETENCIES OF THE CONTEMPORARY MUSIC TEACHER: ATTITUDE OF STUDENTS

J. Abramauskienė

Lithuanian University of Educational Sciences, Lithuania

ABSTRACT

The importance of the teacher’s role in the society is determined by the developing and ever-increasing advances in science, technology and social relations, creating new demands for young pupil and adults. In this article it is analyzed student’s expectations about the competences of a modern music teacher. The concept of the professional music teacher is revealed and validated; also music teacher's successful professional activities are highlighted. The data of the qualitative research (content analysis) is highlighted: the music teacher’s personal traits, general pedagogical and subject competences are presented. It has been revealed, that scholarly music teachers have certain traits, which reveal themselves through the teacher's professionalism, competence, personal qualities and values. While painting the picture of contemporary music teacher, students distinguish subject competence, which they highlight not only as perfect teacher’s preparedness in terms of the subject, but also focus on the general education, his or her erudition. Students have not forgotten that teacher first of all is a human being and value all his or her qualities - both personal and pedagogical however; they would like teachers to remember that as well.

Keywords: professional competences, music teacher, student's attitude
RETHINKING EDUCATIONAL COMMUNICATION AS A DOMAIN OF DEVELOPMENT COMMUNICATION

R.L. Mendiola, M. Moscoso and E. Centeno

University of the Philippines Los Baños, Laguna, Philippines

ABSTRACT

Educational Communication (EdCom) has been defined, borrowing from the definition of educational technology (AECT, 1977), as “a complex, integrated process involving people, procedures, ideas, devices and organization, for analysing problems and devising, implementing, evaluating, and managing solutions to those problems involved in all aspects of human learning” (Cadiz, 1991). The definition has remained unchanged since the late 1970s and provided the theoretical foundations of EdCom as one of the majors under the Los Baños School of Development Communication. In the early 1980s, EdCom started and became recognized as a major field of specialization of the BS Development Communication (BSDC) program of the UPLB. It is considered broad enough to embrace changes in the fields most related to EdCom – education, communication and educational technology – and in its mother discipline, Development Communication (DevCom). Key changes led to a reflexive exercise on EdCom as a domain of development communication: Is EdCom’s definition still reflective of what the field currently is and does? Is there a need to redefine EdCom? How does EdCom contribute to DevCom as a field of study and practice? The paper aims to present preliminary insights on the evolution of EdCom as a field of specialization in terms of instruction, research and extension, and administration. The research analyzed 8 key informant interviews and one focus group discussion of EdCom pioneers. Documents such as curricular proposals and revisions, instructional materials (books, compilations, readers), reports (terminal/annual, etc.), and research were also reviewed. Furthermore, through examining its roots, this historical research will serve as a first step in determining future directions for EdCom as a domain of DevCom.

Keywords: educational communication, development communication, historical research
USING BOOKS IN ADDRESSING THE SOCIO-EMOTIONAL PROBLEMS OF CHILDREN WITH HEARING IMPAIRMENT

R.V. De La Cruz and M.C.C. Colendrino

De La Salle University-Manila, Philippines

ABSTRACT

The lack of communication skills in children with hearing impairment poses difficulties in the detection and management of their socio-emotional issues. Unaddressed, these could negatively impact school performance. In search for possible interventions, an exploratory research used mixed methods to look into the use of books and read-aloud activities using sign language. It sought to establish 1) how the teachers select books for relevance, conduct the reading sessions, elicit responses from students, and process their issues; and 2) how the children benefit from such activities. Of thirty teachers surveyed, six had previous training in therapeutic interventions and were using bibliotherapy at the time of the study. Critical purposive sampling selected them as participants in case studies alongside six students with hearing impairment who were experiencing communication, anxiety, and self-concept issues. Triangulation used in-depth interviews and non-participant class observations. Findings suggest that 1) book selection takes into consideration hearing impairment and the presenting socio-emotional issues of the students, 2) books are low cost effective therapy tools, but locally produced ones depicting Filipino characters are hard to come by, 3) the right fit between reading materials and socio-emotional issues can encourage the children to open up and look for help, 4) read-aloud activities are enhanced by the use of art activity and role playing, allowing the children to express how they relate with the characters, understand their issues better, and work towards problem solving. The writing of books depicting Filipino characters and the conduct of more researches on the topic are recommended.

Keywords: hearing impairment, socio-emotional problems, bibliotherapy
ACCEPTANCE OF INCLUSION AMONG REGULAR EDUCATION TEACHERS IN THE PHILIPPINES

M.C.C. Colendrino

*De La Salle University-Manila, Philippines*

**ABSTRACT**

For more than a century, Filipino children with disabilities (CWDs) were placed in special classes according to their presenting educational needs. But in support of the call to uphold the CWDs’ human right to be educated alongside peers in the regular education classroom, and that of Sustainable Development Goal 4 for equal and equitable education, the Philippine education system has declared itself inclusive. The issue of its acceptance by regular education teachers (RETs) was raised. Mixed method research was conducted during a seminar/workshop that defined inclusion and discussed inclusive teaching strategies. Convenient sampling had 199 pre-seminar and post-seminar survey respondents in conference attendees. Focus group discussion (FGD) divided the participants by regions of origin to discuss in depth the possible impact of the nationwide implementation of inclusion to the teaching and learning process in their schools. Pre-seminar survey results showed that 80% of the respondents initially favored inclusion. Post-seminar survey and FGD results showed that majority of the respondents at 97% shifted preference to mainstreaming. This was explained by the following: 1) mainstreaming, the placement that educates CWDs in the regular education classroom based on their mental age and ability, was mistaken for inclusion; 2) the zero-reject policy in the public school system includes children with behavioral disorders and raised safety issues; and 3) the regular education teachers lack expertise and experience in handling CWDs in the regular classroom. Recommended were intensive training in Special Education prior to nationwide implementation of inclusion and more researches on educational placement.

Keywords: educational placement, inclusion, mainstreaming, disabilities
EDUCATION MEETS GLOBALIZATION – AN ETHNOGRAPHIC COLLABORATIVE STUDY ON GLOBAL EDUCATION

S.M. Manning ¹, L. Galves² and I. Iqbal³

¹Wenzhou-Kean university, China
²General Maximino Hizon Elementary, Philippines
³Government College University Faisalabad, Pakistan

ABSTRACT

This study portrays two phases of a broader international research project. It illustrates results from an ethnographic collaborative study that was birth from the 3rd international conference on education and the 3rd world conference on media and mass communication that were held simultaneously. Journey with three scholars from Pakistan, Philippines and USA who show how exchanging ideas and sharing knowledge result in the manifestation of a dream come true. In response to UNESCO’s Framework for action at the World Education Forum 2015 in Incheon, Korea, “We call for strong global and regional collaboration, cooperation, coordination and monitoring of the implementation of the education agenda based on data collection, analysis and reporting at the country level, within the framework of regional entities, mechanisms and strategies”, this project-oriented study brings to life a united effort that answers this call. Information was gathered through classroom observations, semi-structured interviews with professionals from different segments of local and global societies, workshops, and team-teaching. In the Philippines, the tasks developed were: partnership between a U.S-based organization through philanthropy, and a series of workshops for the enhancement of a transitional program that serves developmental disabled students in Manila. In Pakistan, mentorship, workshops on globalized education, and an implementation of social programs to bring awareness about women empowerment and sustainability are proven in an initiative developed between an educator from USA and a MPhil student in Pakistan.

Keywords: globalized education, sharing knowledge, collaborative
THE DIFFERENCES IN THE ATTITUDES OF THE STUDENTS WITH AND WITHOUT LEARNING DISABILITIES TOWARDS INCLUDING THEIR PEERS WITH MILD INTELLECTUAL DISABILITY IN REGULAR ELEMENTARY SCHOOLS

M. Sayyah and N. Tazi

Arabian Gulf University, Bahrain

ABSTRACT

This study aims to investigate the differences in the attitudes of the students with learning disabilities and those without learning disabilities towards including the learners with mild intellectual disability in regular elementary schools. Participants were 100 elementary children in Bahraini elementary schools. A survey to identify the students' attitudes towards the inclusion of the children with mild intellectual disability in regular schools is used here. Results indicate that: (1) The students with and without learning disabilities have a positive attitude towards including the children with mild intellectual disability in regular elementary schools, (2) There are statistically significant differences among the students with learning disabilities and those without learning disabilities in their attitudes towards including the children with mild intellectual disability in regular elementary schools in favour of the former group, and (3) There are statistically significant differences among the males and females in their attitudes towards including the children with mild intellectual disability in regular elementary schools in favour of the latter group in both groups.

Keywords: attitudes, inclusion, learning disabilities, mild intellectual, disability
THE INFLUENCE OF SOCIAL AND HUMANITARIAN EFFECTS OF EDUCATION IN LIFE QUALITY OF NORTHERN TERRITORY RESIDENTS IN KRASNOYARSK REGION

A.A. Lukyanova, G.S. Savolaynen, L.A. Didenko and E.S. Kononova

Krasnoyarsk State Pedagogical University, Russia

ABSTRACT

Living standards and ways to improve them are high-profile issues in contemporary Russia. It is particularly topical for the remote territories where a considerable part of the residents experiences social and humanitarian deprivation. Along with the industrially, socially, and culturally advanced center of the Region, a considerable part of its territory and residents encounters all the common problems of further-flung regions; a part of them is situated beyond the Arctic Circle and the other part is located in the hard-to-reach areas of the Sayan Mountains. The article presents potential and real social and humanitarian effects of the specially organized activity of the Institute of Additional Education and Professional Development of Krasnoyarsk State Pedagogical University named after V.P. Astafyev. Capabilities of networking cooperation and on-line education give and will continue giving us the opportunity to help the specialists who live in the remote territories evolve professionally and acquire necessary abilities on the remote basis, solve the issues of skilled personnel sufficiency, creation of an attractive social environment, development of social entrepreneurship culture etc. Dissemination of the presented experience may be interesting for the experts in on-line education and MOOC.

Keywords: continuous education, educational activities, education for sustainable development, social and humanitarian effects, quality of life, skilled personnel, northern territories of Krasnoyarsk Region
ENHANCING SOCIAL AND EMOTIONAL EDUCATION IN VIETNAM

L. Addimando\textsuperscript{1}, D. Antognazza\textsuperscript{1}, D. Kappler\textsuperscript{1}, P.T. Hien\textsuperscript{2} and N.V. Trung\textsuperscript{3}

\textsuperscript{1}Department of Teaching and Learning, University of Applied Sciences and Arts of Southern Switzerland

\textsuperscript{2}University of Education, Ho Chi Minh City, Switzerland

\textsuperscript{3}Youth Development Center, Ho Chi Minh City, Switzerland

ABSTRACT

Social and Emotional Learning (SEL), an innovative model of education which emerges from several researches on emotional intelligence (Elias et al., 2001) aims to develop five main skills: Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision making (Chan, 2002). Our poster presents a joint Swiss and Vietnamese project aimed to introduce and discuss the concept of SEL in Vietnam. Another goal of the project was to increase the mutual knowledge between a Swiss Teachers College and Vietnamese partners that would originate mutual research interests on educational topics between Switzerland and East Asia. Two days of conference and training plus 7 visits to private schools were held in Vietnam in March 2017. The training was monitored by a set of research tools. Data collected among the 300 participants (lectures, teachers, researchers, directors, officials) show that 62% of the sample has already some knowledge about SEL and that 97% believe that the introduction of SEL in Vietnam is very important. They declare that SEL is compatible with their vision of education (72%) and part of them also with their practice in class (61%). Part of the participants also believe that SEL is compatible with the expectation of their schools (41%). This first collaboration was the starting device to accompany further development of SEL implementation in Vietnam in a cross-cultural perspective: a week long training for teachers in summer 2018, together with a training for local practitioners that will plan a larger Vietnamese (cross-cultural research?) project on SEL.

Keywords: social and emotional learning, cross-cultural research
THE EFFECTIVENESS OF ELECTRONIC MODULE IN BLENDED LEARNING TO IMPROVE LEARNING ACHIEVEMENTS IN LEARNING BIOLOGY

K.A. Sugiani¹, I.N.S. Degeng², P. Setyosari² and Sultan²

¹ Polytechnic Ganesha Guru, Indonesia
² State University of Malang, Indonesia

ABSTRACT

This development research aimed to produce the development electronic module in tenth grade of second semester students at State high school 2 of Singaraja in which the feasibility and advantages had been tested to improve learning achievements in learning biology. The research of design used was the research and development method. The chosen of the design development was Degeng model. The Development steps were as follows.1) analysis goals and characteristics of the study area, 2) analysis of learning resources, 3) analysis of the characteristics of learners; 4) establish learning objectives and content of learning; 5) determine the organization of learning content strategy; 6) establish a strategy delivery of learning content; 7) determine the learning management strategies, and 8) the development of learning outcomes measurement procedures. Validation module prototype covered: 1) the content expert test and learning media, 2) the instructional design experts test, 3) individual student test, 4) a small group of students test, and 4) field test. Instruments used in data collection is questionnaire. Based on the results of the data collection, obtained an average percentage of respondents to the products developed, namely: 80%, 88.99%, 91.91%, and 87.40%. Results of the processing data analysis, showed that the products developed received a positive response and deserves to be used as instructional media in learning biology.

Keywords: development, electronic module
BLENDED LEARNING FOR IR4.0

J. Jowati

National Defence University of Malaysia, Kuala Lumpur, Malaysia

ABSTRACT

The education landscape in the world now is filled with ideas on implementing Industrial Revolution 4.0 (IR4.0). Malaysia is also now moving towards fulfilling this need through various initiatives especially at its higher learning institutions. Consequently, the Ministry of Higher Education Malaysia has outlined what Teaching and Learning 4.0 consists of. This paper examines critical requirements in classroom teaching and learning, particularly looking at the most suitable blended learning to be employed at the National Defense University Malaysia (NDUM). In preparing the future military and civilian officers for Malaysia, the teaching and learning approach must be apt. As a conceptual paper, discussions are based on the analysis of various blended learning models that focus on the use of technology. Several key pedagogies especially for fulfilling IR4.0, including heutagogy, paragogy and cybergogy will also be explored. A comparison of these pedagogies will be made with military pedagogy to identify prevalent similarities that could lead to effective teaching and learning. Findings suggest that for the NDUM, the use of technology for teaching and learning may not be more than the face-to-face sessions for one significant reason. The students are in need of appropriate role models that could only be available through face-to-face sessions. Therefore, using the right model for blended learning will allow for effective and meaningful learning experience for the students at the NDUM.

Keywords: cybergogy, heutagogy, industrial relation 4.0, military pedagogy, paragogy, teaching and learning
ANALYSIS OF SELF DIRECTED LEARNING READINESS AND ACADEMIC SUCCESS BASED ON FUZZY LOGIC

D.B. Lasfeto¹,², P. Setyosari², E.T. Djatmika² and S. Ulfa²

¹Department of Electrical Engineering, State Polytechnic of Kupang, Indonesia
²Universitas Negeri Malang (State University of Malang), Indonesia

ABSTRACT

Self Directed Learning Readiness (SDLR) is necessary to assess the students’ readiness to be involved in the self-directed learning such as online learning. Knowing the level of Learning Preference Assessment, an educational institution or students can prepare themselves to be better to get involved in the online learning. Every SDLR level has the certain score range. The recap of the number of students in each SDLR level used the principle of statistic and classical logic. These principles are highly used but they still have some weaknesses because they do not consider the total score of the threshold of the certain SDLR level. As the result, the mapping of SDLR level in the educational institution like a university or in the level of study program is inaccurate. We propose a fuzzy traditional method that is a mathematical approach and human’s cognitive aspect in this level measurement. Determination of participants’ SDLR Level was determined based on the fuzzy score that transferred every total score into the appropriate membership function by using trapezoidal membership function. The total score of fuzzy of each SDLR level was calculated by using fuzzification method of Center of Area (CoA).The research results showed that there was a difference of the results of SDLR level score between using the statistical method and using the fuzzy logic method. The fuzzy system could find the different SDLR level that could not be found by using statistical or classical logic analysis. The findings of this research practically give impact in the learning activity. The learning provider can give different intervention to the universities in preparing the students to be involved in online learning. These results also showed that the right SDLR analysis can be a beneficial tool to determine the students’ learning need to improve the self-directed learning skill. Besides, it is advantageous for the teacher to clearly understand the characteristics and self-directed learning skill for the further development.

Keywords: online learning, self directed learning readiness, learning preference assessment, statistical, fuzzy logic
SWEET BRINE: INNOVATIVE PROCEDURE TO CONVERT HARD-RINDED FRUIT WASTES TO BONBON DESSERTS

M.G.R. Datinguinoo and D. Baes

Batangas State University, Philippines

ABSTRACT

This research aimed to come up with a viable concoction upon which vegetable peelings and other biodegradable leftovers could be recycled and be made edible in an environment-friendly manner. The research yielded two-pronged output: First, a scientifically sound solution to recycle hard-rinded fruit wastes, and Two: an innovative procedure to instruct future users on how to use the solution in successfully converting fruit rinds to sweet bonbon desserts. Upon evaluation, it was found out that of the three solutions, the water and baking soda made the fruit rinds too hard and gritty for a bonbon dessert. The sodium bicarbonate in the water and baking soda solution made it tough for the sugar to penetrate in the fruit rinds. The second solution, composed of wine and beer, tendered the fruit rinds to the texture and softness akin to that of a bonbon dessert but the strong barley flavor from the wine and beer, plus the strong alcohol content made it hard for the researcher to make the fruit rinds sweet. The last solution, however, yielded the best results. The vinegar and salt solution softened the fruit rinds. The contradicting flavor of saltiness and sourness of the salt and vinegar respectively made it possible for the sugar to penetrate the rinds to give way for a sweet, soft and entirely edible fruit rind bonbon. The author recommended that future researchers channel considerable studies to recycle materials such as animal wastes to lessen wastes disposed in local communities.

Keywords: fruit candy, solution, recycle, biodegradable, innovation
ABSTRACT

This study aims to identify the ability of students in completing questions based on cognitive level of Bloom’s Taxonomy by Anderson and Kreathwohl of the process evaluation and learning outcomes. The subject of this research is 6th semester students, chemistry education department, Islamic University of Indonesia. This research is a descriptive research. The study was conducted using the test instrument about the process evaluation and learning outcomes based on indicator of bloom's taxonomy are Lower Order Thinking Skills (LOTS) consisting of remembering, understanding and applying then for the Higher Order Thinking Skills (HOTS) consisting of analyzing, evaluating and creating. The test instrument is essay about development and analysis of assessment instrument in process evaluation and learning outcomes. The results show that based on the data obtained can be described on the Lower Order Thinking Skills (LOTS), the ability of students to working out questions at the level of remembering reached 86.25%; at the level understanding 82.50% and at the applying level of 70.00%. While the students' ability in working out questions on High Order Thinking Skills (HOTS) at the level of analyzing level 60.50%, at evaluating level reached 67.50% and at creating level reached 81.50%.

Keywords: cognitive level, bloom’s taxonomy, thinking skills students
THE APPLICATION OF LIFE SKILLS CAPABILITIES ON MANUFACTURER OF MAKING OF ALUM FROM CANNED WASTE

B.W. Febriana

Islamic University of Indonesia, Yogyakarta, Indonesia

ABSTRACT

Life skills learning is one of the learning processes where students learn various concepts and apply them in everyday life. In the process of learning, students are faced with certain situations so that they get a new learning experience perceived benefits. The purpose of this research is to: 1) know the mastery of academic skills and social life skills in the practice of making alum from canned waste, 2) know the motivation of students in the implementation of the practice of making alum from canned waste, 3) know the concept mastery aspect in the implementation of the practice of making alum of canned waste. This research is a quasi-experiment with one-group posttest study design. Research subjects are students of Chemistry Education Department who take inorganic chemistry experiment. Instruments used were observation sheet and rubric indicator of work assessment (for academic and social life skill) and questionnaire (for motivation), and subjective test: pre-test and post-test (for conceptualization). The research data is analyzed by qualitative descriptive analysis technique, that is by calculating the average of every aspect that is assessed and converting it into qualitative criteria. Based on the result of research indicate that student's motivation in practice gets good category while the value of mastery of academic social life skill and social life skill is in good category and mastery of concept gets very good category.

Keywords: life skills, inorganic chemistry experiment, motivation, alum
EMPLOYABILITY, EMPLOYMENT AND LEARNING POSSIBILITIES FOR THE 45+ IN THE EUROPEAN COUNTRIES: COMPARATIVE PERSPECTIVE

G. Gedvilienė and V. Tūtlys

Vytautas Magnus University

ABSTRACT

Background. The main goal of this comparative study is to identify the labour market and education policies, initiatives, resources and national and European institutions oriented to groups over the age of 45. This study was executed by the team of the Erasmus+ strategic partnership project ‘Mature45+’.

The questions of research cover the following topics:
1. Situation of 45+ with regards to education / employment / self-employment and civic inclusion.
2. Existing infrastructure regarding the 45+ into the educational system and labour market in partner countries.
3. Institutional support for the 45+ in the field of learning and employment.
4. Perspective and challenges of interested stakeholders / actors responsible for working with 45+: which barriers / solutions do they recognise.
5. Accessibility of formal education (pre-vocational, VET, enterprise course, etc.).
6. Existing non- and informal education/training aimed at the 45+ group.
7. National policies regarding the 45+ into the educational system / labour market in Lithuania, Sweden, Spain and Germany.

Research methodology

There were applied several main methods of research – desktop study of the existing literature, analysis of the official statistical information, contents analysis of the policy documents and qualitative social research by interviewing responsible actors and policy makers in Lithuania, Germany, Sweden and Spain in the period of November-December 2016.

Research findings

Employment and integration in the lifelong learning of the 45+ in the project partner countries present a strategically important objectives of socio-economic development of the countries. The socioeconomic and institutional conditions and challenges of labour market integration and sustainability of employment of the 45+ are quite different in the partner countries: dealing with the issues of shortage of workforce caused by emigration in Lithuania, satisfaction of the changing high skills needs and shortages in Germany, coping with post-crisis employment challenges in Spain or removing remaining few barriers for the disadvantaged groups to access to employment and training in Sweden. However, despite of these differences there can be noticed certain similarity of approaches used in the policies and measures of education, training and employment of the 45+, like individualisation of the education and employment offers, usage of the ICT technologies, closer cooperation between the state, social partners and business in development of the adult education and employment services.

Keywords: employment, employability, lifelong learning, institutional support, age group 45+, education and employment policies.
VIRTUAL PRESENTATIONS
DESIGNING AN INTERNSHIP PROGRAM OF AUTHENTIC ENTREPRENEURIAL LEARNING EXPERIENCE FOR STUDENTS IN ENTREPRENEURSHIP CLASS

S.M. Inaya, O. Nina, R. Wisudani and N.P. Hana

Universitas Negeri Semarang, Indonesia

ABSTRACT

University needs to foster entrepreneurship that requires integration of theory to real-life learning. Internship program have become one of popular types in active learning which is useful for students to train their business competencies. This research addresses a unique situation in which a program was created to exclusively assign students to work with entrepreneurs. Using the observational diaries as the instrument of a case research methodology, this research tries to measure the affectivity of entrepreneurship internship program in providing authentic learning experience for students of an entrepreneurship class. Authentic learning combined with entrepreneurial internship focuses on serving the learning gaps related to theory of entrepreneurship and its practice. Result indicates that entrepreneurship internship program successfully enhancing students’ experience of entrepreneurship and increasing their intentions to be entrepreneurs. In conclusion, teaching entrepreneurship in university should be tailored to meet real-life practices and use of flexible entrepreneurial methods, such as coaching and mentoring.

Keywords: internship, internship program, entrepreneurship, authentic learning
ABSTRACT

Based on the survey through a preliminary questionnaire of 15 students show that 5% of students returning to the planting site for evaluation and monitoring, 95% did not return to the planting site. Supported by the results of previous research, the data shows the Faculty of Economics classified at the lowest conservation cadre points of 57.90. The purpose of this paper to describe how a conservation education system implemented by students. In total, 28 students from department of economic education were interviewed and were observed. Finding of the research, students states that not knowing the existence of regulation rector number 22 year 2009 and number 6 year 2017 about spirit of conservation, awareness of keeping the environment low, do not apply energy efficiency and weak ethics. The application of conservation education has not been maximal and regulation has not been properly internalized, more effort is needed by socializing and strengthening the conservation character to the students.

Keywords: conservation, education, environment, student behavior, character
ANALYSIS OF MANAGEMENT INFORMATION SYSTEM REQUIREMENTS FOR LEARNING OFFICE PRACTICES

H.N. Purasani¹, N. Oktarina¹, Ismiyati¹, I.S. Melati¹ and W. Rahmaningtyas¹

¹Universitas Negeri Semarang, Indonesia

ABSTRACT

Office practice subjects use office simulation learning methods, this method of practicing office personnel tasks consisting of: letter recipients, letter organizer, archive organizers, business administration, leaders, letter processors, directors. The hope of giving discourse to the students in understanding the duties of office personnel. However, the methods applied to the learning still use the manual system that scheduled incoming letter and outgoing letter made in writing, and the invention of the return letter by manually searching. Of course the system is no longer in accordance with the development of science and technology, because office practices in some agencies today have been using IT-based systems. So it is necessary to analyze the needs of management information systems as the basis of the management of letters and documents based on IT for learning office practices.

The purposes of this research are: 1) To know the office simulation applied to the office practice subjects, 2) To know the obstacles of the student in performing the duty of office personnel. 3) To know the obstacles of lecturers in preparing teaching materials for office practices.

The method used in this research is qualitative research. Subject Research is lecturer subjects of office practices and students six semesters 2013/2014 with the number of PAP A as many as 65 people and PAP B as many as 60 people who follow the subjects of office practices in Education Studies Program Administration Office. Research Object is the analysis of management information system needs on the subjects of office practices.

Keywords: management information systems, office practices
CHARACTER EDUCATION BASED ON NATIONAL CULTURE

N. Oktarina, H. Pramusinto, W. Rahmaniaingtyas, I.S. Melati and H.N. Purasani

Faculty of Economics, Universitas Negeri Semarang, Indonesia

ABSTRACT

The aims of this research to describe the implementation of character education based on national culture in Indonesian country. National character is authorized to build a high level of civilization, society has an honest nature, independent, cooperate, obey the rules, trustworthy, strong and has a high work ethic will result in an orderly system of social life. Social disorganization produces various forms of criminal activity, violence, terrorism and others. Character education must be developed so that education will not only produce intelligent human beings but does not have superior character. Therefore, education should be encouraged to develop the character of the Indonesian nation become strong nations, so that the Indonesian people will be able to build a more advanced civilization. The findings suggest that developing character should be done at all levels of education from elementary up to higher education. Implementation of character education based on national culture should be begun from elementary school because if this character doesn’t shaped since early-age, so it will be difficult to change one’s character in the next time.

Keywords: character education, national culture
MATH GAME AS A LEARNING MEDIA FUN FOR KIDS

M.I.P. Nasution

Universitas Islam Negeri Sumatera Utara Medan Indonesia, Indonesia

ABSTRACT

Mathematics is one of the oldest knowledge and is regarded as the parent or tool and the basic language of many sciences. Difficulty in learning mathematics is not caused by the difficulty of the subject matter, but because the way of teaching is not easy to understand or not in accordance with the character of how the child learns. For most children, math is a terrible lesson. As a result, many young children avoid learning the subject. This basic mathematical ability begins with the ability to recognize the amount of an object. Symbols one to ten are the basic symbols in numeracy. By using proper learning techniques, math lessons will become easier and fun to learn. Implementation of ICT in the world of education today can be developed a variety of fun learning media. This can be developed a math game that is useful as a medium of learning mathematics for children.

Keywords: mathematics, learning, children, ICT, fun
ABSTRACT

The continuous use of traditional method of teaching physical sciences in most senior secondary schools in South Africa and in particular schools in OR Tambo Inland District has contributed to the underperformance of learners in the subject. This has called for a shift from teacher-centered to a progressive learner-centered approach based on inclusiveness and collaborative learning to encourage diversity of reception and information processing. This has further triggered research interests about the teaching strategies that could be used to improve learners’ performance in physical sciences. Therefore, this study investigated the use of Cooperative Instructional Strategy, considering learners learning style preferences to enhance learner’s achievement in electricity and magnetism. A pragmatic Mixed-methods sequential design was adopted for the study. The choice of mixed methodology was meant for both methods to complement each other for the purpose of data triangulation. Purposive sampling technique was used to select two high schools within the OR Tambo Inland District of Mthatha. The sample composed of 2 physical science teachers and 88 physical science learners in their intact classrooms. In all 42 learners were selected from school A (Experimental group) while 46 learners were selected from school B (Control group). The main instruments for collecting data include a learning style questionnaire, physical sciences achievement test, interview and observation schedules. The quantitative data was analysed using descriptive and inferential statistics, while the qualitative aspect was analysed through thematic content analysis. It was found that cooperative instructional strategies improved learners’ performance in physical sciences. It is therefore recommended that teachers should utilise appropriate instructional strategies that cater for all the differences learners bring to the classroom for effecting teaching and learning to take place in the physical sciences classrooms.

Keywords: academic achievement, cooperative instructions, electricity and magnetism, physical sciences
INQUIRY-BASED LEARNING EMBEDDED IN 5E LEARNING STRATEGY TO INVESTIGATE LEARNING PROGRESSION OF GRADE 9 STUDENTS FOR FORCE AND EFFECTS OF RESULTANT FORCES ACTING ON OBJECTS CONCEPTS

T. Kanokwan and R. Prissana

General Science Education Program, Faculty of Education, Suratthani Rajabhat University, Thailand

ABSTRACT

Force and effects of resultant forces acting on objects concepts are difficult or abstract for our students. Thus, the main goal of this article focuses on improving academic achievement and learning progression of students. The research was designed as quasi-experimental design. We used both quantitative and qualitative data in order to investigate students’ achievement and learning progression. We developed 9 multiple choice items and 4 open-end question for pre-test and post-test. Our examination was designed to assess knowledge, comprehension and application skill. Inquiry-based learning embedded in 5E learning strategy had potential to evaluate students’ prior knowledge, and develop prediction, observation and interpreting data, collaboration and communication skill. The results found that 64.29% of students understood completely about the concept of force and net force insert on the object. Only 35.71% of students partial understood and no student miss concept. Moreover, students showed their learning progression in the positive way. In this point of view, we suggest that inquiry-based learning embedded in 5E learning strategy should be extent to the other abstract contents related to force concept.

Keywords: force and net force insert on the object, inquiry, 5E learning strategy, learning progression
ASSESSMENT OF ICT USAGE AMONG SECONDARY SCHOOL COMPUTER TEACHERS AND STUDENTS IN NSUKKA EDUCATION ZONE OF ENUGU STATE, NIGERIA

U.U. Ugwu

The College of Education, Nsukka, Enugu State, Nigeria

ABSTRACT

The use of Information and Communication Technology (ICT) is very essential in the spread of information. Electronic devices which aid the spread of information constitute ICT. These devices have impacted significantly in education through lesson preparation, instructional delivery, individualized instruction, and collaborative learning. In most countries, computer and internet are currently been used in place of textbooks in lesson preparation while projector has displaced the use of chalkboard in instructional delivery of lessons. There is paucity of information on the use of ICT by secondary school computer teachers and students in Nigeria. Hence, this study assessed the use of ICT by secondary school computer teachers and students in Nsukka Education Zone of Enugu State. Four research questions and four hypotheses guided the study. The study population consisted of 51 computer teachers and 4242 students while the sample size comprised of 51 computer teachers and 520 students. A survey research design was used for the study. An instrument titled ICT Usage Assessment Questionnaire (ICTUAQ) comprising of 47 items was used for data collection. It was validated by 3 experts. Data were presented as frequencies and percentages while Chi-square was used to test the null hypotheses at p<0.05. The results of the study showed that ICT was not used in lesson preparation, instructional delivery, individualized learning and collaborative learning of computer studies in public secondary schools in the Zone. Based on the findings, it was concluded that ICT is not used by teachers and students in Nsukka Education Zone of Enugu State.

Keywords: computer studies, ICT, Nsukka, students, teachers
ANALYZING BUSINESS GRADUATES EMPLOYABILITY THROUGH SOFT SKILLS DEVELOPMENT: GRADUATES AND EMPLOYERS PERSPECTIVE

A. Sultana

American International University Bangladesh, Bangladesh

ABSTRACT

This study addressed the problems of business graduate students’ lack of prerequisite soft skills that determine their employability. The study examined the role of soft skills perceived by business students and employers as relevant employability skills for students at private and public universities in Bangladesh. It also explored the nature of soft skills that students and employers consider important for employment. The primary focus was to address the gaps in the expectations of graduates and employers. The disparity in the goals of the education system and the expectations of employers contribute to the gaps that are evident in the students or graduates’ poor performances at interviews and work experience opportunities. Quantitative data were analyzed using the SPSS statistical software package (Version 20). According to the findings, it is imperative that the educators and the employers should work collaboratively to minimize the skills gap prevails in graduates. Inclusion of Soft Skills or employability skills development course in the curriculum can surely prepare graduates with necessary employability skills that organizations look in to the potential employees. It has also the competitive advantage for the Educational Institutions as more graduates will win the job and employers’ satisfaction will be higher.

Keywords: soft skills, employability skills, graduates, employers, job performance
UNDERSTANDING THE POWER OF DIGITAL LITERACY AND FAMOUS ONLINE TRANSPORTATION FOR STUDENTS’ SOCIAL BEHAVIOR

A. Fadlilah, Tusyanah, N. Oktarina and R.N. Anissa

Universitas Negeri Semarang, Indonesia

ABSTRACT

Online Transportation is a form of technological development which is now getting more famous. However, some people said that online transportation also giving negative impacts on student’s social behavior (Setyorini; 2017) because it led to the laziness. It was a quantitative research. The variables of the study were digital literacy, online transportation, and students' social behavior. The population of this study was economics of students who enjoyed online transportation. There were 130 respondents taken by using purposive sampling as the samples. The data were collected by distributing the questionnaires and interviews. And then, the data were analyzed by descriptive analysis and multiple regression analysis with SPSS 21 application. The result of multiple regression analysis shows that simultaneously, digital literacy (X1) and online transportation (X2) have contributed significantly to influence student’s social behavior (Y) for 22.4%. Furthermore; partially; the influence of online transportation (X2) on social behavior (Y) was 16.97% and the influence of digital literacy (X1) on student’s social behavior (Y) was only 1.14%. The model of this research was 

\[ Y = 23.261 + 0.139X1 + 0.591X2 + e \]

It means that student’s who used more intensive online transportation, would be less social on their behavior. However; digital literacy was insignificant and gave little influence on social behavior because it was just the tool of communication used to socialize in everyday life. Therefore; educators should create more fun learning activities to make students from their gadgets and explain about the positive things to be social people in the real world.

Keywords: digital literacy, online transportation, student, social behavior
EXPLORING THE INFLUENCE OF SOCIAL PROOF AND PURCHASING INTENTION ON STUDENTS’ PURCHASING AT MARKETPLACES

R.N. Anissa, Tusyanah, R. Setiyani and A. Fadlillah

Universitas Negeri Semarang, Indonesia

ABSTRACT

Nowadays, online marketplaces are getting more attractive and popular. There are many consumers who want to experience the shopping online including students since marketplaces offer various facilities for consumers’ convenience and practicality. The objective of the study was to explain the influence of social proof and purchase intention on students’ purchasing decision. It was a quantitative research with three (3) variables; they were social proof, purchase intention, and students’ purchasing decision. The population of this study was economics students who did shop at online marketplaces. The sample of the study were 128 respondents taken by using purposive sampling. The data were collected by distributing the questionnaires and documentation. Then, the data were analyzed by descriptive analysis and multiple regression analysis with SPSS 21 application. The result of multiple regression analysis showed that simultaneously, social proof ($X_1$) and purchase intention ($X_2$) gave the significant influence on students’ purchasing decision ($Y$) for 36.9%. Meanwhile, partially, the influence of purchase intention ($X_2$) on students’ purchasing decision ($Y$) was up to 37.7%. Thus, the model of this research was $Y = 7.166 - 0.192X_1 + 0.651X_2 + e$. It means that students decided to purchase a product rationally; they bought a product because they intended to buy it. Social proof which was displayed on ratings or consumers’ comments did not influence their purchasing. Thus; educators should be more emphasized education about the needs and quality of products which will ultimately impact on purchase intention rather than notice the elements of social proof which can be manipulated.

Keywords: social proof, purchase intention, students’ purchasing decision
SIMULATED COMPUTER-BASED INSTRUCTION—AN INTERVENTION FOR LESSONS MISSED DUE TO ABSENCES

Reyes, Y.D. Rosa, Agbay and N. Gomez

Bataan Peninsula State University, Balanga Campus, Philippines

ABSTRACT

As the technology in the field of education continuously growing its purpose, development of different alternatives to traditional is continuously growing as well. One of which is an alternative that could address the difficulty of both teacher and students in coping with lessons missed due to absences. Undeniably, attending classes in school is a necessity and being absent from class is sometimes unavoidable which has great impact on their education. Using ASSURE instructional design as the model in developing an alternative measure to address problems on the lessons being missed, this study aims to develop a Simulated Computer-Based Instructions that will address the difficulty of coping with the lessons brought about by absences. More so, the study discussed some underlying reasons behind the absences of the students. Result shows that among 52 respondents, 45 of them had absences for a month. The validation of the developed SCBI included teacher experts in validating the content and technical experts in validating the appropriateness of the design. The technical validity of the developed SCBI is strongly acceptable. Whilst, the content validity which includes the content, clarity, appeal, designs, procedure and usefulness of the developed SCBI is strongly acceptable. With all these, the goal to develop a Simulated Computer-Based Instruction patterned with ASSURE model of instruction is achieved.

Keywords: absences, lesson missed, simulation, simulated computer-based instruction, ASSURE
THE IMPACT OF SIMULATIONS ON PROSPECTIVE TEACHERS TRAINING

J. Paz-AlboPrieto¹, J.R. Jor’dan² and A.H. Escobar¹

¹ Facultad de Ciencias Jurídicas y Sociales, Universidad Rey Juan Carlos, Spain
² College of Education, Chicago State University, Spain

ABSTRACT

Recent calls to improve quality experiences in children’s education have drawn attention to the importance of teachers’ preparation for working with families. Some teacher education programs are exploring the use of simulations as the means to provide nurturing experiences that help prospective teachers establish empowering relationships. This study examines the impact of embedding the online “Parent, Family, and Community Engagement Simulation” within education curricula in two higher education institutions in Spain and in the U.S., and it reports on an evaluative study that investigated the views of a group of undergraduate education students (N=96) in relation to the simulation experience. The study took place within the College of Education at Chicago State University (U.S.) and the Universidad Rey Juan Carlos (Spain). Participants completed a 21-item questionnaire consisting of three biographical information questions, 14-item Likert scale, 2 closed-ended and 2 open-ended questions. Descriptive statistics were employed to illustrate the data. Findings suggest the simulation helps students to learn strategies to promote parental engagement and deepen their knowledge to promote positive, goal-oriented relationships with families. Further, the simulation also supports students’ learning when practicing active listening skills and relationship-building strategies. These results provide encouraging evidence to support the use of simulation within the field of education, and the development of further simulations to enhance and augment the students’ training in family engagement.

Keywords: teacher preparation program, virtual learning, simulations, family engagement
ABSTRACT

This paper discusses a model for shaping Students’ High School Characters by using Qualitative Methods. Characters are shaped by conditional environment or school control. The objective of the study was to describe the formation of characters through the school culture developed in SMK Raja Perempuan, Ipoh, Malaysia, which is one of the national schools that became the favorite school in Ipoh, Malaysia. Data were collected interview technique, observation and document observation. Then; data were analyzed by Miles and Huberman models. The results of the study showed that students’ characters were developed by habituation through various activities, such as: (1) routine activities which were done continuously and consistently every time; (2) spontaneous activities on the spot; (3) model is behavior, attitude of teacher, educator, and student in giving example through good actions so that expected to be role model for other student; and (4) conditioning by way of the creation of conditions that support the character of character education. The routine activities are all activities in hostel and in school. The spontaneous activity by guardian teacher in hostel. The role model from headmaster, teacher and senior students. And the last, creation of calm condition support the character students. Therefore; it can be concluded that routine and spontaneous activities, model, also calm condition will support creating character students.

Keywords: character education, school culture, student character
EFL UNDERGRADUATE LEARNERS’ READINESS TOWARDS MOBILE LEARNING

Z. Moosavi¹, D. DeWitt¹ and Z. Naimie²

¹University of Malaya, Malaysia
²Faculty of Dentistry, University of Malaya, Malaysia

ABSTRACT

Prior to the implementation of the technology, assessing learners’ readiness for its using is imperative. So, the study applied Theory of Planned Behavior (TPB) to investigate whether Iranian EFL learners are ready to be involved in using mobile technology in English language learning process. The survey used in the study was administered to 200 EFL undergraduate students from different fields attending Open Learning University. Based on TPB, the learners’ mobile learning (mLearning) readiness on nine factors, which are perceived ease of use, perceived usefulness, attitudes, student readiness, subjective norm, perceived self-efficacy, learning autonomy, behavioral control, and intention, was assessed. The results indicated that the majority of the learners were young adults from 18 to 32 years old. Findings also showed that some learners may not own tablets, laptops and digital cameras but all learners own a smartphone which was used for learning, entertainment, communication and work. The results revealed that the learners were ready to use mLearning as soon as possible. The outcomes of the study would be beneficial to educational designers, English language teachers, policy-makers to implement mLearning for the purpose of teaching and learning English language.

Keywords: Mobile Learning (mLearning), Theory of Planned Behavior (TPB), EFL learners
INVESTIGATING THE IMPACT OF E-MARKETING TEACHING AND SOCIAL MEDIA ACTIVENESS ON STUDENTS’ ENTREPRENEURIAL INTEREST

Tusyanah, H. Yanto, R.N. Anissa and A. Fadlilah

Universitas Negeri Semarang, Indonesia

ABSTRACT

In Indonesia, there were about 132 million internet users in 2017 (www.kominfo.go.id, 2017). They were dominated by millennial or Z generations who were born in the digital age. It makes online marketplaces, such as Shopee, Bukalapak, OLX, etc. are getting more popular. For education, it is a positive gap for the youths because they can be encouraged to be online entrepreneurs. The purpose of this study was to determine the influence of students’ activeness on social media and mastery of e-marketing materials on their interest to become online entrepreneurs. It was a quantitative study which took 84 respondents as the samples from 106 populations. They were the 7th semester students majoring in Marketing Management because they took the marketing subject. The data were collected through questionnaires and documentation, and then, analyzed by descriptive statistics and multiple regressions analysis. The results showed that the regression equation was $Y = 55.173 - 0.455X1 + 0.391X2 + e$. It means that: 1) partially, social media activeness gave influence on students’ interest for being online entrepreneurs for 9.1%, 2) partially, mastery of e-marketing materials gave influence on students’ interest for 18.9%, 3) and simultaneously, social media activeness and mastery of e-marketing materials gave influence up to 23.8%. Therefore; the more active on social media, the more internet users did not want to become online entrepreneurs. Furthermore, educators need to improve the materials and the teaching practice of e-marketing so students can master the materials well which ultimately lead them for being entrepreneurs.

Keywords: social media activeness, e-marketing mastery, students’ interest
CHINESE STUDENTS’ CULTURAL AND BEHAVIOURAL DIFFERENCES AMONG DOMESTIC AND INTERNATIONALLY ORIENTED EDUCATIONAL INSTITUTIONS

R. Haarms, J. Holtzman, T. Xue, and D. Darbyshire

Southville International School and Colleges, Philippines

ABSTRACT

Research has found a link between active student participation in the classroom and memory retention. Participation can encompass many aspects, including asking questions in class and partaking in classroom activities. Extensive studies have been conducted on Chinese students concerning their overall involvement in class. When compared to their Western counterparts, Chinese students are often regarded as silent passive learners (i.e. not active), hence negatively affecting their ability to learn in the classroom environment. The changeability of education together with ongoing globalization has led to an increase in Chinese students going abroad. As a result, there has been an increase in demand for international high schools and other educational training centres that prepare Chinese students for tertiary education in the West. This research investigates classroom behaviours and face values of students attending a Chinese international high school and compares them with students attending a conventional Chinese public high school. A MANOVA is used to assess these differences based on a questionnaire submitted to 349 students from Taiyuan, Shanxi province in China. Results show that students following an international program ask more questions in class, but no difference is found in regards to the Chinese cultural value of face. Subsequently, auxiliary qualitative research was performed to clarify quantitative outcomes. These outcomes showed that efforts to save face, academic pressure, classroom environment, and pre-existing individual factors contribute to this found difference.
COMMUNICATIVE LANGUAGE TEACHING COMPARED TO THE TRAINING OF STUDENTS’ PROFESSIONAL DIRECTION

S.V. Gridneva

Yugra State University, Russia

ABSTRACT

The research deals with the notion of psychological training of students’ professional direction, with the analysis of training peculiarities. The alternative of communicative English teaching at higher educational institutions to the training of professional direction is substantiated. The level of professionalism has been descending for the last decades in Russia. And the basis of professionalism is a high level of professional direction. We consider professional direction to be the structural part of personality direction and the system of components, which directs personality behavior and activity to obtaining professional skills, their development and mastering. The most famous and effective way of development of personality’s professional direction is a psychological training. The principles of the training are voluntary participation, “here and now”, partner communication, proactive attitude, feedback, confidentiality, and also principles of humanistic psychology, i.e. unbiased attitude, acceptance of other people, psychological safety and support. But the psychological training is not available in the educational process of the university. The research in which all the mentioned pedagogical and psychological conditions had been created was conducted at Yugra State University in the framework of communicative English language teaching. During the research the set of theoretical and empirical methods were used. Among them are system analysis and synthesis, modeling, questionnaire surveys, testing, lesson observation, pedagogical experiment, methods of mathematical statistics. The data obtained as a result of our research proved the effectiveness of communicative language teaching for developing students’ professional direction that points out the possibility of its use instead of the psychological training.

Keywords: professional direction, psychological training, communicative language teaching
DIGITAL INCLUSION IN THE TEACHING PLANNING PROCESS IN THE UTSV

L.A.K. Morales, E.M. Reyes and E.G. Manuel

Technological University of Southern Veracruz, Mexico

ABSTRACT

In the Technological University of the Southeast of Veracruz the preparation of the student is of integral form, worried about the to know to be, to know to know and to know how, with the purpose that the graduates are competitive in the labor world it is certified in the norm ISO 9001: 2008 With the aim of supporting the teaching-learning process, after an interview with the different actors, students, teachers, directors, senior managers, it is developed through an agile methodology, a dynamic technological tool that allows to store student information holistically, teacher and subjects taught. The tool is divided into three parts: planning process, thematic advance and teacher evaluation. The planning allows the teacher to estimate the time for each subject and practices required by the subject, the teacher records their activities and in turn the director monitors compliance and progress in the teacher's activities, this will allow to implement remedial actions if required or strategies to improve the performance of the teacher and student. After the implementation, the planning time for teaching planning was reduced by 80%, more timely monitoring and remedial actions were taken at the time using comparative graphs, teacher performance increased by 90% and the use of paper was reduced in a 95% for what is intended to achieve certification in ISO 14000.

Keywords: planning, quality, SCRUM, methodology
MATHEMATICS SKILLS AS PREDICTOR OF CHEMISTRY STUDENTS’ PERFORMANCE IN SENIOR SECONDARY SCHOOLS IN AKOKO SOUTH LOCAL GOVERNMENT AREA OF ONDO STATE, NIGERIA

T. Orimogunje

Department of Science Education, Faculty of Education, Adekunle Ajasin University, Nigeria

ABSTRACT

The purpose of this study is to investigate the predictive effects of mathematics skills on students’ performance in chemistry. The study adopted the pre-test and post-test control group quasi-experimental design. A sample of 136 students were randomly selected from two Senior Secondary Schools (SSS2) in Akoko South Local Government Area of Ondo State. One research question and one null hypothesis were used for the study. A Chemistry Achievement Test (CAT) which involved the use of mathematics skills was used and administered. The data collected were analyzed using mean, standard deviation, percentage mean, t-Test, and One way ANOVA statistics at 0.05 level of significance. The result revealed that significant difference existed between the scores of students exposed to experimental group and that of their counterpart in the control group. One of the recommendations is that the use of collaborative teaching among the mathematics and chemistry teachers in secondary schools should be emphasized by the curriculum planners and the government. This will reduce the under achievement problem in chemistry among the secondary school students.

Keywords: predictor, student, performance, chemistry, mathematics skills
IMPLEMENTING MULTIPLE INTELLIGENCES, MAP CONCEPT AND PORTFOLIO ASSESSMENT TO IMPROVE CLASSROOM ATMOSPHERE AND UNDERGRADUATE NUTRITION STUDENTS’ PERFORMANCE IN NUTRITION CARE PROCESS

S. Rahmawaty

Department of Nutrition Science, Faculty of Health Science, Universitas Muhammadiyah
Surakarta, Indonesia

ABSTRACT

The purpose of this study was to describe the effect of classroom atmosphere by implementing Multiple Intelligences (MI) combined with map concept and portfolio assessment to improve students’ performance in learning nutrition care process (NCP). Participants of the study were 51 undergraduate nutrition students who undertook the subject of dietetics at the Department of Nutrition Science, Universitas Muhammadiyah Surakarta. Results indicated that all students enjoyed the lectures; about 91% of them actively participated in the class; and more than half of the students were found to be more creative in completing the dietetics tasks. The assumption of most students that the subject of dietetics is scourge and difficult, turned into an exciting, relaxed but serious and easy to understand tasks, because students could learn using their own intelligence. The portfolio assessment trained students to be more disciplined and thorough in doing NCP. The average score of students’ achievement at the end of semester indicated in a very satisfactory category.

Keywords: classroom atmosphere, concept map, multiple intelligences, performance, portfolio, nutrition students
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