

*3<sup>rd</sup> International Conference on Education  
& Educational Psychology*

**ICEEPSY**

**Abstracts**

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Dear ICEEPSY Participants:

Thank you for your interest in the International Conference on Education & Educational Psychology, an event sponsored by Cognitive–Counselling, Research & Conference Services (C-crcs). With the cooperation of universities and academicians, C-crcs is the organizer of ICEEPSY. It is my honour to announce that C-crcs is again organizing ICEEPSY 2013, which will convene in Antalya, Turkey, October 02-05, 2013.

During 2012, session chairs, members of the ICEEPSY Scientific Committee, and Board Reviewers met in Turkey to review 1,500 abstracts submitted by persons representing more than 55 countries of which 700 were accepted and 400 of them registered and will be published. Three hundred seventy papers were accepted and published in 2011, and hundred and twenty in 2010. Abstracts accepted this year by ICEEPSY (ISSN Number 1986-3020) published and the full text of papers will be published by Elsevier in ICEEPSY 2012 Proceedings or by ICEEPSY (ISBN 978-9963-9888-0-8).

Planning and conducting a large conference requires help from many persons. I am grateful for the support of members of the conference Scientific Committee Board of Reviewers, Thematic Session Chairs, Keynote Speakers; Jan Vermunt, Ph.D., Professor, Demetrios G Sampson, Ph.D., Associate Professor and Hilary Cremin, Ph.D., University Senior Lecturer and Workshop Lecturers; Hugh Glenn, Cristian Vasile, Ph.D., and Tapio Toivanen, Ph.D.

My special thanks to James Ogunleye, Ph.D. and Hugh Glenn, Ph.D. James, who agreed to chair ICEEPSY 2012. It is my honour to work with James. Hugh and James have served as key contributors to the conference since ICEEPSY began.

If Hugh did not support me, I would not have the academic qualifications that I have right now. I am grateful with all Hugh's support since 2006.

Jim Johnson, Ph.D., and Gordon Ade Ojo, Ph.D., have also supported ICEEPSY since it began. For their continuing assistance, I extend a special thanks to Gokhan Ecesoy, Ceren Etcı, Natalie Pollard, Evangelos Aidiniou, Hugh Glenn, Ph.D., Yildiz Bekirogullari, and Yusuf Bekirogullari, dear friends and family members who continue to inspire and motivate me in my work with C-crcs and ICEEPSY.

My thanks to Sibel Bugat, Meetings & Events Sales Executive of the Radisson Blu Conference & Airport Hotel, and to Yesim Unal, Managing Partner of Kayra Groups, for their service and cooperation with the ICEEPSY team.

I look forward to seeing you at ICEEPSY 2012 and again at ICEEPSY in October 2013 in Antalya, Turkey.

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The United Kingdom



Each abstract provides its own significant contribution toward identifying problems, clarifying concepts, discussing phenomena, and examining different approaches to the challenging topics of Education and Educational Psychology

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## Keynote Speakers

Jan Vermunt, Ph.D., Professor  
 Utrecht University, The Netherlands  
 Associate Editor: British Journal of Educational Psychology (Thomson Scientific Social Sciences Citation Index –SSCI listed)

Keynote Title: "The Power of Teaching Methods in Fostering the Quality of Learning"

Keynote Abstract: Too often learning and teaching are studied separately. This keynote aims to contribute to a more integrated theory of learning and teaching. First, recent advances in research on student learning will be presented. These include the multi-dimensional nature of student learning, the degree of stability and variability in students' approaches to learning, cross-cultural comparisons of student learning patterns, measurement issues, and relationships between student learning and personal, contextual and performance variables. Secondly, a number of teaching methods, all widely used in higher education, will be examined with regard to the degree of self-regulation, collaboration and responsibility they foster in students: traditional teaching, assignment-based teaching, problem-based learning, project-centred learning, self-directed specialization learning, competency-based teaching, dual learning and autodidactic learning. Finally, the way how these different teaching methods foster the quality of student learning will be discussed, and implications for teaching, learning and curriculum design will be derived.

Demetrios G Sampson, Ph.D., Associate Professor  
 University of Piraeus, Greece  
 Co-Editor-in-Chief: The Journal of Educational Technology & Society (Thomson Scientific Social Sciences Citation Index –SSCI listed)

Keynote Title: "Preparing papers for Publication in Professional Journals"

Keynote Abstract: Technology-enhanced Learning (TeL) has attracted the strong interest of the research community, the education and training practitioners and the policy makers. A number of research and development initiatives are currently funded aiming towards exploiting the potential of technologies in learning and education. As a result, a number of new scientific journals and international conferences have been emerged to facilitate dissemination of academic knowledge and provide appropriate forums for the TeL research community. In my presentation, I will provide (a) an overview of the current trends in TeL research, (b) an overview of the key journal and conferences in the field and (c) discuss practical issues in preparing scientific publications for TeL journals and conferences with emphasis to the Educational Technology and Society Journal.

Hilary Cremin, Ph.D., University Senior Lecturer  
 University of Cambridge, The United Kingdom  
 Co-Editor: British Educational Research Journal (Thomson Scientific Social Sciences Citation Index –SSCI listed)

Keynote Title: "Behaviour Management in Schools, and How This Impacts on Wellbeing"

Keynote Abstract: This presentation will begin by outlining three common forms of behaviour management in schools: authoritarian, behaviourist and child-centred. It will suggest that whilst all three have their uses in schools, the first two are often overly used to the detriment of young people's social, moral and emotional development. It will further argue that initiatives such as peer mediation, circle time and restorative approaches to conflict in schools can have a significant impact on young people's wellbeing and feelings of belonging and empowerment. A model of restorative discipline will be presented that is beginning to show some very positive effects in the UK, Canada, the USA and New Zealand. It will be suggested that a model which has its roots in the Youth Justice Sector and the field of Criminology has much to offer to schools seeking to divert young people from disaffection and crime. The session will involve video footage and will give participants an opportunity to reflect on how this model might be applied in their own context.

## Workshops

Hugh Glenn, ICEEPSY Organization Committee Adviser, Editor, California, USA

“Strategies for Teaching Writing and for Becoming a Better Writer”

Cristian Vasile, Editor of Journal of Educational Sciences & Psychology  
Petroleum-Gas University of Ploiesti, Faculty of Letters and Sciences, Romania

“Identity structures and Identity Inventory”

Tapio Toivanen, Department of Teacher Education, University of Helsinki, Finland

“Challenge of empty space. Multimodal interaction in drama lessons”

ICEEPSY 2013

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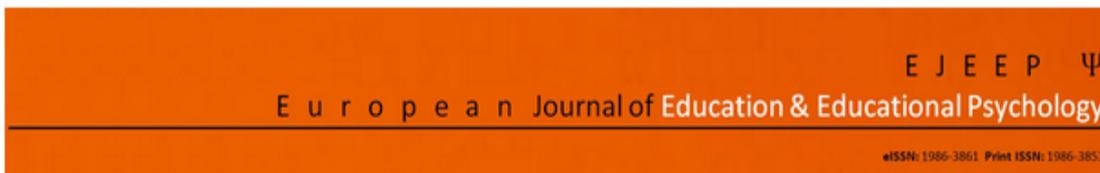
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## ABSTRACTS

## HELPING STUDENTS LEARN HOW TO LEARN

Eleonora Papaleontiou - Louca, Associate Professor, Psychology, European University Cyprus, CYPRUS

**Problem Statement:** How teachers will be able to assist their students' efforts to promote their metacognitive abilities and to 'Learn how to learn'.

**Purpose of Study:** Offer a theoretical framework on what 'Metacognition' and 'Metacognitive skills' are, and then give practical suggestions on how we, as educators, can improve our students' metacognitive skills and help them how to develop the ability to learn through life.

**Research Methods:** Studies' meta-analysis and literature review of both the development of the concept 'metacognition' and of practical suggestions for improving students' metacognitive skills.

**Findings:** Metacognition can be promoted to students via a number of teaching strategies and in this paper, such strategies are identified and described, which teachers can use to facilitate children's metacognitive development and promote the monitoring and regulation of one's own cognitive enterprises.

**Conclusions:**

The educational implication of the application of metacognitive strategies such as self-awareness and self-monitoring, is to develop independent learners who can control their own learning and learn how to learn for life.

**Keywords:** Metacognition, Learning how to learn, Learning through life, Teaching strategies for developing metacognitive skills.

Metacognition essentially means cognition about cognition. Flavell (1981) distinguishes between metacognitive knowledge and metacognitive experience and Ματσαγγούρας (1994) explains that metacognition refers to both people's awareness and control, not only of their cognitive processes, but of their emotions and motivations as well.

'Metacognition' refers to second order cognitions: thoughts about thoughts, knowledge about knowledge or reflections about actions.

Gradually, the definition of metacognition has been broadened and includes, not only "thoughts about thoughts" and cognitive states, as it was initially thought, but also affective states, motives, intentions and the ability to consciously and deliberately monitor and regulate one's knowledge, processes, cognitive and affective states, motives and intentions.

People who develop their metacognitive abilities, learn not only how to get a particular task done independently, but also how to set about learning new problems. In other words, students learn how to learn.

It is important however to note here, that 'metacognition' is not equated with 'learning' or 'development', but the conscious and deliberate regulation of that 'learning' and 'development'.

If we wish to develop intelligent behaviour as a significant outcome of education, instructional strategies intended to develop children's metacognitive abilities must be infused into our teaching methods, staff development, and supervisory processes (Costa, 1981). Metacognition, like everything else, undoubtedly develops with practice.

Teachers can use a variety of strategies to enhance metacognition, independent of grade level and subject area, though the level of metacognitive abilities varies with age and maturation.

Research has proposed a range of various strategies aiming to develop children's metacognition and lead them to learn how to learn (Costa, 1987; Flavell, 1987; Κουτσελίνη, 1995, Blakey El. & Spence, Sh. 1990, Τριλιανός, 1997).

Some of these strategies include identifying "what you know" and "what you don't know", Planning and Organising Strategies, Generating Questions, Choosing Consciously, Setting and pursuing goals, Evaluating the Way of Thinking and Acting, Identifying the Difficulty, Paraphrasing and Elaborating Students' Ideas, and others.

What in the long run, all these strategies tend to develop, is self-awareness, self-control and self-regulation; that is, they aim to make students independent learners and enable them to learn how to learn.

Citizenship education in multicultural society: Teachers' practices

Paola Dusi, University of Verona, Faculty of Scienze della Formazione, Italy

Marilyn Steinbach, University of Sherbrooke, Faculty of Education, Canada

Giuseppina Messetti, University of Verona, Faculty of Scienze della Formazione, Italy

**Problem Statement:** International literature indicates a decrease in participation (Birzea et al., 2005) in societies where legal frameworks are challenged by sociopolitical and cultural changes like migration, neoliberalism and globalization (Benhabib, 2002).

Schools, along with families, play a leading role in education for democratic citizenship (civic, social, human rights).

**Purpose of Study:** In contemporary democratic societies schools must offer a new model of citizenship with multiple possible memberships. This research is to verify if and how teachers and institutions engage in education for democratic citizenship in an intercultural perspective.

**Research Methods:** We conducted qualitative conversational interviews with 47 teachers (eight preschool, 16 primary, 15 middle school and eight secondary). Open-ended questions on their missions and what they do in class to promote citizenship education were employed to understand their beliefs about citizenship education and their practices to promote a democratic intercultural habitus among students.

**Findings:** Some teachers have ambiguous or assimilationist conceptions of citizenship education, and others base it on ethics and interculturalism for an inclusive concept of citizenship, but feel isolated within their institutions and wider society. Teachers' descriptions of practical actions fall into seven major categories: belonging, listening to others, participation, recognizing differences, managing conflicts, making rules together and building communities.

**Conclusions:** We note a neo-assimilationist, nationalistic understanding of citizenship education. There are good practices which are not yet instilled institutionally, so teachers trying to foster a democratic habitus feel isolated. Participation, belonging, and citizenship are rooted in identity formation (Bell, 1999), and instituted through family and school.

Transferring universal declarations and ethics into daily practice cannot be done by teachers alone, but requires the examples and actions of adults in wider society, and teachers need specific training interventions to orient this work.

**Keywords:** citizenship education, teachers' beliefs, teachers' practices

SENSE OF JUSTICE IN SCHOOL AND CIVIC EDUCATION: THEORETICAL  
FRAMEWORK AND EMPIRICAL FINDINGS

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Clara Sabbagh, Faculty of Education, the University of Haifa

Early adolescence is a crucial period in the formation of civic identity, the shaping of one's "philosophy of life", and the gradual growth of independence and social responsibility that are essential conditions for becoming an active member in complex and stable democracies.

Adopting a multidisciplinary – psychological and sociological – approach, we develop in this paper a theoretical framework for the investigation of the relationship between justice experiences at school - i.e., students' evaluations regarding resource distribution and the procedural justice in these distributions, and different facets of civic attitudes and behaviour - trust in institutions, democratic attitudes, civic engagement in school and social orientations. Based on distributive justice theories and adapting it to the educational context, we hypothesize that students who perceive their teachers' behaviour in the allocation of rewards, and the procedures of their allocation as fair (just), will develop a more positive civic attitudes and behaviour.

The model was tested empirically in Israel in a national sample of 48 middle schools (about 5000 8th and 9th grades students). Finding of an HLM analysis of attitudinal outcomes will be presented.

## CULTURE AND ACADEMIC ISSUES OF HIGHER EDUCATION INSTITUTIONS IN THE CONTEXT OF WORK-BASED LEARNING: LATVIAN CASE

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Information Technology, Latvia

Rosemary Borup, Staffordshire University, Faculty of Computer, Engineering and  
Technology, UK

Alan Eardley, Staffordshire University, Faculty of Computer, Engineering and Technology,  
UK

Vjaceslavs Sitikovs, Riga Technical University, Faculty of Computer Science and  
Information Technology, Latvia

**Problem Statement:** It is accepted that there is a cultural gap and significant barriers between the worlds of academia and industry. It is even more expressed in the context of work-based learning, when employees working in skilled jobs and having substantial base of knowledge and skills acquired through work experience do not have a formal qualification (or have it not in relation to their employment), but have wish to receive it. Employers have criticised academia for not adapting to their needs, and being inflexible in their approach to work-based learning.

**Purpose of Study:** To investigate and communicate how the culture of Universities can act as both a barrier and an enabler to the interaction with employers and employees in the context of web-based learning.

**Research Methods:** Three main research methods are used:

1. Studying of available literature
2. Studying of legal acts regulating education in UK and Latvia and their effect on work-based learning
3. Holding and analysing in-depth interviews (in UK and Latvia) at three levels: senior university management, faculty management, and academics

**Findings:** Findings presented in the paper are derived within Erasmus project "An Approach to Qualifications through Negotiated Work Based Learning for the EU - WBLQUAL, 510022-LLP-1-2010-1-UK-ERASMUS-ECUE" and are related to comparative analysis of situation with work-based learning in two of participating countries - UK and Latvia - considering the following main points:

- a) Aspects of legislation in both countries acting as barriers and enablers of work-based learning
- b) Culture and academic aspects in universities of both countries acting as barriers and enablers of work-based learning from the point of view of three staff groups: senior university management, faculty management, and academics
- c) Possible solutions for facilitation of work-based learning

**Conclusions:** presented research is the first step of analysis regarding possible changing of the mind-set of Universities on how courses could be planned, delivered and assessed in the context of work-based learning. The research is the baseline of WBLQUAL project final deliverable.

**Keywords:** work-based learning, academic issues, barriers and enablers

## THE DIDACTICS: BETWEEN TRADITION AND MODERNITY SAHRAOUI INTISSAR

We are interested in this communication in the didactics, which focuses on the art of teaching. The latter cannot evade the question: how to teach well?

The didactics is more concerned with questions that are related to the discipline. At first, it tries to deduct procedures of teaching from the structure of the object to be taught. It will work mainly on the organization of the knowledge to be taught by renewing the concepts of the pedagogy and by creating devices of learning.

Nowadays, the young teacher is confronted with a large amount of knowledge and skills to acquire with the impression that everything is based on his person: mastering knowledge to be taught, techniques to achieve the objectives, management of time and environment, interpersonal relations, success of his pupils, and so forth.

If the structure of the educational triangle remains invariable between the teacher, the pupil and knowledge, then, its forms are in continuous progress. At present, the didactics relies on the new technology which is marked by a big dynamic evolution where its crucial task consists of giving a fundamental base with regards to the implementation, the development and the extension of the use of the technologies in teaching settings. These

technologies, while questioning the traditional environment of learning, develop and introduce new tools in the work market and educational environment.

Currently, advanced research in the field of the didactics show that the teachers, as well as the pupils are taken in psychic movements and transference phenomena.

Consequently, this infers, undergoes, facilitates, slows down or prevents teaching as well as learning.

In parallel, this amazing development of the sciences of information and communication, favors the autonomy of learning and decreases the role and the contribution of the teacher who used to play a big role in the transmission of knowledge, and in the preparation of the learner for the social life that is based primarily on relationships.

We wish, in our present communication, to give some answers to the following crucial questions:

-Would the new educational technologies lead to better teaching and learning?

- What is the role of the teacher in this technological storm?

-Is today's didactics different from that of yesterday?

#### THE WAYS OF DEFINING CULTURAL –SIGNIFICANCE TENDENCIES

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Turdaliev Sh.T. - Candidate of Psychology, Faculty of Psychology, Kazakhstan, Almaty

Problem Statement: Nowadays the industrial sphere and spiritual developmental sphere are having the developmental period in Kazakhstan. Therefore, the sphere of science requires some alterations, new tendencies and opinions.

The researching of problems of ethnos relation in the development of civilization is actual and complex in the opinion of famous scientists of psychology science, also it requires to conduct the research in new directions. Because, verification experiment defines the concrete psychical peculiarities in special organized process and gives supposed information of the level of developmental quality.

The complexity of problem and being in new direction puts objectives before researcher, such as doing own program of experimental work and choosing research procedures.

Many objectives of psychological research consider comparing the problem many-sided. Some paradigms are considered and statistical-mathematical researchers are analyzed in conducting the research program and realizing comparative works.

Purpose of Study: Psychological experiment-is the united activity of a competitor and experimenter that is oriented to define the peculiarities of psychology of the competitor and organized by the researcher of an experiment. The organizer and regulator of an activity are the relation process.

The valuable news had been taken in condition of psychological experiment necessary to science. The psychological experiment has research tendencies as:

- correlation research;
- cross-cultural research;
- psychogenetic research.

The above mentioned tendencies are closely connected with each other. The tendencies of T.Hoffsted and T.Triandis are famous in cross-cultural psychology, the psychological measures of the culture influencing upon the social behaviour of the members of ethnic group are erected with the help of it.

The effectiveness of the result in conducting any psychological experiment is directly connected with the right chooses of necessary experimental methods. Some psychologist-researchers, give description as «the method of research - is the means of realizing this method, the unity of operations and methods (their systematization and mutual connection), also the rules of analyzing information and normal treatment». The concrete result of research is according to the realization of mutual completion of experimental methods.

There are a great deal of work according to the research of mutual relation of two or more members of nations formed in realizing concrete united activity in social-psychological literatures in our country. However, in the opinion of the scientist R.Noiman,

«researching multi-national working organizations stays in general feature. The conclusion from it is the requirement of concretizing special sides of above mentioned problem...».

We have tried to research the problem of mutual relation of ethnos in research work relying on the opinions of scientists.

Research Methods: These results are directly connected with the rates of national culture in many situations in our opinion. Although, the culture of international relation is closely connected with the relation environment as being multiethnic or mono-national. According to this, the test of defining «Cultural-significance tendency» of Dj. Tausend is conducted with the aim of defining cultural and valuable tendencies of the listeners of the course.

The structure of the test is very simple and easy to use by the structure of it. The middle percentage rates must be defined according to the cultural types of answers of respondents in treatment of the result. The types of culture of members of the group are to be defined from the result. The interpretation of the method gives possibility to define three levels:

The first type-is the traditional culture (TC) – described by the high motivation level of people to the history, cultural-historical heritages, customs, national culture. There we can say that people who are interested in the power of the nature and phenomenon, however, these people do not have a desire to solve them. They evaluate their family and religious belief highly. There is no way to the freedom of an internal soul of people of this type of culture, because these people consider it must be in strict control of their group in order not to make mistakes and do wrong things. They find the conclusion as being society and the result of decision is related to higher generation.

The second type - the present culture (PC) – is adapted to the changes of this epoch. It tries to live in harmony with the nature, keep the laws of nature. The main factor in culture type is the person and his rights, development of them as an individual and finding the way in life. The mutual relations among people are formed according to the role and status in social system. The friendly relations have been developing slowly, but it has the deep meaning time by time. The behaviour, activity of people are regulated by the humane, ethic norms and rules. They can pull themselves together in inter-individual relation; try to keep role and social distance. The interest, plan, necessities, agreements of the members of working collective, family, groups are considered while accepting private decision. They try to take moral writing (fame, recognition, being successful), not material one from the result of work.

The third type –dynamic developmental culture (DDC) – shows the opinions of people to the future and getting to the result quickly. They try to plan their plan shortly and quickly. «The time is money» for this type of people. They do not consider the nature as «secret» and cognitive world; vice versa they consider that the nature must be obeyed to people. They evaluate the freedom highly; they comprehend the importance of independence. They consider evaluating the result of the work from material point of view. He is ready to do everything in order to be successful on the way of material values.

Findings: We had had possibilities to use in three positions with the aim of defining cultural-significance tendency of listeners of the method of Dz. Tausend. They are:

- 1) Defining the general cultural-significance tendency of listeners according to the group;
- 2) Defining the cultural-significance tendency according to ethnic peculiarities;
- 3) defining the cultural-significance tendency according to the age peculiarities of listeners.

From the result of the method, the 39,4 % of listeners of the group had chosen traditional culture, 33,8 % had chosen present culture, 26,6 % had chosen the dynamic developmental culture. Therefore, it is denoted to define the influence on their cultural-significance tendency to be successful of mutual relation of definite members of the group according to the own supposition.

That is to say, that the group is the poly-group consisting of different members of ethnos, it is legality to have the difference in their cultural –significance tendency. Therefore, we had tried to analyze the rates of the method separately according to the ethnic peculiarities. Some differences had been defined in choosing of the listeners as the result of analysis had shown. 7 representatives of the nation that had been participated in diagnostic were divided into three categories. Because, mutual similarities had been defined in the percentage rates of the answer of Uzbek-uyghur-dungan; Kazakh-kyrgyz;

Slav and Korean, that is to say, the supporters of traditional culture (uzbek -76 %, uyghur-68 %, dungan-72 %), the supporters of present culture (kazakh-44 %, kyrgyz-65 %) and supporters of dynamic developmental culture (Slav-48 %, Korean-56 %).

The cultural-significance tendency of the listeners of polyethnic group is defined according to the age peculiarities of taken results. Therefore, the results of the answer of listeners had been chosen according to their age 18-29 y.; 30-39 y.; 40-45 y; 46-53 y. and 54 and highest one. From the results of an answer (chart «c»), the evaluating levels and necessities of own ethical traditional culture have been increased characteristic to all representatives of ethnos being old.

The conclusion from this is the coincidence of mutual opinions according to the measures (appearance, language, custom, territory) of the culture of nation that have been noticed some similarities in ethnic peculiarities, also the listeners are not against to the general technical progress, however, we must not forget the traditional culture of present epoch in order to keep and develop the reliable relation among ethnos.

Also, while conducting the research work the result of the test of «Defining the cultural-significance tendency» of the listeners is treated statistically according to the ranking form of correlation coefficient of Spirmen. These statistical suppositions are put before considering the structure of ethnos of competitors in mathematical treatment:

H 0: the differences in choosing cultural tendencies of the members of ethnos are equal to zero.

H 1: the differences in choosing cultural tendencies of the members of ethnos is higher zero.

The mathematical analysis is made to the rates of result, statistical H1 supposition had been proved, and H0 supposition had been denied.

Conclusions: The changes of the rates of result can be concretely shown from the chart given below.

Therefore, all individual units while taken in the statistical analysis show that they are in the significance territory from the results shown in the chart. That is to say, that this kind of conclusion is made according to the supposition: there can be the difference in cultural-significance tendencies according to the ethnic peculiarities of the representatives of ethnos. These differences influence on (positive, negative) the relation process. Therefore, there has been arisen the necessity to develop the cultural-significance tendency in polyconfessional character according to the polycultural knowledge.

Keywords: the intercultural communication, cultural values, traditional culture, modern and dynamically developing culture, ethnic characteristics.

#### EQUITY IN EDUCATION: A GENERAL OVERVIEW

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#### Problem Statement:

Equity is an important issue for institutions involved in school and education.

From a theoretical point of view, equity is a multi-dimensional concept, and its definition isn't without ambiguity: different theoretical orientation persist, hence equity might have different meanings, which imply different effects on political orientations and praxis concerning school system.

For those who are interested in monitoring equity as a basic indicator for the study of school systems, crucial issues come out: how to find a shared definition of the concept of equity, and how to translate it into dimensions and variables which might offer an inclusive overview of the issue?

#### Purpose of Study:

The purpose of the present study is to provide a general overview on the issue of equity, in order to describe its representation in the scientific international literature.

The aim is to get to a historical-chronological description of equity in theory, policies and practices.

#### Research Methods:

In order to reach the purpose of the study, a systematic review of the scientific literature has been conducted. Moreover, an analysis of official institutional documentation has been done.

Findings:

The analysis has showed how equity is fully considered within international debate, for instance in OECD publications.

Equity includes selectivity, inclusion and educational divide. From a theoretical point of view, different conception can be detected, namely: a) equity as inclusion, both as a contrast to scholastic abandonment and as the reaching of minimum learning standards for everyone; b) equity as meritocracy, that is the principle of enhancement of individual talents and excellence.

Conclusions:

Equity in school is an actual issue for local governments and international institutions. It seems to be necessary to carry on the debate in order to focus on coherent and shared policies, practices and remarks in scholastic systems.

Keywords:

Equity, school, education.

### BRIDGING THE GAP BETWEEN CONCEPTUALISATION & ASSESSMENT OF INTERCULTURAL COMPETENCE

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Keywords: assessment, intercultural competence, Campus Europae

The array of theoretical impulses of the cultural turn have caused an undeniable shift in language teaching and learning, introducing both the concept of intercultural competence (IC) into the language curriculum, but also causing divergence amongst methods of language teaching and assessment. Hence the often dichotomous division between the conceptualisation of IC and its assessment (Bhawuk, 1998, 2001, Van de Vijver & Leung, 2009).

Bearing this controversy in mind, this communication focuses on the need to merge conceptualisation and assessment, while reflecting upon assessment instruments as a component of intercultural training design and pedagogy (Paige, 2004). The rationale is to demystify the complexity of the IC assessment task in building a coherent intercultural assessment framework. In the case of our study, such framework is part of a wider PhD2 case study aimed at assessing the IC of Campus Europae (CE) incoming students at the University of Aveiro in 2011/12, so as to maximize their intercultural learning while abroad. Our intention here is to discuss the process of assessing IC through the use of survey techniques. Hence, the two-fold aim of:

1. Deconstructing the assessment task;
2. Contributing to the validity of assessment survey techniques.

The focus of this discussion is the challenges of the process of moving from the first version of our questionnaire to the improved final one. This quantitative questionnaire has a pre and post-test design, the pre-test being the focus of analysis in this research.

Partly adapted from the YOGA format Assessment of Intercultural Competence (AIC) questionnaire, our questionnaire also adopts the working definition of IC as “complex abilities that are required to perform effectively and appropriately when interacting with others who are linguistically and culturally different from self (Fantini, 2006, p.1).”

Findings of this research aim to answer the following specific questions:

1. How to decrease the social desirability bias of the questionnaire?
2. How to prioritize the specific aspects of IC measured by the questionnaire?

The answers to these questions will provide valuable insights and contribute to ongoing research efforts to bridge the gap between IC conceptualisation and assessment.

### ANALYSIS AND EVALUATION OF SCHOOL CULTURE IN KINDERGARTENS

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 Problem Statement: To determine which factors of school culture are the strengths and weaknesses in existing kindergartens in the Czech Republic. Part of the survey is to verify the assumption that factors of evaluation of the current state of culture in kindergartens will bring differences - cultural gap between the expected and the current state of culture in kindergarten.

Purpose of the Study: To find out and discover reserves of school culture in kindergartens with reference to the factors that have appeared to be risky – with the greatest cultural gap. The survey is part of specific research – UHK PdF project and the post is one of the outputs of the analysis of school culture in kindergarten.

Research Methods: A standardized questionnaire for the assessment of school culture made by L. Eger (2003), which diagnose the positive and negative factors of kindergartens culture. The obtained data was processed using descriptive methods and correlations.

Findings: Significant results were demonstrated among the factors identified as the current state and the desired and expected state of school culture in kindergartens in the Czech Republic, and also demonstrated was significant correlations between the factors, which confirmed the results and pointed to areas of greatest cultural gap. Analysis of the school culture of individual kindergartens and respondents brought a reflective look at the management of kindergartens with the unveiling of the strengths and weaknesses of the school culture.

Conclusions: The established objectives of the survey were satisfied. The results revealed bottlenecks in school culture and the management of kindergartens, especially in leadership. Significant results will lead to improvements and efficiency of the factors of school culture in kindergartens. At the same time, a specific offer of advice and inspiration occurred for the development of managerial skills in leaderships, to help eliminate the problem factors of school culture and will lead to the improvement in the training of teachers and school managers of kindergartens.

Keywords: Culture school, kindergarten, research, management of nursery school

#### TRANSITIONS FROM PRESCHOOL TO ELEMENTARY SCHOOL: A MICROGENETIC ANALYSES FROM SOCIOCULTURAL PERSPECTIVE

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Problem Statement: One of the most important objectives from developmental psychology is the study of the individual's changes in their life-course (Zittoun, 2009). The human being like a complex individual in permanent transformation has a lot of resources for auto-organization and transforms its reality; as a result of these changes, the individual can rebuilt its universe of meanings and besides, set a new life's trajectories from new resources, feelings and meanings. The present work is interested in the ruptures that occur in the life-course of children education, specifically in the pass of preschool to elementary school. We assume that qualified preschool education could allow positive effects in social adjustment and academic performance in elementary school (Corsaro & Molinari, 2005). Focus in sociocultural perspective, we observed and interview one public Colombian preschool teacher in interaction with her student's group over two weeks in the beginning of the academic year (the last year of preschool education). The social interactions were analyzed microgenetically.

Purpose of Study: To characterize teacher's dynamics and educational practices in classroom, identifying teacher's resources for help children in interpersonal adjustment in these transitions. To accomplish this goal we identified the teacher's practices and her values and beliefs systems.

Research Methods: methodology used was qualitative and microgenetic analyses in naturalistic observations of scholar environment and semi-structure interview (Branco & Valsiner, 1997).

Findings: The analyses of the interactions showed a daily routine characterized by repetitive activities, emphasized in psychomotor development and schooling practices. The children did not practice any play and socialization activities were missing. We identify pathway of communication and meta-communication characterized by stimulus to

competition, academic perfection and children disapproval. Learning was centered in results and not in the process. The teacher did not have any propose for help children to adjustment in this period.

Conclusions: A comprehensive approach to the classroom dynamics helps to understand the interactions between teacher-child and child-child, the semiotic universe that is built in classrooms and the semiotic resources used for teachers and children for negotiations in this period. These findings are useful at educational programs designing, to help children to adjust in this period, taking into account socialization and integrative practices.

Keywords: transitions, sociocultural perspective, educational practices, preschool.

#### AN ANALYSIS OF TEACHERS' SENSE OF EFFICACY SCALE WITHIN THE MALAYSIAN CONTEXT

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##### Problem Statement:

Many concerns have been raised about the psychometric properties of instruments when used in different culture. Studies show that adaptation of instrument within a particular context sometimes has different meaning since a particular psychology construct is considered cultural specific.

##### Purpose of Study:

The purpose of the present study is to examine the psychometric properties of the Teachers' Sense of Efficacy Scale (TSES) within the Malaysian educational context

##### Research Methods:

A total of 191 Malaysian in-service and 122 pre-service teachers participated in the study. A Rasch Measurement Model analysis is used to examine the psychometric properties of the scale, particularly the reliability and construct validity.

##### Findings:

Analyses showed somewhat similar variability with the in-service group demonstrated wider spread of item difficulty compared to the pre-service teachers. One important observation was that both group endorsed different set of items. Consistency of both item difficulty and teachers' efficacy were high and threats to construct validity in terms of construct irrelevant-variance and construct under-representation were minimum. One worrying finding, however, was that the differential item function (DIF) analysis showed that 13 items (54.17%) behaved significantly different across groups of teachers

##### Conclusions:

Even though several items shown to behave differently across both group of teachers, overall results are encouraging and seem to support the suitability of the TSES to assess teachers' sense of efficacy within the Malaysian educational context

##### Keywords:

In-service teachers, pre-service teachers, teaching efficacy, Rasch Measurement Model

#### ALGERIAN ADULT'S ATTITUDES ENGAGED IN AN ONGOING TRAINING TOWARDS CONTINUING EDUCATION

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##### Problem Statement:

The paper approaches the attitudes adult learners have when they undertake an ongoing training in their organizations. Our questioning can be presented as follows:

To which extent do Algerian managers believe in continuing education as a means of a professional and personal progress?

##### Purpose of Study:

The main aim of this paper is to investigate the factors that influence the attitudes adult employers have towards the ongoing training they usually undertake for the sake of organizational development as well as personal and professional improvement.

##### Research Methods:

We opted for a qualitative method using a face to face interviews with fourteen managers engaged in an ongoing training for their professional development working in various organizations in Béjaia, Algeria.

#### Findings:

After data analysis, we could demonstrate that adult's attitudes differ from one participant to another. The reasons behind this difference is determined by a number of such factors as:

- Willingness to progress
- The age
- Way to access to responsibility
- The Training's pretext
- The employer's professional status

#### Conclusions:

we reached the conclusion that a diversity of attitudes exists among adult trainees according to the analysed variables. This led to the following typology:

- Graduate/self-taught
- Early career /Late career
- Chosen/imposed training
- Professional/ hierarchy-based

#### Keywords:

Adult education, ongoing training, attitudes, continuing education, manager, personal development, professional development

### NEW SKILLS IN ADULT EDUCATION AND TRAINING: THE FIELD OF MEDIATION IN PORTUGAL AND FRANCE

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The concept of competence has been much evidenced, studied and discussed, especially, in the last decades.

In the field of Adult Education and Training in Portugal and France, this notion has gained an increasingly high importance, since it is linked to the emergence of new processes, such as the Recognition, Validation and Certification of Skills (RVCC), the Education and Training of Adults (EFA Courses) and Validation des Acquis de l'Expérience (VAE). Here, the development of skills and the recognition of knowledge acquired throughout life, which will translate into degrees, has reached its peak in the last decade in both countries. Also, professionals working in this area: the Technicians of Diagnosis and Referral and the RVC Professionals, in the RVCC process, the EFA Mediators and the Technicians of VAE need to display specific skills.

These professionals, whose intervention is located mainly in the field of Educational Mediation and Adult Education, had to develop a set of skills which will provide good performance in carrying out their work. But of what skills are we talking about? According to Milburn (2002), it is linked to technical skills, but mainly related to the experiential knowledge and experience undertaken in the fieldwork. Already Lascoux (2001) states that this is a result of a good training in human relations.

Our research, predominantly qualitative, focuses precisely on a multicase study comparing the French and the Portuguese realities, in which these processes of Adult Education and Training are concerned, as well as the professional profiles of the Mediation figures associated with them and their professional skills.

In this paper, we will problematize the concept of competence, present and reflect on the skills that the Professionals participants in our study have or should have for the proper performance of their work under Educational Mediation and Adult Education, bridging the gap between the theoretical concepts of several authors and the analysis of semi-directive interviews, observation records and autobiographical narratives made during the exploratory stage of our investigation.

Keywords: Adult Education – Professional Skills – Educational Mediation

### TRAINING CREATIVE PROBLEM SOLVING IN PORTUGUESE ADOLESCENTS AND ITS CONSEQUENCES BEYOND CREATIVITY: AN EXPLORATORY STUDY WITH FUTURE PROBLEM SOLVING PROGRAM

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**Problem Statement:** The promotion of creativity has been a concern for decades in the educational context. However, research about this topic is still needed, namely concerning the validation of the programs proposed and applied over the world. The Future Problem Solving Program (FPSP) is a creativity training program to adolescents, internationally applied and recognized. Positive results of this program have been found not only about creative problem solving skills but also in areas as learning motivation or emotional dimensions. On the other hand, the topic of creativity in education is still recently invested in Portugal, existing any systematic and evaluated experience to train creative problem skills in Portuguese adolescent students. The FPSP was then adapted (contents, tasks, materials) and applied to these students in an exploratory study.

**Study Purpose:** To evaluate a FPSP application to Portuguese adolescents, considering student's learning motivation, self-concept and creativity representations; student's perceptions about creative attitudes of applicators are analyzed too.

**Method:** The creativity training program was applied to 70 students, aged between 11 and 17 years old. A similar control group was used. The program duration was four months (an hour per week). The evaluated psychological variables are referred in the Study Purpose, considering pre and post test moments

**Results:** (Will be analyzed statistical differences between the intervention pre and post-test moments, concerning adolescent's learning motivation, self-concept and creativity representations. Descriptive results about students perceptions of creative attitudes of applicators (post-test moment) will be also calculated. At this moment the data are being introduced in the database; results are then still expected)

**Keywords:** criativity, Future Problem Solving Program, learning motivation, emotional dimensions

#### RESEARCH ATTITUDE AND INNOVATIVE-CREATIVE THINKING: DIFFERENCES BETWEEN UNDERGRADUATE MALE AND FEMALE STUDENTS

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**Problem Statement:**

Research attitude and innovative-creative thinking during graduate studies constitute two important factors in the field of education. The aforementioned characteristics are crucial for professional career taking into consideration the financial problems that young people and students face during their education period.

**Purpose of Study:**

The present study constitutes a part of a larger study examining various financial and social difficulties that Greek students face in the last three years. The purpose of the present study was to examine the relationship between research attitude and innovative-creative thinking, as well as, the differences among men and women.

**Research Methods:**

Eight hundred and thirty six (836) students volunteered to participate in the study. Two hundred forty (240, 28.7%) were men and five hundred ninety six (596, 71.3%) were women. The students completed six self-report questions based on their aspects regarding research attitude and innovative-creative thinking. Questionnaire completion was accomplished during students' educational program in the department of studies. The research took place during the spring semester of the academic year 2010-2011.

**Findings:**

The results indicated non significant differences between men and women in the innovative-creative thinking. Both men and women maintained that creative thinking is something that the person has to work on. On the other hand, significant differences revealed between men and women regarding research attitude. Both men and women indicated positive attitude toward research, however men preferred to be examined

through individualized research works, whereas women preferred to be examined through corporate research works.

Conclusions:

Conclusively, the women showed a more "conservative" attitude, since they preferred works characterized by explicit instructions and clear goals. On the other hand, men showed that they choose works, in a higher level compared to women, in which they have the opportunity to make personal decisions, indicating a preference on non-integrated research works. The results showed that there are differences between students based on their gender.

Keywords:

Innovative-creative thinking, research attitude, undergraduate men and women students

COMPARISON OF THE EFFECT OF THREE METHODS OF CREATIVITY  
DEVELOPMENT IN ELEMENTARY STUDENTS IN TEHRAN CITY  
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Phd in psychology

**Objectivity:** This research was conducted with the objective of examining the effect of three methods of creativity development (brain storming, forced association and synectics) on creativity development in elementary students in Tehran city.

**Method:** The present study was a pretest-posttest experimental design with control group. To measure the dependent variable, creativity, Torrance Tests of Creativity Thinking (Form B) were used. In this study 160 students (80 boy, 80 girl) were randomly selected and divided into four groups (brain storming, forced association, synectics and control group). **Results:** Results revealed significant difference between pretest and posttest scores of all groups except the control group (brain storming  $P < 0.01$ , forced association  $P < 0.05$ , synectics  $P < 0.01$ ). Also, the difference between the methods of creativity development was not significant. In other words, none of the creativity methods were superior to the others. However, there was a significant difference between the control groups ( $P < 0.001$ ). **Conclusion:** Regardless of the method, creativity training can lead to an increase in students' creativity.

**Keyword:** Creativity, Development, Students

CREATIVE HEALING

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1994 heralded the end of the apartheid regime in South Africa and the installation of a new Democratic Government.

Whilst the positive impact of this change must be lauded, the impact of decades of oppression, imbalance, racism, discrimination, humiliation, indoctrination and the host of emotional responses accompanying these acts cannot be denied.

Almost two decades later, the playing fields have not been levelled and our educational institutions from pre-school to University are filled with young people that are fraught with complexities

Across the country the youth are struggling to find their purpose and identity in communities that are ravaged by poverty, ill health, violence, disease and a range of other social and economic problems that are spinoffs from their apartheid past.

The question one has to then ask is, How is the educational system coping? Do they have the capacity to deal with the multitude of young people in desperate need of help? Do they have psychologists, psychiatrists and social workers on site to help?

The answer is, No. The ratio of youth "in need" to therapist is too great, so little or nothing is done to help these young people cope.

This qualitative study will present a case for the use of 'Creative Drama' to be introduced as an integral part of the core curriculum in educational institutions. It will show how creative drama may be used to facilitate the expression of inner turmoil and trauma. It will show how this may be done in a safe, effective, subtle and economic manner without encroaching on the private self.

It will show the creative drama leader as a "para-therapist" who will work alongside trained professionals so as to reach and help heal a greater number 'youth at risk' who otherwise would not have been discovered.

THE COGNITIVE LEVEL OF THAI SECONDARY STUDENTS  
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 Rod Maclean, Deakin University, Australia

There has been a paradox that despite their typical learning approach on rote memorization, Asian students, perceived as compliant, not being critical or questioning, surprisingly outperform Western students in studies. In 1999, Baumgart & Halse explored the role of assessment through an analysis of examination papers in Social Sciences of the grade twelve level in Australia and Japan, and a university entrance examination paper in Thailand. They found that Thai paper is the only one which is based on Bloom's six levels of cognitive theory. These include knowledge, comprehension, application, analysis, synthesis and evaluation. The last three levels are considered to be higher-order thinking skills. To achieve the examination, Thai students require challenging levels of analysis, interpretation, translation, and application. To further their work, this research focuses on students' performances. The social studies university entrance examination paper for October 2008 was used to examine secondary students' cognitive level. To do so, each item of the paper was analyzed to see which skills the students needed to be assessed. It was found out that of all 80 items in the paper, there were 25 items assessing students' knowledge, 27 items assessing comprehension, 4 items assessing application, 19 items assessing analysis and synthesis and 5 items assessing evaluation. There were 1,703 students from 4 schools in Khon Kaen participating in the study. The result showed that over 50% of the students could choose 12 out of the 24 correct answers assessing the last three levels of cognitive theory. At the same time, over 50% could choose 28 out of the 56 correct answers assessing the first three levels. It can be said that Thai students rely their study not only on rote memorization alone but they also possess some higher-order thinking skills.

Keywords: cognitive level, higher-order thinking, Bloom's six levels of cognitive theory  
 This research was fully funded by Thailand Research Fund.

EFFECTS OF A MIND MAP INTERVENTION ON FIFTH AND SIXTH GRADERS'  
 LEARNING FROM TEXTS

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Problem Statement:

From the age of 11-13, children start to spend increasingly more time on learning from informative texts. The need arises to support them in dealing with those texts and in engaging them in self-regulated learning (SRL) (Black et al., 2006). This study, embedded within the cognitive component of SRL (Pintrich, 2004) specifically focusses on Mind Mapping (MM) (Buzan, 1974; Farrand et al., 2002). Several factors play a role in the effectiveness of MM, such as working with author-provided or student-generated MM, cognitive load, and general achievement (Stull & Mayer, 2007; Vekiri, 2002). Previous research mainly focussed on secondary and higher education, although the importance of processing skills in earlier grades is frequently stressed (Rawson & Dunlosky, 2007).

Purpose of Study:

This study investigated the influence of a MM intervention on learning from texts. Two research questions are addressed: What is the impact of an author-provided or student-generated MM intervention on students' (1) cognitive load during the intervention and (2) learning strategies, text acquisition, and schematisation skills?

Research Methods:

A quasi-experimental pre- and posttest design was set up in 42 fifth and sixth-grade classes. Apart from a control condition (n=213), two experimental conditions were trained in text processing skills by working with either author-provided (n=213) or student-generated MM (n=219). Students were divided into high, average, and low achievers. Cognitive load was measured by the Cognitive Load rating scale (Paas, 1992). Further, a specific learning task (studying an informative text) was administered in class. Hereafter, students filled in a task-specific self-report questionnaire concerning their applied learning strategies. Text acquisition was measured with a free recall test and students' MM and schematisation skills were analysed with a quantitative scoring rubric (Merchie, 2009).

Findings:

Students working with author-provided MM report significantly less cognitive load. Concerning the evolution in learning strategies most significant effects were found for low

and high achievers in fifth grade. No significant effects on recall were found. Preliminary analyses show striking differences in favour of the experimental conditions concerning their schematisation skills. At the conference, these findings will be detailedly discussed in relation with implications for theory and practice.

Keywords: Self-regulated learning, Informative texts, Mind Mapping, Primary school

#### THE RELATIONSHIP BETWEEN METACOGNITION AND THEORY OF MIND : RESULTS ON EGYPTIAN PRESCHOOLERS

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Problem Statement:

Research on the relationship between theory of mind (ToM) and metacognition is scarce. These two constructs have been viewed as separate domains of cognitive development.

Purpose of Study:

The purpose of this study was to explore the relationship between ToM and metacognition in young children. A related purpose was to investigate the gender and age differences in the study variables.

Research Methods:

The sample of the study consisted of 87 preschool children in a school located at a metropolitan city in southern Egypt. The instruments consisted of two theory-of-mind tasks (intention and false-belief) and three play-based tasks of metacognition (puzzle arrangement and sorting). Whitebread's (2009) observational coding framework was adapted to score the metacognitive tasks.

Findings:

Low-to-medium significant correlations were found between ToM and metacognition. Multivariate analysis of variance (MANOVA) was employed to test the effect of gender and age on children's scores in the TOM and metacognition. The results indicated a significant main effect of age. The false-belief and intentions tasks was significantly correlated to the ToM total score

Conclusions:

The findings of the study are discussed and further venues and recommendations for future research in this area are suggested.

Keywords:

Metacognition, self-regulation, theory of mind, preschool

#### A THEORETICAL FORMATION OF EMOTIONAL INTELLIGENCE AND CHILDHOOD TRAUMA AMONG ADOLESCENTS

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Man Cheung Chung, Zayed University, United Arab Emirates,  
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Much has been documented on the impact of emotional intelligence (EI) on adolescents in terms of their problem-solving skills (Ajawani, 2012), creativity (Vijaykumar, 2012), and academic performance (Shenoy & Thingujam, 2012). Increasingly, emphasis has been paid on the effect of EI on health among this population. For example, EI has been shown to interact with personality traits to affect psychological well-being (Salami, 2012). EI, based on literature focusing on the adult population, shows that it is a protective factor and can buffer against psychological distress (e.g. Hunt & Evans, 2004; Schmidt & Andrykowski, 2004). However, little is known regarding the role that EI could play in influencing such outcome among traumatized adolescents. Whilst one study has shown that low EI predicted the likelihood for being bullied by peers (Lomas et.al, 2012), no research has focused on the effect of childhood trauma. To what extent EI could interact with the experience of childhood trauma in influencing different degrees of psychological distress among adolescents is unknown. The aim of this paper is twofold. Firstly, it aims to provide a brief review of literature pertaining to the relationship between psychological well-being and emotional intelligence among adolescents. Secondly, it aims to point out the gap in research looking at the link between EI and childhood trauma and to formulate a theoretical model for understanding the foregoing relationship. The theoretical postulate is integrated with theories from trauma and EI literature. In brief, it postulates that the experience of childhood trauma would have a significant impact on the

development of traumatized self (Brewin, 2002) among these adolescents. This traumatized self is characterized by altered self-capacities of which interpersonal conflicts or difficulties with oneself and others are part (Briere & Spinazolli, 2005). This would hinder the development of EI which would in turn affect different degrees of psychological well-being. This theoretical model will be relevant for not only researchers investigating childhood trauma and posttraumatic stress disorder in general but also it will have significant clinical implications for counselor and psychotherapists who work with adolescents.

#### DEVELOPMENT OF EMOTIONAL COMPETENCIES AND REFLECTIVE LEARNING IN COMMUNICATION COURSES

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##### Problem Statement:

Recently there have been many efforts in higher education to foster student participation in the labor market in a targeted way. This can be regarded as a significant positive change, because according to the pedagogical researches, the dominance of the knowledge-oriented aspect is typical of the Hungarian educational system at the expense of skill development.

##### Purpose of Study:

A few years ago a variety of soft skills courses, such as Presentation Skills, Negotiation Skills, Business Communication, were introduced at our college. These courses offer opportunity for the development of those social and personal (i.e. emotional) competencies, which are expected by the labor market and determine the entire educational and personal development in interaction with the cognitive competencies. These types of classes are activity-oriented, interactive; the students have the opportunity for role-plays, games and communication. Students work in groups or pairs. From didactical aspects, these classes are different from the traditional teacher-centered settings.

##### Research Methods:

The present paper is based on a survey conducted among 200 college students who participated in Presentation and Business Communication courses. The aim of the survey was to find out the students' experiences, opinions about their own development, preferences and their mood during the classes.

##### Findings:

Feedback proved to be crucial on the one hand for qualitative reasons, on the other hand it can show how this learning experience can be beneficial in other areas. Students' answers testify that "time flies" when the lessons are less structured and are more casual. Students do not just sit around and listen but can use their creativity as well, and by the means of the group exercises they can also get to know each other better.

##### Conclusions:

With regards to self-knowledge and social competencies, students find that they can learn from their own mistakes – they become less judgmental of each other and they get to know each other from a different perspective

Keywords: reflective learning, self-knowledge, emotional competence, personal development, social competencies

#### RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND EDUCATIONAL ACHIEVEMENT

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**Problem Statement:** Achievement encompasses student ability and performance, it as the quality and quantity of a student's work, is multidimensional and strongly related to human cognitive, emotional, social, and physical development. In the beginning, psychologists focused on cognitive constructs but, researchers recognized that there are other non-cognitive aspects of intelligence such as emotional intelligence. In this study we want to see whether there is a relationship between emotional intelligence and academic achievement or not?

**Purpose of Study:** The research purpose is to look into the relationship between emotional intelligence and academic achievement. we want to know whether we should incorporate emotional intelligence in school programs.

**Research Methods:** In a correlation study, a sample of 100 individuals was selected using the opportunity or convenience sampling among the students of Islamic Azad University, Tehran South branch and were tested with emotional intelligence questionnaires (Bradberry & Greaves, 2003).

**Findings:** Results indicated that there's no significant association between emotional intelligence and the students' end-of-the-term and diploma degrees.

**Conclusions:** In our research no significant relation was found between emotional intelligence (self-awareness, self-management, social awareness and relationship management) and academic achievement. Moreover, the strong relationship between diploma and university degrees was observed that indicates that academic success is significantly correlated to IQ and can be a reliable predictor of educational achievement. Our findings here do not prove any significant association between emotional intelligence and diploma and university degree and we conclude that it can't be a reliable predictor of educational achievement.

**Keywords:** Emotional Intelligence, Academic Achievement

#### A DESCRIPTIVE STUDY OF EMOTIONAL INTELLIGENCE AND ACADEMIC PERFORMANCE OF MBBS STUDENTS

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**Problem Statement:**

Emotional Intelligence (EI) is increasingly being recognized as a measure of overall performance across various fields. However the studies in Indian scenario on medical undergraduates addressing these issues are sparse.

**Purpose of Study:**

In this background present study was planned to assess Emotional Intelligence of first year medical undergraduates and to evaluate its relationship with their academic performance. It also attempted to analyse EI with personality profile of these students.

**Research Methods:**

Present study was descriptive cross-sectional study. Sample for the study comprised of 132 first year medical undergraduates of a medical college based in India (104 male, 28 female). The socio-demographic details were collected on questionnaire and EIS (Emotional Intelligence Scale - scale submitted for publication developed by authors) was administered for assessment of emotional intelligence. Informed consent was taken and 132 students agreed for assessment on EIS. Neo PIR was administered for personality assessment on 97 students. Spearman's rho correlation coefficient between EI (Emotional Intelligence) ranks and Academic Ranks was computed.

**Findings:**

Mean age of the sample was 18.3 years. Subject distribution of EIS scores came to be 21% in the high category, 51% in average and 28% in below average category. Spearman's rho correlation coefficient between EI ranks and Academic Ranks was 0.037 (significant at the 0.05 level). There was significant relationship between EI and academic performance. Personality factors revealed Extraversion and Openness to experience in high category and Agreeableness and Conscientiousness in the average category. However mean of Neuroticism score interestingly was in high average category.

**Conclusions:**

Emotional Intelligence and Academic Performance of medical undergraduates correlate with each other in a statistically significant manner; i.e. high EI determines better academic performance.

Keywords:

Emotional Intelligence, Academic Performance, Personality

FACILITATING COGNITIVE PRESENCE IN AN ONLINE DISCUSSION FORUM:  
ANALYSIS OF PARTICIPANTS' POSTS

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Attempts have been made to identify the problems confronted by low English proficiency students. Some of the factors identified are their low confidence level, negative attitude towards the English language and their limited opportunities to use English outside the classroom. How can these students be helped has become a great concern for teachers. With the great advancement of technology, avenues for students to learn the target language through exposure to language use both in and out of the classroom is now possible. Synchronous and asynchronous communication on the Internet like discussion forums could provide this learning context.

Thus, the purpose of this study is to examine the content of low proficiency students' posts in an online discussion forum. Specifically, the researchers are interested to analyze the cognitive presence identified in the content of their discussion.

Applying mixed methodology for the research design, the study used content analysis, learning outcomes and interviews to assess learning processes and outcomes. This paper will highlight its preliminary analysis on cognitive presence by low-proficiency students in an online discussion forum. The findings indicated that low-proficiency students in online discussion forum were able to reach some level of cognitive presence and learning outcomes.

Keywords:

cognitive presence, online discussion forum, low-proficiency students, technology, content analysis

PROBLEM SOLVING AND PROBLEM POSING SKILLS OF STUDENT MATHEMATICS  
TEACHERS ABOUT THE 'SETS' SUBJECT

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Problem Statement: Problem is a topic, event or an activity that a specified or memorized rule is not known about its solution. Problem posing is a crucial component for mathematics discipline and problem solving is the situation of eliminating confusion in human mind. In this sense, the problem sentence of the study was determined as; 'what are Problem Solving and Posing Behaviors of Student Primary Mathematics Teachers about the 'Sets' Subject and Their Experiences and Difficulties During this Process?'

Purpose of Study: The purpose of this study is to analyze problem solving and posing behaviors of student primary mathematics teachers about the sets subject and to determine the experiences and difficulties that can be seen during these processes.

Research Methods: The study was carried out with 56 sophomore students who are studying in Kocaeli University, Department of Teaching Primary Mathematics. The data was obtained by using a data collection form which was prepared by the researcher. The data was analyzed and interpreted in three steps by using content analysis method including i) free problem posing and solving, ii) the experiences that can be seen during problem solving and posing process, iii) solution strategies for the difficulties (if any) that can be experienced during problem posing and solving process.

Findings: It was determined that 53 students could pose problems about Sets subject suitable to Primary Second Phase level and also they were able to solve these problems. It was seen that 45 students had difficulties in specifying the degree of difficulty of the problem, not being able to have the full subject knowledge and catching the primary

school level during problem posing process. And it was determined that 11 students expressed that they did not experience any difficulty and did not state any solution strategy.

Conclusions: In accordance with the findings, it was concluded that students could display free problem posing skills but they could not solve the problems according to problem solving steps. It was determined that students had difficulties in catching the primary school level and in specifying the degree of difficulty of the problem and they believed that they could overcome these difficulties by gaining experience in time.

Keywords: Sets, problem posing, problem solving

#### THE EFFECT OF DIALOGIC TEACHING ON STUDENTS' CRITICAL THINKING DISPOSITION

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Problem Statement: Do the dialogic teaching methods(group discussion and Socratic dialogue) effect on students' critical thinking disposition?

Purpose of Study: The present study, carried in order to identify the effect of dialogic teaching methods(group discussion and Socratic dialogue) on students' critical thinking disposition

Research Methods: carried in a mixed method design of quasi-experimental design(unequal control group) and qualitative interview (standardized open-ended interview), on tow groups of matched education undergraduate students who were selected by typical case sampling (N=40). After designing implementing patterns, according to educational topics in educational psychology, two experimental patterns were performed and collected data from two evaluations (pre-test–post-test) through California Critical Thinking Disposition Inventory (CCTDI) and final interviews (standardized open-ended), provided answers to the research questions.

Findings: While quantitative data indicated superior to the mean of Socratic dialogue group, the statistic analysis (T test) did not confirm significant differences between groups. But in quality process, data from the final interviews for the two groups, indicated the effectiveness of dialogic teaching methods in improve tendency to seven elements of critical thinking disposition (analyticity, inquisitiveness, open-mindedness, CT-Confidence, truth-seeking, maturity), social interaction and dynamics in the classroom.

Conclusions: The present study indicated dialogic teaching methods(group discussion and Socratic dialogue) improve tendency to seven elements of critical thinking disposition (analyticity, inquisitiveness, open-mindedness, CT- Confidence, truth-seeking, maturity ) ,social interaction and dynamics in the classroom.

Keywords: dialogic teaching, group discussions, Socratic dialogue, critical thinking disposition

#### THE CASUALI MODEL OF WORKING MEMORY CAPACITY

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Working memory capacity(WMC) refers to the capacity of working memory that is ability to maintain, manipulate, and access mental representations as needed to support complex cognition. WMC varies widely across individuals and reliably predicts higher-order cognitive abilities that is influenced to academic achievement in the domain of mathematics and science learning. The development of WMC is one of the process in the development of mathematics and science achievement. Currently not possible to conclude on the causal model of working memory capacity of Thai students. Variables in hypothesis model consisted of four latent variables: recognition, attention, working memory and WMC; nine observed variables. This study aimed to examine the goodness of fit of the model of the causal model of working memory capacity with empirical data. Data were collected from 212 students, grade 7th - 12th, using Computerized Battery Test1(CBT1) to measure recognition, attention and working memory while doing simple tasks, and using Computerized Battery Test2(CBT2) to measure WMC. The data were analyzed by the M-Plus Statistical Modeling Program. The results showed that The causal model was fitted with the empirical data(  $\chi^2 = 0.25$ , RMSEA= 0.03, CFI= 0.96, TLI= 0.95, SRMR= 0.05). So understanding the causal model of WMC can lead to the process of developing WMC.

Keywords: working memory capacity, recognition, attention, working memory, causal model

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#### SCHOOLS. A PLACE TO BELONG? A SYNTHESIS OF THE PSYCHOLOGICAL, ECOLOGICAL, ENVIRONMENTAL, AND INTERPERSONAL FACTORS RELATED TO SCHOOL CONNECTEDNESS

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It has been shown that school belonging, also referred to as school connectedness, has a significant impact on adolescent wellbeing across a range of measures. These include life satisfaction (O'Connor, Frydenberg, & Sanson, 2009), wellbeing (Haslam, Jetten, Postmes, & Haslam, 2009), clinical depression (Anderman, 2002), cognitive performance (Haslam, Jetten, Postmes, & Haslam, 2009), academic outcomes (Battistich, Solomon, Kim, Watson, & Schaps, 1995; Roeser, Midgley, and Urda, 1996) and physical health (Cohen & Janicki-Deverts, 2009). Moreover, these findings have been demonstrated across a range of settings e.g., the workplace (Cockshaw & Shochet, 2010), schools (Shochet, Dadds, Ham, & Montague, 2006) and communities (Osterman, 2000), and over a cross section of groups e.g., young adults (Iyer, Jetten, Tsivrikos, Haslam, & Postmes, 2009), adolescent refugees (Kia-Keating & Ellis, 2007), old age home residents (Haslam, Haslam, Jetten, Bevins, Ravenscroft & Tonks, 2010) and stroke patients (Boden-Albala, 2005). Thus belonging is an important aspect of psychological functioning that enhances wellbeing. While there has been research into belonging within school settings the research has been unsystematic across a variety of constructs. This presentation outlines the arguments justifying the need for a meta analysis of the psychological, ecological, environmental, and interpersonal factors related to an individual's perceived sense of belonging within school settings. A preliminary review of the findings from a broad range of studies investigating interventions related to the concept of belonging in a school setting will be presented.

#### A PSYCHOMETRIC REEVALUATION OF THE EPISTEMIC BELIEFS INVENTORY

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Most recently, Teo and Chai (2011) confirmed previous studies which indicated the instability of the Epistemic Beliefs Inventory (EBI) and called for researchers to continue to re-visit the instruments psychometric properties. The primary purpose of this study was to reevaluate the psychometric properties of the EBI as it continues to be used in the measurement of epistemic beliefs in a variety of educational and professional settings. After conducting tests of internal consistency and several different exploratory analyses, the multidimensionality of the instrument was confirmed, but the reported structure of the EBI as constructed by Schraw, Dunkle, and Bendixen (1995) was unable to be replicated, nor did any of the structures previously found (Schommer, 1990; Nussbaum and Bendixen, 2002, 2003; Müller, Rebmann, and Liebsch, 2008; Sulimma, 2009) emerge. Based upon the results of this study, we confirm previous research confirming the lack of stability of the EBI. While this resulting structure possesses the same number of components as the model proposed by Schraw, Dunkle, and Bendixen (1995), the constructs underlying the structure appear to be different given that the items load in a different manner than expected according to the original model. Upon determining that this five-component structure was the best fit for the data, additional reliability analyses were performed to provide a more consistent instrument that is also more easily interpretable. During these reliability analyses, two additional items were removed. In addition, a revised structure appears to be present in which only twenty-nine items of the thirty-two items of the EBI are retained. The resulting instrument contains five constructs,

likely representing five independent dimensions of epistemic beliefs, although additional research needs to be conducted on this revised model.

#### THEORY OF FARA-ZEHNI RECEPTORS AS APPROACHED BY PSYMENTOLOGY

Dr. Mohammad Ali Taheri, Association of Faradarmani & Psymatology, Iran

Maryam Dehghan, Association of Faradarmani & Psymatology, Iran

What is come from the intelligence definition of the scholars such as Gardner, Hilgard, Kessler and etc. is that all of them define "intelligence" as the ability of taking advantage from the existential software. Capabilities such as reasoning, inference, visualization, calculation, analysis, adaptation, using the memory, data layout, skills of controlling emotions such as anger, happiness, sadness, fear, the ability to communicate well with others and so on.

In the ideal educational systems, the ultimate goal is to nurture various types of intelligence based on the common and colloquial definition, while according to "Psymatology" all the enumerated points are various instances of the Wisdom Quantity (WQ) or Apparent Intelligence. (Psymatology ['Psyche'+ 'Mental'+ 'Logy] or "Interuniversal Mind-Psychology" (proposed by Taheri, 2009), is an Iranian Complementary and Alternative Medicine (CAM) concerning the mind-psychology of mankind, that has an Interuniversalist perspective with a totally holistic way of viewing the human being).

According to a theory in Psymatology, intelligence is divided in two parts:

- 1- Apparent Intelligence
- 2- Inner Intelligence

Inner Intelligence is equivalent to creativity and insight. Inner intelligence, as the ability to create and innovate, leads to the emergence of ideas that did not previously exist or the individual was unaware of. Thus inner intelligence is defined as the ability to create/design something that did not exist; in this regard creativity is the outcome of inner intelligence.

According to a theory in Psymatology, inner intelligence exists in all people to an extent (general). It is inherent, innate, non-hereditary, and only requires to be stimulated/activated by a "mental spark" or "inspiration /revelation/ insight". In other words inspiration, that is the ability to extract and exploit confidential and classified information of the world of existence, can be achieved in sleep or while awake through Fara-zehni (ultra-mind) receptors/sensors.

With the activation of Fara-zehni sensors, the brain that acts as an interpreter becomes more active in receiving and translating information. Thus, brains of individuals with a high Inner Intelligence is much more active than others. Inner Intelligence is potentially dormant and activating it requires a cause or stimulus. Activating it also nurtures wisdom and helps discover non-pseudo-potentials.

\*Taheri, M.A. (2010), The Journal of Medical Sciences (Danesh-e-Pezeshki), Specialized Psymatology Edition, 4th year, Vol.4-No.1-Dec.2010 supplement

Keywords:

Psymatology, complementary and alternative medicine, Inner Intelligence, Apparent Intelligence, education, Fara-zehni threshold sensors/receptors, Iran

#### THE EFFECTIVENESS OF INTEGRATIVE APPROACH, FERNALD MULTI-SENSORY TECHNIQUE AND TRADITIONAL METHODS ON DECREASE READING DISABILITY

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Problem Statement: learning disability specifically impairs a person's ability to read. These individuals typically read at levels significantly lower than expected despite having normal intelligence. Children with dyslexia are at serious risk of developing emotional problems, not because of the condition itself, but because of the daily frustration and sense of failure they meet in the school environment.

Purpose of Study: Numerous methods based on very different concepts are available to treat children with dyslexia. The research purpose is comparing the effectiveness of an

Integration approach with Fernald multi-sensory technique and traditional methods for decrease Reading disability in elementary male students.

Research Methods: In a quasi-experimental study, 45 students were chosen among 139 reading disability students who came to a treatment on LD Clinic. They were evaluated with Reading Level Test and Wechsler Intelligence Test for Children and then randomly appointed to three groups: Integrative Approach treatment, Fernald Multi-Sensory treatment and Traditional treatment. All groups improved their reading skills. They were treated for 12 sessions, then, they were evaluated with RLT and WIT. The data were analyzed using ANCOVA test.

Findings: Results showed that the Integrative approach was more effective from Fernald multi-sensory and traditional methods for reducing reading disability in reading, understanding, Phonemics, and correct reading areas.

Conclusions: Considering the role of Integrative treatment in LD students, we recommend that, psychologists should integrate three general categories of developmental, corrective, and remedial techniques as integrated approach for dyslexic children.

Keywords: Integration approach, Fernald multi-sensory method, Traditional method, Reading disability, Elementary students

#### EXPERIENTIAL APPROACH IN EDUCATION OF CHILDREN AS A RESPONSE TO EMOTIONAL PROBLEMS

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Problem Statement: This research work aims to contribute to the quality of inclusion of children in early childhood education, in a situations of institutional care.

Purpose of Study: This study aimed to assess the skills, needs and interests of children involved and examine how experience the curriculum in day care and kindergarten

Research Methods: Therefore, we analyzed the process variables emotional well-being and involvement, and the size of the inclusive curriculum developed in formal educational settings studied, peering up connections between means and principles applied, internal processes experienced by children and achievements (skills development). It is also essential to characterize the curriculum developed frequented by children in day care through the instrument SICS (Self-evaluation Instrument for Care Settings), and in kindergarten, using the instrument SAC (Tracking System for Children), developing a more experiential and inclusive practice in the context of early childhood education.

Findings: The results showed significant differences between these contexts. For each activity that children experienced in both contexts, we proceeded to fill several tables, organizing the data on the Emotional Well-Being and Implication in two moments of observation. The context nursery has undergone some changes, allowing children to increase their levels of Emotional Well-Being and Implication. In addition, the context needs improvements to meet the needs of children. For the context of the kindergarten, this has evolved enriching, enabling children to increase their levels of Emotional Well-Being and Implication, visible through the conquest of concentration, persistence, involvement in activities and tasks more complex and creative satisfaction activities, openness and receptivity, flexibility, self confidence and self-esteem, relaxation, link indicators to herself ...

Conclusions: Note that the presence of particular importance for adult accompany the children during their interactions. Children feel more confident with the presence of an adult and, in many activities, such monitoring has led to higher levels of Emotional Well-Being and Implication.

Keywords: residential care, experimental approach, inclusion, emotional difficulties, emotional well being; involvement.

#### THE THEORY OF NON-ORGANIC VIRUSES IN PSYMENTOLOGY

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Being categorized amidst other fields in Complementary and Alternative Medicine (CAM) of Iran, and concerning the Mind-psychology of mankind, "Psymatology" ['Psyche' + 'Mental' + Logy] or "Interuniversal Mind-Psychology" has an Interuniversalist perspective with a totally holistic way of viewing the human being. Mind (Zehn) and psyche each are

dealt as a separate concept in Psymentology, each comprising a specific part of an individual. This subject tries to alleviate mental and psychological disorders. One of the most indispensable theories in Psymentology is the "Non-organic Virus Theory". According to this theory, mankind is encountered with viruses that could affect his mind, body and psyche; infiltrate in man's diverse existing components and data files, having them contaminated with parasites and derangements. When such parasites occupy the Mind data files, they consequently would bring about disorders. In Psymentology, through resolving the symptoms of this contamination as well as purifying the patient of non-organic viruses, we are able to get rid of these and such complications. During the past few decades several successful experiences have been carried out proving the aforementioned theory.

It is worth mentioning that the term "Non-organic Viruses" is applied for beings void of any organic or material aspect, whose unidentified form is not amassed with any atoms or molecules. This might at first glance seem quite bizarre and incredible, as it used to be mockery when Dr. Koch and Dr. Pasteur spoke of "bacteria", whose existence was gradually proved.

Keywords: Psymentology, Non-organic Viruses, Complementary and Alternative Medicine

#### APPROACH-AVOIDANCE ASYMMETRY REVEALED IN TRANSFER OF LEARNING: A CROSS-CULTURAL COMPARISON

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#### Problem Statement:

Transfer of learning serves both an instrument and a goal of teaching. In our recent research we have revealed the relation between transfer effect and the motivational context. For example, the negative transfer (= proactive interference in our study) was found in the avoidance context, but not in the approach context.

On the other hand, cross-cultural differences of learning in educational settings have also been shown, partly explained by approach-avoidance goals. On the basis of these results, we asked whether the relation of transfer and motivation differs between cultures.

#### Purpose of Study:

We investigated culture-specific patterns of motivation-dependent transfer effect to reveal the motivational, temporal, and cultural factors of the learning rates.

#### Research Methods:

Errors and RT were recorded during learning and performance of two verbal visual discrimination tasks by schoolchildren (age 12-13). The tasks were presented with a 3-days interval. Cross-over design was employed to assess the transfer effect in one of two motivational contexts - either approach of gain, or avoidance of loss (of points). Similar setups were used in Finland and Russia.

#### Findings:

In accordance with our previous results, we found that the extent of the positive transfer effect, revealed via error rate, differs between the approach and avoidance contexts (ANOVA: interaction of the order of tasks and motivation,  $F(1)=4,26$ ,  $p<0.05$ ). Moreover, this relation was different in the two cultures (interaction of the same two variables and culture,  $F(1)=4,92$ ,  $p<0.05$ ).

As for the opposite order of tasks, the Finnish students show negative transfer in the approach context only, whereas the Russian group displays speed-accuracy trade-off, indicating a change of the performance strategy. Again, this trade-off is different in approach and avoidance contexts.

#### Conclusions:

The relation of transfer effect and motivational context is characterized by cross-cultural differences. This is in correspondence with the united concept of emotion and consciousness, as well as with the the view of Western and Eastern cultures as

complementary. These results, followed by applied research, would contribute to the assessment, curriculum, and testing solutions in education.

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Keywords: learning, approach, avoidance, transfer, interference, cross-cultural differences

#### FUNCTIONAL MOTOR SKILLS OF THE UPPER EXTREMITIES OF CHILDREN WITH MILD INTELLECTUAL DISABILITIES

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Problem Statement: The research subject is the upper extremity motor skills of children with mild intellectual disabilities. Even in manual activities deficits of children with intellectual disabilities are inevitably reflected and wherever the intellectual performance (e.g. pattern analysis and assembly process planning) it is necessary to perform activities. In our research, we try to filter out the impact of intellectual deficit and to analyze the differences in normal motor activities of children with intellectual disabilities and intact populations.

Purpose of the Study: Manual skills development of children with intellectual disabilities is an important mean for the integration of these people into a normal life and for their working inclusion. Last but not least, manual activities can be just the area in which they equal to their peers. A prerequisite for effective support to these children is a thorough knowledge of their specific features, to which this research partially serves.

Research Methods: This is a quantitative comparative research, the research sets are two groups of respondents aged between 8 to 10 years (pupils with mild intellectual disabilities and the intact population). Ergotherapy test (Jebsen -Taylor Hand Function Test) was used to collect the data. The data is processed using standard statistical methods.

Findings: The paper compares the abilities of children with mild intellectual disabilities and the intact population in motor abilities of the upper extremities, including the differences in the sub- areas (fine motor skills, dexterity, co-ordination, etc.)

Conclusions: The research findings can serve as a basis for better targeting of special-educational support of children with mild intellectual disabilities, as well as a basis for curriculum innovation in this group of children.

Keywords: mild intellectual disability, manual skills, integration, ergodiagnosics

#### UNIVERSITY EDUCATION: COUNSELING PSYCHOLOGIST AND EDUCATIONAL PSYCHOLOGIST IDENTITY IN TURKEY

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In today's world, educational system, which is the source of qualified human force for a society of knowledge, starting from kindergarden to university, including vocational training and continuous education for adults, carries a higher importance than ever.

However, compared to other strata of education, university education certainly has a higher significance than others, because universities are the focus of the production of knowledge.

According to Wilhelm von Humbolt's definition, the university is an institution where the education in all fields of science is given together with research activities within a unified system. Popper in his book *The Logic of Scientific Research* gives a definition of science which complements Humbolt's idea of the university. According to Popper, the aim of science is to expand the range of science by producing lots of hypotheses and conducting necessary observations in accordance with these hypotheses, and also to try to falsify the already produced hypotheses in order to put forward new ones. Hence, the function of the university as an institution which is in the service of society, besides educating people is to train people who have scientific thinking skills combined with a rational-critical attitude as summarized in Popper's account of science.

The aim of this presentation is to question how much and how far are the Faculties of Arts and Sciences and Educational Sciences in Turkey, which are the main faculties for educating people for future scientists and teachers, able to give this aforesaid critical-rational scientific approach to their graduates. The identity of a teacher should include a profile of a creative individual who has internalized and also can carry Popper's rational-

critical attitude into the classroom. Otherwise the society would be filled with passive people who could only observe scientific and technological developments as well as developments in arts and humanities from afar. And it is an obvious fact that nations whose citizens lack creative, rational-critical thinking skills would inevitably be classified as underdeveloped nations.

This profile could only be reached if the teaching approach of the Faculty of Education is integrated with the scientific approach of the Faculty of Arts and Sciences. But, instead of integrating their sources for a unified education of teachers, these two faculties are competing with mimicking departments in respective faculties. A case in hand is the Department of Psychology in the Faculty of Arts and Sciences and the Department Of Counseling and Guidance in the Faculty of Educational Sciences. Department of Psychology is normally designed to educate people in all fields of psychology, including guidance and counseling. When a psychologist who has graduated from a Department of Psychology in the Faculty of Arts and Sciences would like to get a masters degree in educational psychology or counseling psychology, s/he should enroll a unified masters program between the two faculties. But, instead, we have a Department Of Counseling and Guidance in the Faculty of Educational Sciences with the pretense of educating people to become counseling psychologists and/or educational psychologists; and certainly the graduates of the Department Of Counseling and Guidance in the Faculty of Educational Sciences certainly are not psychologists, but believe to be. This situation causes a number of problems in the field like confusing identities of graduates. These two faculties should be designed to compliment and complete each other rather than competing.

Key words: psychologist, educational psychologists, teacher identity, science, university

#### LANGUAGE SKILLS VERSUS MATHEMATICAL CONCEPTS OF PRE-SCHOOL CHILDREN WITH A HEARING IMPAIRMENT

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Problem Statement:

Deaf children in primary school are less successful in mathematics compared with their intact peers. We can find the possible causes of their failure at pre-school age. In addition to its establishment, the range of hearing loss, or the type of used aids, the indispensable factor is the influence of a family environment and the natural or chosen communication mode arising from that.

Purpose of Study:

The study aims to analyze the development of pre-mathematical concepts in children with a hearing impairment in pre-school age and to verify whether there is a correlation between the level of acquired language skills and level of acquired pre-mathematical concepts in the surveyed sample of children. Research investigation was attended by 11 children with hearing loss greater than 70 dB. Four children from a deaf environment used sign language to communicate. Hearing parents of seven children with a cochlear implant preferred the oral form of communication.

Research Methods:

For research survey we used modified standardized tests (TEMA 3 and CPVT), which based on expected outputs of the National Framework curriculum for pre-school education we supplemented with newly created test materials devoted to issues of basic pre-mathematical concepts. Thus quantitatively oriented educational research was complemented by free observation during individual work with children and their monitoring in the natural environment of kindergarten.

Findings:

The results confirmed that between the acquainted results in vocabulary/characters of children with hearing impairment and their intact peers are statistically significant differences, and that the level of pre-mathematical concepts of children with hearing impairment in pre-school age is influenced by the achieved level of language competence.

Conclusions:

Based on the results and observations of children, we conclude that the type of used aid is decisive for the development of pre-mathematical concepts and can not be confused with the level of communication skills, which in children in pre-school age is primarily

involves the natural and direct communication and interaction with the closest people, i.e. family.

Keywords:

pre-school age, hearing impairment, pre-mathematical concepts, language skills, diagnostics

#### THE CURRENT ROLE OF SPEECH-LANGUAGE THERAPISTS IN DIAGNOSTICS AND COMPLEX INTERVENTION IN CHILDREN WITH AUTISM SPECTRUM DISORDER IN THE CZECH REPUBLIC

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Problem Statement:

The authors would like to stress the importance of speech and language therapists' (SLTs) role in diagnostics and complex intervention in children with autism spectrum disorder (ASD) within interdisciplinary cooperation with special educators, psychologists, neurologists and families.

Purpose of Study:

We introduce partial results of researches conducted at the Department of Communication and Sensory Disorders of the Institute of Education at Palacký University in Olomouc, Czech Republic in 2010-2012 ("Current Situation in Early Age treatment and speech and language therapy intervention in autism spectrum disorder persons" and "Speech and Language Therapy Intervention in Autism Spectrum Disorder Persons").

Research Methods:

The main objective was to map through a questionnaire survey the current state of providing SLT intervention to persons with ASD in the Czech Republic, and carry out reflection on the SLT intervention in persons with ASD from the perspective of a special educator. The respondents were special educators, SLTs and parents with the children with ASD.

Findings:

The parents are attentive not only to oral speech delay, but also to nonverbal communication peculiarities in their children with ASD. Nevertheless, SLTs' knowledge of the basic issues on ASD and awareness of the individual nosologic units ranges on a medium level, mostly sufficient to insufficient. Parents were the most satisfied with information from and cooperation with special educators, but not SLTs, and paediatricians.

Conclusions:

ASDs primarily represent impaired communication and early and effective SLT intervention has a major impact on the comprehensive development of ASD persons and the success of intervention. Many professionals, even those working at counselling centres, still do not see this interdisciplinary collaboration with SLTs as a priority; also, many SLTs are dissatisfied with what they were taught about ASD at university.

Keywords:

speech and language therapy, communication disorders, nonverbal communication, interdisciplinary approach, diagnostics, assessment of communication disorders, autism spectrum disorder, initial education

#### TEACHING (STILL) MATTERS: EXPERIENCES OF DEVELOPING A HEUTAGOGICAL ONLINE MODULE AT UNISA

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Problem Statement: How can new technologies be used to enhance learning communities in an online programme?

**Purpose of Study:** This article explores the utilisation of heutagogical principles in a new online programme at the University of South Africa (UNISA). Based on principles of self-guided learning, heutagogy magnifies the role of the student. The article also sheds light on how UNISA's online module maximises the effectiveness of heutagogy.

**Research Methods:** The researchers observed the formulation of an innovative heutagogical module. They used documentary analysis to trace the development of the module and investigate its potential.

**Conclusions:** Online learning is beginning to make indelible inroads in South African higher education institutions. Although in its incipient stages in a few institutions it shows much promise for the future student who will study away from the actual university. Higher education institutions perceive the need to be of service to a large number of students who are not necessarily in the vicinity of the campuses. It then appears that the "new" universities will be incomplete without the introduction of effective online programmes. These programmes will be part of the future university and will ensure student productivity while also responding to the calls for massification.

**Keywords:** Andragogy; Heutagogy; Responsive University; Constructivist Learning

#### THE PREVALENCE OF ATTENTION DEFICIT/HYPERACTIVITY DISORDER (ADHD) IN HAMEDAN'S PRIMARY SCHOOL STUDENTS-WEST OF IRAN

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Abolghasem Yaghobi: Ph.D. Assistant Professor, Department of Psychology, Boo Ali Sina University, Hamedan, Iran.

**Problem Statement:** Attention deficit/ hyperactivity disorder (ADHD) is the most common developmental-neurological disorder in children that its problems remain even after adolescence. Early diagnosis and interference requires epidemiological studies.

Research about the prevalence of ADHD has had different results, the reason of which may be employing different measures and definitions and using various tools and individuals for evaluation.

**Purpose of Study:** This research was conducted to measure rates of attention deficit/hyperactivity disorder among Hamedan' primary school students.

**Research Methods:** Present research used descriptive- survey method and its participants were included 7-12 years old Hamedan' primary school students. 1938 students (988 boys and 950 girls) were selected using random-cluster sampling method. For gathering information Conners Parent Rating Scale-Revised Version (CPRS-R), Conners Teacher Rating Scale Revised Version (CTRS-R), clinical interview according to DM-IV-TR criteria, and questionnaire were used. Data analysis was conducted using t-test, correlation coefficient and chi-square by SPSS software.

**Findings:** Results showed that total prevalence of ADHD is about 8.62%, 12.55% among boys and 4.53% among girls. Prevalence of attention-deficit, hyperactivity inattentive and combined subtypes is 6.17, 4.25, 2.13 percent among boys and 2.84, 1.16, and 0.53 percent among girls respectively. Prevalence of ADHD among girls was about three times more than boys.

**Conclusions:** Prevalence of attention deficit/hyperactivity disorder among Hamedan's primary school students match with findings of many researches. Diagnosis, offering psychological services and early consultation is necessary for this disorder.

**Keywords:** Attention deficit/ hyperactivity disorder, prevalence, primary school students, Iran-Hamedan

#### SELF-EFFICACY WHILST PERFORMING COUNSELLING PRACTICUM PROMOTES COUNSELLOR TRAINEES DEVELOPMENT: MALAYSIAN PERSPECTIVE

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Counsellor trainee self-efficacy explains capability to perform the role of counsellor. Being able to practice their role as well to apply counselling skills whilst performing counselling practicum promotes trainee perceived self-efficacy. Counselling practicum

provides opportunities for trainees to practice their knowledge and skills with the real clients as well as to gain experience for future work. Despite this, counselling practicum involves fulfilling the required tasks. Being able to fulfil the required task may contribute to their self-efficacy and promote their development as a counsellor. The aim of this article is to explore self-efficacy experienced by counsellor trainees, and in what ways those experiences promote development. Qualitative methods involving a series of semi-structured interviews, journal writing, observation and review of related documents were employed with ten participants during the counselling practicum. The findings of the study revealed that self-efficacy among counsellor trainees develop during their counselling practicum. The stories of the trainees indicated that development of efficacy among counsellor trainees involve acceptance of the tasks and roles, openness to new experiences as well as realistic perceptions on the situation. Development of the counsellor trainees whilst counselling practicum is not a smooth process, however their perceived self-efficacy is increased continuously. Performing the role of counsellor and engaging in the counselling practicum creates opportunities to test and be tested in their ability as a counsellor, which promotes their perceived self-efficacy and impacts their development as a counsellor.

Keywords: counsellor trainee, self-efficacy, counsellor development, counselling practicum

#### DELINQUENCY: TRACING THROUGH GUIDANCE AND COUNSELLING THE CAUSATIVES ENGENDERING, PERSISTING AND INCUBATING FOR TIMELY INTERVENTION PROGRAMME

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Problem Statement: Abstract ".....the system blames and punishes the offender, but will not the unchanged circumstances, if ungoverned produce many such....?"

This paper Purposes to explicate and investigate the cognizance of delinquents to adumbrate through rational inferences the causatives that engender the delinquent contributes; the circumstances, the causal agents and the environment factors that holds the delinquent to persist in the situation which they assume and admit as fitting and any correction appears to be intolerable, obnoxious and unwelcome. The existing condition pander's them to hold to the situation and find consolidation in it. The persons, the conditionses, their participation and strong adherence barricade them to emerge out from incubation, accession and transcendence. The Methodology of this paper acquaints the reader with the unalienable situation of the delinquent break through and the external factors that add to linger in this condition with their self acclamation. These outcomes creates blockages in accepting any assistance from the near ones or any outsider. Counselling is used as a tool to draw out the inferences along with scientific psychological tests and the help of teachers, parents and medical experts becomes essential. The Finding was highly sensitive and required series of counselling with parents, larger family, social group, friends and teachers. It was touching and impressive to explore the world and explain; cognizant characteristics their budding and growth. The limitations include acceptance of counselling as a tool, time consuming, extra burden, interfering and too liberal in practice. The essence that delinquents should be interrogated for their state becomes implausible and arguable. The Implications included support from other sources; psychiatrist, physiotherapist, psychologist and doctors. Display sensitivity towards the delinquent's problems and intervene at the appropriate statuses by either teacher at school (or) and parents at home to penetrate, arrest and retrovert the problem and resituate delinquents life through discretion, patience, perseverance and prudence.

Key Words: Counselling, engendering factors, persisting circumstances, incubating causatives, and timely interventions.

Research Methods: Qualitative Research (Case Study)

#### MODIFIED IMPACT FACTOR (MIF) AT SPECIALITY LEVEL: A WAY FORWARD

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**Problem Statement:** Impact Factor is published and loved or perished and despised. Despite many opponents, still it is gold standard in the field of bibliometric. Its opposition is mainly because of inter and intra disciplinary discrepancies. The issues of comparison of the impact factors (IF) of different fields are just like comparison of oranges to apples.

**Purpose of Study:** We tried to devise a simpler method named as Modified Impact Factor (MIF) at disciplines, branches and specialty level without jeopardizing the concept of Journal Impact Factor (JIF/IF) used by Journal Citation Report (JCR).

**Research Methods:** Red, Yellow and Green Modified IF (MIF) are representative of disciplines, branches and specialties respectively. In this method, the Highest ISI Journal Impact Factor (JIF) of that particular field was taken as a reference point and considered as 100% (simply 100) for that field & termed as Highest Modified Impact Factor (HMIF). MIF of other group members were calculated compared to this Highest Modified Impact Factor (HMIF) to remove inter or intra-disciplinary discrepancies by normalization process. For this purpose 10 Top Journals with high IF during 2010 from Medical & Engineering disciplines were taken. Then impact factor of their branches and specialties were accounted and converted to modified impact factors.

**Findings:** Comparative analysis of Modified Impact Factor was more meaningful to remove inter and intra disciplinary discrepancies not only at main discipline level but at branch and speciality level too.

**Conclusions:** This new method will help universities as well as researchers to find their proper place values at the specialty level in the era of advancing bibliometric in general & journal reputation, in particular.

**Keywords:** bibliometric; impact factor; citation index; normalized impact factor

**EXECUTIVE DYSFUNCTION AMONG CHILDREN WITH LEARNING DISABILITIES**  
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 Mumbai, India

**Problem Statement:**  
 Executive functions are those functions that enable us to plan ahead, organize our work, make good use of time, break down tasks into workable units, consider consequences, and a host of other activities. Poor executive functions can appear at any time in life, among the elderly as well as symptomatic with a number of disabilities. It works differently for each one of us, as each individual is uniquely strong or competent in some cognitive control areas and weaker in others.

Children with Learning Disability struggle with work-completion, organization, and motivation for any task which is perceived as difficult, frustrating, or simply unappealing. While most of them may exhibit information processing difficulty, it is possible that they also display broader executive functioning problems, which may simply reflect a breakdown in the overall 'organization'.

The study thus aims to investigate 'Executive Dysfunction among children with Learning Disabilities'

**Purpose of Study:**  
 The present study aims to identify particular executive dysfunction components on which children with learning disability struggle.

**Research Methods:**  
 A range of executive functioning skills was compared among 25 children, ages 10 to 14 years. The BRIEF inventory was used to utilize parents and teachers input in the evaluation of the child's behavioral functioning.

**Findings:**  
 The study provides an understanding of the executive function profile of children with learning Disability. Results indicate that most children with Learning Disability exhibited Metacognitive deficits, which are responsible for a variety of learning disabilities in reading, writing, math skills and content area learning.

**Conclusions:**  
 Children with Learning Disability display executive skill deficits such as disorganization, getting started, and failure to submit completed homework in a timely manner. Failure to perform these tasks, on the surface may appear to be laziness but in reality it looks like a neurological deficit which makes these tasks extremely difficult for students.

**Keywords:**  
 Executive function, metacognition, Self-Regulatory functions, learning disability

## SOCIAL AND EMOTIONAL EDUCATION THROUGH SOCIO-PEDAGOGICAL PRACTICES

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The reinforcement and development of the emotional and social skills of students is a basic aspiration of modern education. The continuous pursuit of efficient emotional and social educational methods is a dire necessity in our time, given the fact that research data from multiple countries highlight an increase in the social and emotional problems that children and adolescents are facing.

At the same time, one of the primary objectives of Social Pedagogy in modern education is as a factor of social cohesion, aiming at the protection of the diversity of individuals or groups, while simultaneously avoiding becoming a cause of social exclusion. The search for strategies, techniques and practices that will indicate the value of diversity and uniqueness through the school environment is a prerequisite for Social Pedagogy, in view of the fact that once we educate our children to appreciate their uniqueness and show respect towards every form of diversity, we may be able to decrease or eliminate various social and emotional problems created by this very lack of respect.

In this paper we will present concisely a research conducted on pupils of primary schools and their teachers. This is part of a wider research project that is currently underway.

The program's main purpose is to approach and denote the sociopedagogic aspects of various forms of diversity and uniqueness using symbiosophie (according to Morin, 1999), meaning the wisdom of living among others in such a way that can safeguard diversity through unity. The purpose of this research was the reinforcement and development of the emotional and social skills of the participants. Its philosophical and theoretical framework is Systems Science.

Methodologically it was based on the combined utilisation of Collaborative Action Research and the process of Knowledge Management. It was accomplished in three phases and five stages. A formative and summative evaluation was conducted by different teams of evaluators.

The findings showed improvement in: emotional skills (expansion of selfawareness, ability to express and manage emotions, reinforcement of selfesteem, acceptance of personal responsibility, decision making) and social skills (empathy, relationship management, respect towards diversity, collaboration).

In conclusion, it is proven there can be a dissemination of sociopedagogical practices in socialemotional education, as well as interdisciplinary connections between them with remarkable results.

Keywords: Emotional Skills, Social Skills, Social Pedagogy, Collaborative Action Research, Knowledge Management

## THE PREVALENCE OF ATTENTION DEFICIT HYPERACTIVITY DISORDER AMONG ELEMENTARY SCHOOL CHILDREN IN THE KINGDOME OF SAUDI ARABIA

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Problem Statement:

Attention Deficit Hyperactivity Disorder (ADHD) is a neurological based disorder that is considered to be the most common behavioral disorder among school children.

According to American Psychiatric Association ADHD affects approximately 3-10% of the school-aged population in the United States.

(ADHD) is a disorder of childhood onset that is characterized by developmentally inappropriate levels of inattention and/or hyperactivity-impulsivity. ADHD is associated with significant deficits in behavioral, emotional, academic, and social functioning.

In Saudi Arabia no previous study has estimated the prevalence of ADHD among school children. This study will in

Purpose of Study:

This study aims to estimate the prevalence of Attention-Deficit/Hyperactivity Disorder (ADHD) symptoms in the elementary school population in the kingdom of Saudi Arabia according to: age and gender variables. Out of the schoolchildren studying in elementary schools of jeddeh city

A total of (3000) male and female students who were selected through stratified random sampling participated in the study. The participants were selected by having teachers complete the (ADHD-IV Scale) that has been translated into Arabic and modified by the researcher. The scale consisted of (18) items including all of the Diagnostic and Statistical Manual of Mental Disorders, fourth edition (DSM- IV) criteria to diagnose the three subtypes of (ADHD) based on two dimensions with three types : a. predominantly inattentive type, b. predominantly hyperactive/impulsive type, and c. combined type.

Findings: Since our study is under processing, no findings have been revealed yet. It is expected to be finished by the middle of May 2012.

Keywords: ADHD, special education, school children, prevalence

#### THE EFFECT OF A PSYCHO EDUCATIONAL PROGRAM FOR MOTHERS OF EDUCABLE MENTALLY RETARDED CHILDREN: BASED ON ROY'S ADAPTATION THEORY

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Problem Statement: When a family is aware of their child's health problem, they may experience a wide range of negative emotions and stressors that can significantly disrupt their coping mechanisms. Theoretical models of stress suggest that cognitive appraisal and coping mechanisms may play a mediating role in the stress process.

Purpose of Study: This study conducted to assess the effectiveness of an educational program based on Roy's adaptation theory for mothers of educable mentally retarded children.

Research Methods: The present study is quasi-experimental with single group pre test and post test design. The sample includes 40 mothers with educable mentally retarded children. Sampling was random and based on Poisson Model. A cognitive-behavioral program based on Roy's adaptation theory that designed for promoting adaptation modes in these mothers was held. The program consisted of four weekly group sessions for two hours. Participants completed Adaptation Modes Questionnaire before workshops and 4-6 weeks after the end of fourth sessions.

Findings: Comparison of four adaptation modes scores at pre test and post test showed significant differences in all modes ( $P < 0.001$ ). Results of correlation between total adaptation level and each of demographic variables scores showed significant differences with two variables: the time of understanding child's diagnosis by mothers ( $P = 0.02$ ) and the grade of birth in mentally retarded child ( $P = 0.05$ ).

Conclusions: The findings have identified that psycho educational program based on adaptation theory of Roy can effect on physiologic, self-esteem, role function and interdependence dimensions and wholly adaptation level in mothers of intellectual disabled children.

Keywords: Roy's adaptation Theory, Educable Mentally Retarded Children, Psycho educational Program

#### EFFECTIVENESS OF SAND TRAY SHORT TERM GROUP THERAPY WITH GRIEVING YOUTH

Sh. Roubenzadeh MA\* ; A. Abedin PhD ; M.heydari

Problem Statement:

Losing a beloved person with whom one is deeply involved is like falling into an abyss of infinity leading to an undesirable feeling which in turn may cause mourning. The grief reactions differ from person to person depending on the circumstances of the occurred

calamities, religious, social and cultural beliefs and in general the perceived meaning of the death for the bereaved. Adolescents are one of the vulnerable groups in facing the loss. The grief process may nullify the personal assumptions regarding the world (spiritual assimilation), relations with others, and personal identity (inner world). Hence, it is indispensable to provide interventions for healing the wounds stemming from the loss. Among various approaches, play therapy is one of the best treatments for grief in the juveniles. Play therapy is the process of making conscious and verbalization of the unconscious and the nonverbal issues. Sand tray therapy is a sort of play therapy which provides people an opportunity to express themselves in a creative and nonverbal way. Currently this kind of therapy is considered as an effective method to work with children and adolescents. However, despite the high rate of mortality in world. there is not enough research conducted in this regard.

Purpose of Study: Hence in this research will be studied Appraisal of effectiveness of sand tray Short term group therapy with grieving youth

Research Methods: For this purpose 20 person who had lost a close family member in the last two years were selected as the participations in the study through purposive sampling and then randomly placed in a control and an experimental group of 10 person each. first, as a pre- test, participation filled out the Grief Experience Inventory .The experimental group as intervention received 90 minute twice in a week sand tray therapy sessions for six weeks. The control group was did not receive any intervention. All the test was again administrated on both groups upon termination of interventions. The data analysis was carried out using descriptive statistic and Mixed ANOVA.

Findings:

Results show that the mean values of experimental group on GEQ-34 and its subscales of search for somatic reaction, guilt feeling, and rejection feeling were reduced significantly on post test. Conclusions: . So Sand Tray Short Term Group Therapy seem to be an effective and useful technique in reducing intensity of grief experience among adolescent; this is afforded through providing safe environment for modelling loss coping skills and making emotional catharsis possible.

Key words: Juveniles, mourning, group sand tray therapy, effectiveness prose of teraphy

#### THE EFFECT OF PROPORTION COMMON ITEMS' WITH MIXED FORMAT TEST ON MULTIDIMENSIONAL ITEM RESPONSE THEORY LINKING

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Numerous assessments contain a mixture of multiple choice and constructed response item types, which are found to measure more than one trait. Thus, there is a need for multidimensional dichotomous and polytomous item response theory modelling solutions, including multidimensional linking scores. Common items are the most important of linking scores. Practitioners need empirical data to inform their selection of the number common items' for linking scores. Previous research conducted in tests composed exclusively of multiple-choice items demonstrated that common-item sets should be representative of the overall test. The extent to which the number of common items in a mixed-format test differed measured different aspects of the construct. This research explored the effects of proportion common items' with mixed format test on the Multidimensional Item Response Theory linking by Non-Orthogonal Procrustes Method. There were 3 conditions of proportion common items with mixed format test consisting of 20%, 25% and, 30% of total items, respectively. This research was based on data simulation using Monte Carlo Method and included 3,000 examinees. Data simulation consisted of three steps - generating true item parameters and response patterns for each grade level, calibrating multidimensional item response theory parameter model, and equating the procedure of linking. Root-mean squared error (RMSE) and BIAS were used as criteria to compare the quality of linking scores in each condition. Results showed that the proportion of common items affected the difference between the stability and the accuracy of linking method at .05 significant level. In other words, the difference

in quality linking method depended on proportion of common items, especially the condition of 30% which approximated to multidimensional linking scores.

Keyword: Multidimensional Item Response Theory, Linking Scores, Mixed Format Test, Anchor Items, Non-Orthogonal Procrusted Rotation

#### THE CORE COMPETENCIES OF THE PORTUGUESE SUPERVISOR'S PROFILE FOR SIGN LANGUAGE INTERPRETERS STUDENTS

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**Problem Statement:** Professionals who work with students in the practice settings have an important role for their know-how and performance. In Portugal, sign language interpreter is a recent profession and as a result the profile of the students' supervisor has not been defined yet. Therefore, we decided to carry out a research whose the problem was: which are the core competencies of the Portuguese sign language interpreters students' supervisor?

**Purpose of Study:** The aim of this research was to identify the supervisor's profile of the Portuguese sign language interpreters students that improves and develops their knowledge and skills.

**Research Methods:** This was a qualitative study and we used a modified Delphi technique. The panel of experts was constituted by 12 Portuguese sign language interpreters' supervisors that were attending the master degree in Portuguese sign language translation and interpretation in an Oporto College.

**Findings:** Consensus was obtained in the second round. The panel of experts pointed out that the supervisor's profile should have 41 competencies that cut cross other areas than education. The competency with the lowest score was "teacher", whereas competencies such as "teamwork", "orientation", "updated", "ability" and "willingness", were the ones with the highest.

**Conclusions:** To be supervisor of Portuguese sign language interpreters students demands competencies which are common to others subjects. However, some of them proved to be more important in this area because of the specificity of the profession.

Keywords: Supervisor; Profile; Delphi Technique; Portuguese Sign Language Interpreter

#### TEACHER PROFESSIONAL DEVELOPMENT FOR LEARNING ORGANIZATION OF SUFFICIENCY ECONOMY IN SMALL SCHOOLS

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The Ministry of Education, Thailand announced the major scheme for the implementation of Sufficiency Economy in Schools in the country along with the 1999 National Education Act amendment in 2003. The purpose were to establish self-immunization in human capital and develop learners to their full capacity. However, the inequality among schools in Thailand was one of the main problems in educational development. The small schools were among the disadvantage groups. There were not sufficient learning resources, teaching personal and teachers with major in special subject areas, the small schools needed help in their development programs as well as integrating sufficiency economy into the learning and teaching situations. The purposes of this study were 1) to develop teacher professional for Learning Organization on Sufficiency Economy in small schools and 2) to develop principals and teacher's concepts about learning organization on sufficiency economy. This study employed qualitative design by analyzing document and interviewing key informants. The research sample consisted of fives small school under the Office of Khon Kaen Primary Educational Service Area. It was found that teacher's development in Learning Organization on sufficiency Economic in small schools consisted of six step 1) awareness creation, the research employed a study-trip with visit to good practice sites in sufficiency economy, 2) professional development, 3) consensus concept of creation of innovation based on sufficiency economy and classroom research, 4) using community learning resources, 5) observation and reflection, 6) supervision and coaching in conclusion, All teachers accepted and the implemented the integration of sufficiency economy into their classrooms. Moreover, they showed their ability for integrating the philosophy of sufficiency economy into their activities. Finally, most students showed their developments in achievement and attitude.

Keyword: professional development, sufficiency economy, small primary schools

## EXPLORING THE CONSTRUCT VALIDITY OF THE TWO VERSIONS OF THE RESILIENCE SCALE IN AN PORTUGUESE ADOLESCENT SAMPLE

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Keywords: Resilience, construct validation, adolescent

More than ever, evaluate interventions designed to promote resilience as a protective and/or recovery factor related to adolescents mood disorders require reliable and valid measures.

The aim of this study is therefore, to explore the construct validity of the Resilience Scale (RS) respectively 25-item (RS25) long form (Wagnild & Young, 1993) and 14-item (RS14) short form (Wagnild, 1999). Although the authors had used an overall score of resilience level, many studies tried to verify the original five resilience conceptual components. With the Portuguese long versions, the factorial structure has not been consistently reproduced.

In a portuguese adolescent sample (n=180), for both versions were assessed dimensionality, internal consistency and concurrent validity.

The RS25 Principal Components Analysis (PCA), to determine the number of components, showed a strong factor, explaining 43.004% of total variance (eigenvalues=10.75) and all the items saturated with loadings values above .520 except the items 13 (.336) e 20 (.268). After these items removed the new PCA indicate the increase of explained variance (46.015%). The new RS23 internal consistency reliability was estimated with Cronbach's alpha (alpha=0.945).

The same psychometrics procedures were conduct for the RS14 and again the unidimensionality of the scale was in evidence. The item 13 had low item loading (.337) and were remove. A new PCA demonstrate 53.23% of total variance explained, and subsequent analysis of consistency (Cronbach alpha=.926) reinforced the appropriate one-factor solution for the RS short form (eigenvalue=6.920).

Convergent validity was demonstrated by a significant positive correlation between the two measures of resilience and flourishing (RS23:  $r = .492$ ;  $p < .001$ ; RS13:  $r = .513$ ,  $p < .001$ ), and divergent validity was demonstrated by a significant negative correlation between resilience and anxiety symptoms (RS23:  $r = -.283$ ,  $p < .001$ ; RS13:  $r = -.278$ ,  $p < .01$ ). The resilience was not related to a depression indicator.

This analysis supports the useful instruments potentiality to assess resilience in the Portuguese adolescent populations and support the pertinence of the overall score obtain with the modified versions RS23 and RS13, as on the basis of the psychometric properties founded.

However further work is needed with a large sample of adolescents and to enhance the linguistic accuracy and cultural appropriateness of the translation.

## A TRAINING OF LEARNING SKILLS FOR ADOLESCENTS WITH ADHD (LEJA) – OVERALL EFFECTIVENESS

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Problem Statement:

Adolescents with ADHD are severely impaired in coping with their developmental tasks. Problems arise mainly in the field of learning behavior and organisation besides social problems. So far there is no empirically validated specific program to treat this special group in German speaking countries.

Purpose of Study:

A training of learning skills has been developed based upon empirical findings of efficacy. The goal of the presented analysis is to state the overall effectiveness of the training.

Research Methods:

Several Pre-Post-Follow-up measures were taken over the course of approximately one year across three groups. LeJA intervention, wait-list control and alternative intervention group were compared using generalized linear mixed models.

Findings:

In a sample of  $n = 107$  (age 12-17) positive effects were found for the LeJA group in comparison to the wait-list control group but compared to the alternative intervention only a few measures prove LeJA's superiority .

Conclusions:

LeJA seems to benefit adolescents with ADHD. But compared to a non-specific intervention treatment effects were not as good as expected. Possible reasons are non-specific effects of intervention and differences in intervention design.

Keywords:

ADHD, Adolescence, Learning Training, CBT, Evaluation

#### THE DEVELOPMENT OF TEACHING PATTERN FOR PROMOTING THE BUILDING UP OF CHARACTER EDUCATION BASED ON SUFFICIENCY ECONOMY PHILOSOPHY IN THAILAND

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Character Education is a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through an emphasis on Sufficiency Economy Philosophy. The objective of this study was to develop of teaching pattern for promoting the building up of character education based on Sufficiency Economy Philosophy in Thailand. The process of this study was to adapt from Delphi Technique process by inspection of the expertise and statistical analysis systematically to acquire an efficiency of the teaching pattern model for teachers and academic sectors. The target group composed of 7 principals, 6 educational supervisors, and 18 teachers from Northeastern region schools. The research tools were questionnaires which were collected 3 times from the target group to acquire consensus conclusion. The conclusion of the development of teaching pattern of character education based on sufficiency economy philosophy for students from Northeastern region schools were 1. Specify learning unit step by using development activities to analyze sufficiency economy philosophy: to indicate course description, to build up semantic maps, and to organize reversible learning unit. 2. Design learning management: provide learning management plan by using project based learning and community resource. 3. Application: teaching practice under supervision, collect the data, conclusion, and publication.

Keyword: Sufficiency Economy Philosophy, Character Education, Teaching Pattern, Basic Education

#### INCREASING THE EXPRESSIVE VOCABULARY OF YOUNG CHILDREN LEARNING ENGLISH AS A SECOND LANGUAGE THROUGH PARENT INVOLVEMENT

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Problem Statement: Parent involvement is key to children's school success. Involved parents have children who earn higher grades, have better school attendance, increased graduation rates, and higher test scores (Henderson & Mapp, 2002). However, research has shown that parent involvement in homes where a language other than English is spoken is significantly less than homes where both parents speak English. Families in which parents' primary language at home is Spanish have especially low rates of participation in literacy activities (National Research Council, 2006).

Purpose of Study: This study was designed to see the effect weekly parent training sessions in dialogic (shared) reading would have on English Language Learning (ELL) preschool students' vocabulary achievement and their literacy interactions with their parents or caregivers.

Research Methods: Two groups of native Spanish speaking parents of preschoolers were studied. The first group attended dialogic reading training at their child's school for 15 minutes a day 3 days a week every other week over a 10 week period. The second group received no training, but attended their child's school daily to read aloud with their child.

Findings: Parents' literacy interactions with their children were measured using the Adult-Child Interactive Reading Inventory (ACIRI). The parent group that received dialogic training exhibited significantly more interactions with their child regarding questioning, elaboration, labeling, and offering ideas than the group with no training. Preschool children of parents who received training had a significant increase in the number of pictures they were able to identify and attempted to identify significantly more picture

cards than the control group when taking the picture naming portion of the Get It, Got It, Go (GGG) preschool screening.

Conclusions: Dialogic reading can be used to effectively increase ELL parents' literacy interactions with their preschool-aged child. This results in increased vocabulary for the child.

Keywords: English Language Learners, Preschool, Parent Involvement

#### IRANIAN EFL LEARNERS' ATTITUDES TOWARD CORRECTION OF ORAL ERRORS

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Problem Statement: The correction of learner's oral errors in classroom has always been the main concern of many researchers and educators. Based on the ideas of learner-centered approach toward language teaching process, it needs to consider learners' reactions and feelings toward error correction as we do in other aspects of learning. While there are considerable number of studies that focus on the issue of error correction and error analysis, relatively few studies have been carried out related to EFL learner's attitude toward error correction methods during the class time.

Purpose of Study: It is essential to know what happens to the learners when they are corrected because the focus of this interest generally has been restricted to one side of the desk - the teachers' (Chenoweth et al, 1983). In this regard EFL learner's attitude toward the error correction is of utmost importance and it can facilitate the language learning process. Therefore, this study tries to answer to the questions about 1) EFL learners' attitude toward error correction, 2) their preferences about the correction of different types of errors, and 3) their preferences about different methods of correction. Research Methods: Thirteen undergraduates were studied. These students were at the advanced level and studying TEFL. Students' attitudes and perceptions were studied through a questionnaire.

Findings: The results showed that EFL learners have strongly positive attitudes toward correction of all errors by their teacher and they prefer correction of phonology and grammar errors more than others and they would rather self-correction among methods.

Conclusions: The present findings shed light on some differences between teachers and learners attitude and preferences related to correction of oral errors in classroom. But these differences must be considered and remedied so that the expectations of learners and teachers become closer and the learning process will be more successful and useful for both sides.

Keywords: Error, EFL Learner's Attitude, Error Correction Methods

#### EMPOWERING ESL READERS WITH METACOGNITIVE READING STRATEGIES

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Problem Statement:

Reading is regarded as one of the essential skills for learners wanting to attend university. Many researchers believe that readers need to be aware of and employ effective reading strategies in order to be able to read accurately the information from print and beyond. In the academic context, reading involves numerous activities such as understanding and remembering ideas, identifying and selectively attending to important information, monitoring comprehension and learning, synthesizing information as well as critically evaluating a text. As readers, they interact with the text and their strategic actions lead them to effective reading comprehension. Strategic knowledge (metacognition) and monitoring of the comprehension processes is an important aspect in skilled reading. Previous studies have evidence that indicated many second language learners are ill-equipped to handle the academic reading demands. One of the most cited reasons is that these learners are not making full use of their own cognitive process or metacognition to regulate their reading abilities.

Purpose of Study:

This paper aims to explicate the metacognitive reading strategies employed by a group of EFL undergraduates when reading academic texts at a public university.

**Research Methods:**

A quantitative research design is used to collect data from a group of 41 respondents. A questionnaire which consists 30 items that are categorized into 3 components: global reading strategies, problem-solving strategies and support reading strategies are used as the main research instrument. Data is analysed quantitatively.

**Findings:**

The findings showed that there is a range of moderate to high level of metacognitive strategy use among the undergraduates. The overall mean scores for all the three categories are Global (M= 3.73) Support (M= 3.38) and Problem solving (M= 4.10). The findings showed that the respondents are conscious of their process of constructing meaning from the reading text. They are able to utilize a wide array of metacognitive reading strategies to achieve comprehension.

**Conclusions:**

These findings support many other studies which assert that effective L2 readers, like their native counterparts, are aware of a multitude of metacognitive reading strategies available for use and these strategies will eventually helped them to become skilled readers.

**Keywords:**

Metacognitive Reading Strategies, EFL Readers, Reading Comprehension, Second language

### THE DIFFERENCES IN THE RECEPTIVE AND PRODUCTIVE VOCABULARY SIZE OF A BILINGUAL BOY SPEAKING ENGLISH AND TURKISH

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Large numbers of children in today's world acquire one language as their native language while subsequently learning another. There are also a lot of children who are acquiring two or more languages simultaneously in early childhood as part of the natural consequences of being a member of bilingual families or communities. Since bilingualism brings advantages to children's future development, understanding how a bilingual child acquires the lexicon becomes a question of interest. Thus this study aimed to assess and describe the differences in the receptive and productive vocabulary size of a bilingual boy speaking English and Turkish. The Peabody Picture Vocabulary Test III (PPVT) by Dunn & Dunn (1997) was used as a tool in measuring a bilingual boy's (3;10) productive and receptive vocabulary. The results suggested that the child performed better in English than Turkish. He produced 96 % correct vocabulary in English whereas the number declined to 67% in Turkish. However the child's receptive vocabulary was almost equal in both languages. The study revealed that the frequency of exposure and differences in context can cause differences in vocabulary size of a bilingual child. As De Houwer (1990) suggests, children who receive primary input in each language from different interlocutors (such as a mother, father, or siblings) may acquire different lexical repertoires in each language because different people talk about different things.

### SECOND LANGUAGE RESEARCH FINDINGS: A WRONG GENERALIZATION TO EFL STUDIES

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Many researches have been conducted in TEFL around the world both in countries that English is taught as a second language and those in which English is learned as a foreign language. There is a general awareness among specialists of this field that there are outstanding differences between the two. What has been neglected so far is the credibility of literature review of those papers conducted in foreign language context using SLA reference as support to their research in the literature review. This paper is an attempt to show the controversy that while in Iran (an EFL situation) the researches are designed in EFL context, there are significant references of support to the studies conducted in ESL environment. To do so, around 30 MA theses of TEFL at Ferdowsy University which were experimentally conducted were studied. The results show that a significant number flawed support references in the literature.

Keywords: ESL/ EFL, Teaching/Learning context, Foreign/Second language research.

## THE IMPACT OF IMAGERY STRATEGY ON EFL LEARNERS' VOCABULARY LEARNING

Yagoub Zahedi, Islamic Azad University, Shahindej Branch  
Morteza Abdi, Islamic Azad University, Malekan Branch

**Problem Statement:** Without any question, learning English vocabulary is an important benchmark for the university students. However, some students in Iran have great difficulty in learning English vocabulary. According to depth of processing hypothesis (Craik & Lockhart, 1972), how well information is remembered is not a function of how long a person is exposed to that information, but rather depends on the nature of the cognitive processes that are employed to process that information. Simply put, the idea is that when more cognitive resources are used in processing a word or phrase, more attention is paid, and the word or phrase is better retained.

**Purpose of Study:** The purpose of the present study is to investigate the impact of imagery strategy on vocabulary recall of 40 Iranian EFL learners. Simply put, the study is an attempt to compare the impact of teaching vocabulary through imagery strategy on the experimental group in comparison to the control group, where the students will learn the meaning of new vocabulary items through traditional direct translation.

**Research Methods:** The design of the study was quasi-experimental, including one experimental and one control group. The experimental group received instruction based on imagery strategy; however, the control group was instructed based on the traditional direct translation in their vocabulary learning process. Following the data collection, the participants' performances on the pre test and post test were measured with respect to vocabulary learning. Later, the data were submitted to statistical analysis which included two independent samples t-tests to compare the effect of imagery strategy on vocabulary learning in the pre test and post test.

**Findings:** The obtained results revealed that while the imagery strategy resulted in the improvement of participants' vocabulary learning in the experimental group, the participants' vocabulary learning through traditional way was not significant in the control group.

**Conclusions:** In this study, the obtained findings indicate that semantic mapping strategy engages learners in more cognitive activity, deeper processing, and higher retention in vocabulary learning.

**Keywords:** imagery strategy, direct translation strategy, vocabulary learning

## THE EFFECT OF SEMANTIC MAPPING STRATEGY ON EFL LEARNERS' VOCABULARY LEARNING

Yagoub Zahedi, Islamic Azad University, Shahindej Branch  
Morteza Abdi, Islamic Azad University, Malekan Branch

**Problem Statement:** Without any question, learning English vocabulary is an important benchmark for the university students. However, some students in Iran have great difficulty in learning English vocabulary. According to depth of processing hypothesis (Craik & Lockhart, 1972), how well information is remembered is not a function of how long a person is exposed to that information, but rather depends on the nature of the cognitive processes that are employed to process that information. Simply put, the idea is that when more cognitive resources are used in processing a word or phrase, more attention is paid, and the word or phrase is better retained.

**Purpose of Study:** The purpose of the present study is to investigate the effect of semantic mapping strategy on vocabulary recall of 40 Iranian EFL learners. Simply put, the study is an attempt to compare the impact of teaching vocabulary through semantic mapping strategy on the experimental group in comparison to the control group, where the students will learn the meaning of new vocabulary items through traditional direct translation.

**Research Methods:** The design of the study was quasi-experimental, including one experimental and one control group. The experimental group received instruction based on semantic mapping strategy; however, the control group was instructed based on the traditional direct translation in their vocabulary learning process. Following the data collection, the participants' performances on the pre test and post test were measured with respect to vocabulary learning. Later, the data were submitted to statistical analysis which included two independent samples t-tests to compare the effect of semantic mapping strategy on vocabulary learning in the pre test and post test.

Findings: The obtained results revealed that while the semantic mapping strategy resulted in the improvement of participants' vocabulary learning in the experimental group, the participants' vocabulary learning through traditional way was not significant in the control group.

Conclusions: In this study, the obtained findings indicate that semantic mapping strategy engages learners in more cognitive activity, deeper processing, and higher retention in vocabulary learning.

Keywords: semantic mapping strategy, direct translation strategy, vocabulary learning

#### MEASURES OF ELIMINATING EFL STUDENTS' ERRORS IN WRITING

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Problem Statement: As far as the writing skill is concerned, our EFL students are suffering from a serious problem while writing using the target language "English". For this reason through this paper we seek an answer to the following question: What mainly lead our students to commit such number of errors when writing in English? And what measures should be taken to eliminate their occurrences again?

Purpose of Study: This presentation aims at spotting the light on those factors behind EFL students' deficiencies in the writing skill and finding the way that help them write correctly and effectively.

Research Methods: We relied mainly on:

1. Observation made while correcting students' exam papers, homework, research papers, and classroom production and the number of errors they commit.
2. Questionnaires addressed to around 25 teachers of the English Department Mohamed Khider University (full-time and part-time teachers) in addition to 60 students of different levels (10 students of each level L1, L2, L3, M1, M2 and 4th Classic) to collect information about their awareness of the writing skill importance, their motivation to write in English and the way they correct their errors.

Findings: More than 60% of the respondents from the teachers pointed out those EFL students are unaware of the importance of the writing skill, in addition to their poor level in writing.

Over 50% of the informants from the students link their weaknesses in writing to their lack of concentration while writing, and around 30% of them stated that they have a lack in mastering English grammar rules and that they are unaware of the writing skill importance.

Conclusions: students' deficiencies in the writing skill are the result of their poor background knowledge in the target language and the lack of practice, and their low motivation to write in English. In addition, the teachers agreed that the most suitable measures are to encourage students to write more, supply feedback immediately and call for peer correction.

Keywords: Measures, Writing Errors, EFL students, Eliminating, M K Biskra University

#### THE IMPACT OF PRE-TASK PLANNING ON THE FLUENCY AND ACCURACY OF IRANIAN EFL LEARNERS' ORAL PERFORMANCE

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Hedayat, Eslami, Islamic Azad University, Miandoab Branch, Iran

Yagoub, Zahedi, Islamic Azad University, Shahindej Branch, Iran

Problem Statement: The assumption is that second language learners possess limited capacities of attention; that the different components of language production and comprehension compete for such limited capacities; and attention to one area (meaning) may be at the cost of another area (form). Accordingly, the instructional choice between attention to form and attention to meaning plays a significant role in this regard (Foster & Skehan, 1999).

Purpose of Study: This study intended to explore the impact of pre-task planning (strategic planning) on 40 Iranian EFL learners' fluency and accuracy within task-based oral performance at Islamic Azad University-Maragheh Branch.

Research Methods: A quasi-experimental design with experimental and control groups was employed in this study. While the experimental group (unguided planners) was given a 10-minute planning time before the task (decision-making task) performance, the control group (non-planners) was given a zero-planning time. To measure the fluency and

accuracy of the unguided planners and non-planners' oral production, their performance was transcribed. Later, the collected data were coded for the two dimensions of oral production based on the established criteria. Two independent samples t-tests were run to compare the participants' oral performance.

Findings: The obtained findings reveal that while pre-task planning resulted in improvement in learners' fluency, the accuracy of learners' oral performance did not improve significantly.

Conclusions: The findings of the present study provided support for the close link between pre-task planning as a metacognitive strategy and fluent oral performance. When learners are provided with the opportunity to plan strategically, they remember the content better than linguistic structures. Simply put, when learners are given time prior to their actual task performance, they think more about the content itself rather than the form. They get involved in performing the task and put emphasis on fluency at the cost of accuracy due to limited available capacity of attention.

Keywords: pre-task planning, fluency, accuracy, decision-making task, oral performance

#### SOCIAL MEDIA'S LEARNING OUTCOMES WITHIN WRITING INSTRUCTION IN THE EFL CLASSROOM: EXPLORING, IMPLEMENTING AND ANALYZING STORIFY

Delphine Laire, Ghent University, Department of Educational Studies, Belgium

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With the ever growing popularity of computer-mediated communication (NCTE, 2010), new opportunities for second-language teaching are possible. Research has frequently demonstrated the positive impact of Web 2.0 tools such as forums, blogs, and wikis on writing education in foreign-language classrooms. (Liu, Chen & Chang, 2010; Van Coillie, 2010). Particularly, the use of ICT creates a positive student attitude towards learning and writing (De Wever, et al., 2007; Miyazoe & Anderson, 2009). Building on the ideological and technological platform of Web 2.0, other computer-mediated communication such as social media (e.g. Facebook) has become popular (Kaplan & Haenlein, 2009). Social media allows students to generate and exchange content within a real-life situated setting (Sun, 2010). However there is limited research on the use of social media in teaching practices in general, and writing instruction in second-language teaching in particular. An experiment was set up to examine the effectiveness of social media on writing activities within the EFL classroom. We focused on Storify, which stands out amongst social media, as it combines and collects content from existing multiple social networks, and creates the possibility to write your own memorable story by adding text, thus creating numerous writing possibilities within the EFL learning setting. Furthermore, Storify provides real-life assignments as the students are constantly confronted with authentic material. Moreover, this learning environment can easily be defined as an example of communities of practice (Lave & Wenger, 1991; Casteleyn & Mottart, 2010) as it provides the possibility to collaborate with experts (e.g. native speakers) and peers. A specific lesson (2 x 50 min) was designed which benefited from the social media potential of Storify. The lesson was taught to 5 different classes (n=80), after which a survey (Venkatesh et al., 2003) was given to the students to detect their attitude towards this new teaching tool. The products of the students were analysed qualitatively to explore new possibilities in writing instruction. Finally, a focus group of teachers was organized. The final paper will provide the results of the experiment and analyze its implications for writing instruction in EFL education.

Keywords: effective teaching practices, second language teaching, social media, writing instruction, secondary schools

#### THE NEW PEDAGOGICAL PRACTICES WITHIN THE LMD SYSTEM: PERCEPTIONS OF EFL FACULTY MEMBERS

Meriem Azzi

Problem Statement:

Educational systems are often forced to alter their practices to keep pace with the changes taking place worldwide. Underlying these changes is the idea that the educational sector is often viewed by governments as a means to make their countries more competitive in the international arena. To serve this aim, Higher Education in Algeria

has launched the LMD system ( Licence, Master, Doctorate) which is the consequence of the “ Bologna Process”.

One of the major tenets of the LMD system is to promote new pedagogical practices aiming to affect both the teaching process and profession. Within this system, teachers are required to:

- Develop the contents of their pedagogical programmes
- Adopt the learner-centered approach
- Provide ongoing assessment

However, although the new practices have promising results both to enhance the quality of teaching and learning, and to develop the teachers academically and professionally, they are hardly adopted in EFL departments.

Purpose of Study:

The main concern of the study is to attempt to answer the following research question: Why have EFL teachers failed to adopt the new pedagogical practices within the LMD system in Algeria?

The study takes the view that within the LMD system, academics are required to innovate their pedagogical practices. Hence, the factors inhibiting their adoption might be related to their perceptions of these innovations. It is built on Rogers' innovation adoption/diffusion framework (1995) which considers the innovation perceived characteristics as a major factor accounting for its success/ failure to be adopted.

Research Methods:

The study is a small-scale survey conducted in the EFL Department at sétif University ( Algeria). The primary method of data collection is the questionnaire.

Findings:

The results showed that academics might have failed to adopt the new practices because of their negative perceptions regarding the latter's: relative advantage, compatibility, simplicity, trialability and observability.

Conclusions:

In the light of this study, it is recommended that in order to give the pedagogical innovations advocated by the LMD system a reasonable chance to be adopted, the following issues should be considered:

- a-Increasing incentives for change
- b-Nurturing the need for change
- c-Providing committed resources, mainly in terms of training
- d-Networking

Keywords: LMD system in Algeria, pedagogical practices, innovation, Rogers' innovation/adoption framework (1995), teachers' perceptions.

#### ENHANCING ESL LEARNERS' NARRATIVE COMPREHENSION THROUGH READER RESPONSE

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English literature is integral in the context of learning and teaching of English as the second language. ESL learners read and study literary works written in English as one way for them to be exposed to the aesthetic language use. Hence questions may arise as to how to maximise learners' literary reading experience and enhance their narrative comprehension. This study proposes that pedagogical approach based on reader response theory can facilitate ESL readers' interaction with L2 literary texts. In reading narrative texts, ESL learners may be guided to respond to two types of text features; the formal features (stylistics) and the content (story world). Therefore the purpose of this study is to describe ESL learners' response components to literary texts and investigate how two types of reader response strategy implemented by the teacher (Stylistics and Text World) may have an impact on ESL learners' narrative comprehension. The participants for this study were thirty students aged sixteen from one secondary school in the Selangor state, Malaysia. Prior to the strategy training the students completed a Literary Response Questionnaire (LRQ), read two short stories stories from the Literature

Components prescribed by the National English Language Curriculum and responded to them through Reading Logs before answering comprehension questions. After the pre-intervention evaluation, students underwent a strategy training during which they were trained and guided to apply the reader response strategy. The training lasted for twelve weeks using the same short stories. At the end of the strategy training, the students once again answered comprehension questions based on the stories. Selected students were interviewed through Self-probed Retrospective Method to elicit and describe their reading and meaning-making process. Quantitative analysis on comprehension scores and qualitative analysis on the interview transcriptions yield significant pedagogical contribution of reader response strategy towards enhancing ESL learners' narrative comprehension and literary reading experience.

Keywords: ESL Learners, Reader Response, Stylistics, Foregrounding, Literary Reading

#### ERROR IN THE ACQUISITION OF ROMANIAN AS A SECOND LANGUAGE. A CASE STUDY

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##### Problem Statement:

Teaching Romanian as a second language has always been of great interest in the Petroleum Gas University of Ploiesti, as many foreign students are interested in getting a degree mainly in Petroleum Engineering. Coming from various countries of the world, their cultural background is very different, this leading to various problems related to Romanian language acquisition.

##### Purpose of Study:

The purpose of the present study is to analyse the errors made by students coming from Turkmenistan, Bulgaria, Angola and the Ivory Coast who learn Romanian as a second language, that is classifying errors into categories, identifying causes of error production and ways of avoiding making them by using remedial teaching strategies. We will also in view a comparison between the students' errors taking into account their mother tongue and other specific factors connected with language acquisition. We will focus on written errors revealed by students' activity during classes, as well as by the progress tests they take during the semester.

##### Research Methods:

The research methods used by the study consisted in error analysis applying quantitative methods in order to identify the causes of error production.

##### Findings:

Depending on the students' background, there were identified different types of errors (spelling, discourse coherence, vocabulary, morphology and syntaxc ) and causes of error production (mother tongue, interfeenece with English, students' level of understanding and acquisition of Romanian as a second language etc.)

##### Conclusions:

Such a case study proves to be useful for teachers from different perspectives: they obtain a more rapid and effective feedback, they correct errors progressively, and they can lay emphasis on different categories of errors. At the same time, remedial teaching strategies may be improved once the teachers become aware of the students' errors.

Keywords: errors, strategies, remedial teaching, correction

#### BOOSTING FOREIGN LANGUAGE SELF-CONCEPT IN LANGUAGE CLASSROOMS THROUGH COOPERATIVE LEARNING ACTIVITIES

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Problem Statement: What is the effect of cooperative learning activities on foreign language self-concept? And is there a significant correlation between foreign language self-concept and reading comprehension scores?

Purpose of Study: The purpose of this study was to investigate the effects of cooperative learning techniques on foreign language self-concept and exploring the relationship

between the foreign language self-concept and academic success i.e. reading comprehension achievement.

**Research Methods:** This research was carried out through an experimental design with experimental and control groups. In experimental language classrooms students are engaged in cooperative learning techniques whereas in control groups students are exposed to traditional lecture methods for 13 weeks. In the Spring Term of 2005-2006 Academic Year, 182 male Turkish Air Force NCO College students formed the experiment and the control groups which were all randomly chosen. In order to apply cooperative learning techniques successfully all the teaching staff participated in this study attended a cooperative learning in-service training program which lasted for three months. The program comprised the theoretical background, discussion of theory and practice teaching sessions followed by discussions. The data of the research were gathered by the Foreign Language Self-Concept Scale which is developed by the researcher and a reading comprehension placement test.

**Findings:** The results demonstrated that the effect of cooperative learning on foreign language self-concept was found to be insignificant. Furthermore, there was no significant correlation between foreign language self-concept and reading comprehension scores.

**Conclusions:** This study proved that cooperative learning practices enabled the students to participate, act, react, and reflect both individually and in groups of three or four. Although school experiences do shape students' self-concepts, it is concluded that 13 weeks is not enough to change attitudes. Since it takes time to improve self-concept of an individual, implementation of a new longitudinal research -lasting at least for two semesters- would help to clarify the effects of cooperative learning on students' foreign language self-concepts.

**Keywords:** Cooperative learning, foreign language self-concept, reading comprehension achievement.

#### AUTONOMY AND COMPETENCE FOR LIFELONG LEARNING

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**Problem Statement:**

The socio-economic changes, uncertainty and competitiveness characteristic of the twenty first century have led to the "urgency for lifelong learning" (Jarvis, 2007:214). This learning is possible if the person is autonomous and competent to learn.

Acquiring the competence to learn consists of managing one's own learning (Solzbacher, 2006). In order to do so, it is essential that the person have his own criteria for action, act with autonomy and assume responsibility for his decisions.

Autonomy can be viewed from different perspectives. This study specifically focuses on its value dimension from the human development perspective, which takes into account the presence of values that direct and support decisions, facilitating achievement of personal goals.

**Purpose of Study:**

This study aims to examine the relationship between the competence to learn and the autonomy value. The path of the autonomy value and the theoretical dimension of the competence to learn are described. Scales based on the theoretical constructs have been drawn up to measure these variables.

**Research Methods:**

Nearly 500 university students from five different faculties of the University of Deusto (Bilbao, Spain) took part in the study. The scales measuring the competence to learn and the degree of autonomy were validated. The relationship between both variables was analysed.

**Findings:**

The first results show that autonomy has a moderately significant positive relationship with the competence to learn ( $r=.377$ ;  $p<.01$ ). This communication presents the results of analyses focused on understanding the way in which the different dimensions of both constructs are related.

**Conclusions:**

The autonomy and the competence to learn are two main aspects that must be worked on in education. They are developed through student-centred learning and guidance strategies and leadership from the teacher that fosters the student's active participation so that he is afforded the opportunity to assume the responsibility for his own learning process.

Keywords:

Autonomy, development of values, lifelong learning, competence to learn, self managed learning

This paper forms part of the research project "El desarrollo de valores en la educación superior a través de la Autogestión del aprendizaje" (Reference EDU2009-12883 (subprogramme EDUC), approved by the Spanish Ministry of Science and Innovation via a public call for tenders.

#### EMPLOYABILITY AND COMPETENCE DEVELOPMENT

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Problem Statement:

This study is part of a broader one entitled: "Unemployment as a factor in vulnerability to social exclusion. The plan of life as a protective factor employability", performed with a group of unemployed in the city of Bilbao, Spain. We have studied complex realities such as unemployment, employability, the vulnerability of the unemployed and the plan of life as a protective factor.

This presentation delves into the abilities that unemployed participants, recognize as their own, so they can perception of a set of abilities, skills and social resources to obtain or maintain employment and is related to the self-efficacy of job searching.

It highlights the role that skills play increasingly in the workplace and keys required to access the labor market.

Purpose of Study:

The object of this study was to identify the constituent personal abilities of the perceived employability by unemployed persons.

Research Methods:

This investigation has a qualitative approach. We implemented a semi-structured in-depth interview whose script was determined by the issues to study. Interviews were conducted face to face and were recorded. Informed consent was requested.

The 26 participants were categorized into age, gender and academic level.

Findings:

The arisen and referred abilities to employability are arranged in the following categories: interpersonal relationships, values and attitudes, efficacy and interest in learning and continue education. Generic abilities were the ones to be mostly recognized by the participants.

A large majority of the participants of this study was taking courses and training in state agencies.

Conclusions:

This study on the group of unemployed permits us to affirm that employability is related with the development of abilities that are acquired in the areas of formal and non formal learning and work. Education at different levels must continue to develop abilities and should integrate a set of generic learning to ensure a good instatement into the world of work and meets the needs of it.

Keywords:

Employability, Competence development, Education, Generic learning.

ASSESSING THE DEVELOPMENT OF APPRENTICE PRINCIPALS IN TRADITIONAL  
AND RESIDENCY PROGRAMS

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 Anne L. Hafner, California State University, Los Angeles, USA  
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#### Problem Statement

In recent years, alternative principal residency programs have been developed in the United States. In contrast to traditional leadership programs, aspiring principals work as half-time apprentices to a principal mentor for a year. School leaders consistently cite workplace learning as the most powerful aspect of their graduate work, as educational leaders require complex knowledge with close linkages to the community (Earley, 2009; Furman, 2002). In order to develop leaders who can transform educational systems, universities must work with school systems to create profound workplace learning along with classroom learning (Black & Murtadha, 2007; Davis, Darling-Hammond, La Pointe, & Meyerson, 2005).

#### Purpose of Study

Assessing the development of apprentice principals' knowledge and skills is challenging. The purpose of the study is to compare the outcomes of apprentice principals in a traditional training program and in an alternative residency program. Results will compare self-reported learning, supervisor ratings, and employment success of a cohort of masters level students in two educational leadership programs, one with a traditional program and one using the residency model.

#### Research Methods

A survey was conducted to ascertain apprentices' beliefs and self-report of gains, and satisfaction with the program. In addition, the team created rubrics to assess candidates in several key courses, including Educational Leadership, Research and Data Use, Instructional Leadership, School Finance, and School Management. Three of the rubrics will be used in spring 2012 by supervisors in both a traditional and residency program. In addition, job status of recent graduates from both programs will be ascertained.

#### Findings

A survey was conducted with the two groups of aspiring principals in winter 2012. Preliminary findings showed that apprentices in the alternative residency program rated their learning higher than students in the traditional program. In spring 2012, supervisors of the apprentice principals will rate them in the field using the developmental rubrics and recent graduates will be contacted regarding their job status.

#### Conclusions

The findings will impact the ongoing development of the educational leadership program at the participating university. They will also inform faculty in other educational leadership programs who are seeking to develop transformative leaders.

#### Keywords

residency, assessment, transformative leadership, administration

#### NATIONAL QUALIFICATIONS SYSTEM (NQS) IN ROMANIA AND VALIDATION OF FORMAL AND NON FORMAL LEARNING

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Viorica Banciu, University of Oradea, Faculty of Social Humanistic Science, Romania

#### Problem Statement:

Education and training deliver knowledge and skills for young people's employment and make lifelong learning a reality for all. The European Qualifications Framework (EQF) makes national qualifications more readable across Europe. Based on the national qualification framework, Romania has been recently working on frameworks for vocational qualifications. Yet, the system of validation of non-formal learning has been set up parallel to formal Vocational Education Training and the link to formal system has not yet been established and the results of validation of non-formal and informal learning are not recognised in the formal system.

#### Purpose of Study:

The purpose of the study is to present main aspects of the formal education context in Romania. The non formal and informal education is presented through the outcomes of a lifelong learning transversal project (during 2010-2011) on validation and recognition of non formal and informal skills, carried on in seven European countries, including our university as a partner.

#### Research Methods:

The methodology includes the analysis of the latest European and national documents and statistics (released by the European Commission, the European Parliament, the European Centre for the Development of Vocational Training, the National Agency for Qualifications in Higher Education, the National Council for Adult training, the National Qualifications Authority, the EQF- National Coordination Point], and of the outcomes of a lifelong learning transversal project.

Findings:

In Qualifications Framework for lifelong learning, level descriptors are being developed and defined in terms of knowledge, skills and competences in Romania. By comparing the national systems of the countries involved, and by documenting adults' non formal and informal learning, the aim of the European Project was to identify the state-of-art of non formal and informal learning and to propose further steps towards formal recognition.

Conclusions:

Lifelong learning and mobility for learning are increasing through several means, which can be formal, non formal and informal. In Romania, non formal learning occurs in a formal learning environment and informal learning occurs through daily interactions, either being not formally recognized within a curriculum framework.

Keywords: European qualifications framework, National qualification framework, Romania, formal education, non formal and informal learning

#### THE IMPACT OF INDUSTRIAL TRAINING ON ETHICAL AWARENESS

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Problem Statement:

A declining Corruption Perception Index of Malaysia from year 2008 to 2011 somehow indicates that the ethical climate is not good. Thus every Malaysian should work on improving this including students in higher education who are future workforce and future leaders in ensuring that Malaysia will become an ethical society by the year 2020 (Vision 2020). These students will be at the forefront to accomplish the target and therefore it is crucial to assess their ethical awareness. Malaysian higher education institutions are now providing students with the opportunity to attain a stimulating experience during industrial training where they are exposed to a variety of ethical situations. Are they able to identify ethical issues and deal with ethical situations during the training?

Purpose of Study:

The purpose of this study is twofold; first is to determine the level of ethical awareness among final year students Secondly, using pre and post survey, this study will determine the development of ethical awareness after they have undertaken industrial training.

Research Methods:

The population of final year students in a higher education institution was studied. A pre and post test (before and after industrial training) were conducted to evaluate the influence of industrial training in the development of ethical awareness. A total of 1274 completed the pre test and 503 usable surveys were collected in the post test. Both the pre and post test surveys consists of 15 business related and workplace ethical situations where students had to rate their acceptance on these situations from Not acceptable (1) to Most acceptable (7). Mean scores were used to determine their level of awareness in both pre and post tests. Paired t-test was used to determine the changes in their awareness.

Findings:

In the pre test, students show a good level of ethical awareness and appear to have the highest awareness on the issue of misuse of office supplies (with the lowest mean) and the lowest level of ethical awareness on misuse of medical certificate. Results from paired test however show that students improved in their ethical awareness in only seven situations, in other words, they are inclined not to accept the situations after attending industrial training. These situations involve padding expense account, whistle blowing, stealing of information, gifts giving, misuse of medical certificate, punching in for a friend and keeping incorrect change. There appear to be no changes in their awareness regarding copyright issues. Industrial training seems to give a negative impact on

students as their awareness in seven situations declines after training. Students have more acceptance on ethical issues involving misuse of office supplies, gender discrimination, tax evasion, marketing scam, misuse of office hour, cronyism and product design flaw. Do students' observations during industrial training make them perceive these actions to be acceptable?

Conclusions:

Although the level of ethical among students are fairly good, Industrial training is not making a good impact on students' ethical awareness as expected. Future studies is recommended to investigate on the type of organization that may have impair their ethical stands.

Keywords:

Ethical awareness, industrial training, business ethics, workplace ethics

#### A REVIEW OF KNOWLEDGE MANAGEMENT IN FINANCIAL INDUSTRY

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 and Technology, Thailand

Problem Statement: In the digital era, the society we have been turning into a "knowledge society". In the knowledge society we are working and studying, especially in financial industry the staffs are working with knowledge. While there are not many researches on knowledge management in financial industry.

Purpose of Study: This study aims at reviews of the implementation of knowledge management in financial industry to facilitate investment decision making.

Research Methods: Firstly, reviews of knowledge management methodology. Next, application of knowledge management in financial industry. Then summarize and synthesize. Finally, do conclusions and recommendations.

Findings: The implication of the wiki-based financial investment knowledge management service is financial analysts or investors can share their investment knowledge, test their analysis models with real data before making investment decisions.

Conclusions: The study found that, a wiki-based financial investment knowledge management service can capture users' knowledge both textual comment and financial analysis models automatically, when comparing with other wiki services which allow the sharing of textual comments only. Then share this knowledge with other corporate and investors. This financial knowledge also can be consumed by external web services. Further study can be in other industry sectors such as; the implementation of knowledge management in production-industry, and logistic-industry.

Keywords: Knowledge Management, Knowledge Management in Financial Industry, Financial Knowledge Management

#### PREDICTING ACADEMIC PROCRASTINATION DURING SELF-REGULATED LEARNING IN IRANIAN FIRST GRADE HIGH SCHOOL STUDENTS

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 Problem Statement: Procrastination is a common phenomenon, that is mainly observed in school settings. Recognized as a self regulatory failure; procrastination is believed to adversely affect students' academic achievements. Research exploring the relationship between self-regulated learning and procrastination is lacking.

Purpose of Study: In the current study, the role of self-regulated learning strategies as a predictors of academic procrastination was assessed. Furthermore the relationship between gender differences in academic procrastination and self-regulated learning was examined.

Research Methods: Two hundred and fifty (121 females, 129 males) Iranian first grade high school students completed "The Motivated Strategies For Learning questionnaire" and "Procrastination Assessment Scale-Student".

Findings: Multiple regression results indicated that academic procrastination was negatively correlated with Intrinsic Goal Orientation, Extrinsic Goal Orientation,

Metacognitive Self-Regulation, Time/ Study Environmental Management and Effort Regulation. Furthermore Organization was the positive predictor of academic procrastination. Finally independent t-test revealed no significant differences across genders in academic procrastination. Manova test showed that female students used rehearsal, effort regulation and peer learning Strategies significantly more than male students.

Conclusions: Findings are discussed with regard to prior research on self-regulated learning and procrastination and to future research. Finally strategies to overcome procrastination through self-regulated learning are suggested.

Key words: Academic procrastination, Self-regulated learning strategies

#### SERVICE LEARNING AS TRANSFORMATIVE PEDAGOGY IN ADULT EDUCATION

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Problem Statement:

South African society is in search of professionals who are adaptable possessors of sophisticated knowledge, lifelong-learners and problem solvers (Daniels, 2007; Eyler, 2001; Davis & Meyer, 1998). The lack of opportunities for higher education students to experience first hand adult basic educational settings, hamper the development of critical skills to respond to the complexity of the non-literate community. Furthermore, the underdevelopment of reflective practices in pedagogy contributes to an unquestioning stance about the global literacy problem. There is limited research on higher education's roles and contributions in equipping the nation's students with intellectual tools that can bring about economic and social mobility.

Purpose of presentation: Critical social theorists define quality education as education that invests in students' abilities to read the world more critically in order to bring about a better world for all. More and more the professional development of teachers are being associated with adult learning (King, 2004) and the theory of transformative learning (Taylor, 2008; Mezirow, 2006; Brookfield, 1995) is often used as the lens through which such students' learning is scrutinized. The experiences of 38 enrolled adult learners in a service-learning module was studied for its potential to shift these privileged students' thinking about marginalized adults' access to education.

Research Methods:

For this qualitative study personal interviews, journals and a reflective focus group session were used as methods of data collection.

Findings:

The findings show that these higher education students naively expected to find their formal schooling experience to be duplicated in the non-formal education context. Instead these formal school graduates are challenged by an educational context that represents the "other": the illiterate or semi-literate person in their society. The findings show that letting go of one's habits of mind could be challenging for students, given South Africa's racist history and discriminatory practices in education. These formal school graduates reported that working in ABET made them reflect on the relevancy of their existing knowledge, as well as identify the gaps in their training to work in diverse educational settings.

Keywords: adult education, transformative learning, South Africa, service-learning

#### RATIONAL/IRRATIONAL BELIEFS DINAMICS IN ADULTS

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Problem Statement: According to the theory advanced by Albert Ellis the emotional disorders are based on the individual tendency to make rigid assessments of his experiences or absolutist assumptions of the events he lived. These assessments from the cognitive level are often extended in language in expressions such as "must" "it is necessary", "is required" etc., forming a demanding core. In addition the individual feel tensions at emotional level and the amount of stress increases. Then, at the next level, from these central absolutist cognitions arises core irrational beliefs:

§ catastrophic beliefs - an event that took place while "not supposed to take place" is rated more than 100% negative (awfulizing belief);

§ low frustration tolerance - the individual believes that there can be no happy if there is something that "not supposed to appear in any case" (low frustration tolerance);

§ depreciation and overall assessment, e.g. global labeling of oneself, others, or life as "miserable" if things don't work as they should (self-downing and/or global evaluation) .

All these lead to particular interpretations and appraisals that the individual forms about an activating event.

Purpose of Study: The study aims the dynamics of the irrational beliefs in a sample of adults and the correlations between the irrational and rational beliefs and different aspects of the personality and self-acceptance

Research Methods: Within the study one instrument was used as a base: Attitudes and beliefs scale – II. Starting from the evaluation of the irrational beliefs in adults, we used also other instruments in order to observe the dynamics and correlations between different aspects related to irrational or rational beliefs.

Findings: Statistical analysis were conducted and specific comments were made referring to the results. The result is consistent with the assumption from which we started.

Differences between men and women are also shown.

Conclusions: Irrational beliefs are the basis for many ineffective behaviors and for many failures. Also, prolonged irrational beliefs could become patterns of life, conducting, in some cases, to pathology. In this regard we proposed an educational intervention based on Albert Ellis REBT theory.

Keywords: rational/irrational beliefs; cognition; emotions

#### THE IMPORTANCE OF PERCEIVED QUALITY-OF-LIFE AND PERSONAL RESOURCES IN TRANSITION FROM SCHOOL TO ADULT LIFE

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Problem Statement:

Many youth with disabilities have difficulty in successfully making the transition from school to adult life (i.e., employment, independent living, self-advocacy, etc.). Improved transitional support in basic and secondary education are needed in order students with disabilities have success in transition to adult life once they leave school. Additionally, there is evidence that students with disabilities receiving special education services in public schools scored lower than nondisabled students on Quality-of- Life factors like life satisfaction, self-determination, social belonging, and empowerment.

Purpose of Study:

This study used interactive focus groups to examine the perspectives of youth with disabilities who are institutionalized and segregated from an integrated and active life about their past experiences in school and transition preparation. Additionally, through their perspectives this study attempted to identify barriers, social and personal resources as having influence on their actual quality of life and future plans.

Research Methods:

Four participants in one focus groups were interviewed. Additionally, life satisfaction, resilience and self-determination were accessed through auto-response questionnaires. The ARC Self-Determination Scale, the Youth Quality of Life Instrument and Resiliency Scales for adolescents were utilized to obtain information from the participants.

Findings:

Through the analysis of audio-taped interviews factors were identified for these youths as having a great influence in their actual situation of life and future plans. Several barriers and facilitators areas to transition were identified: family, community services, mobility, opportunities, empowerment, school experience, interpersonal relationships and personal development. These factors were analyzed to determine the perceptions of these youth have about their life satisfaction and self appraisal of resilience and auto-determination. The results of the study will discuss promising practices in transition practices and community supports that are needed in order students with disabilities have success in transition to adult life.

Keywords : Youth with disabilities, transition, quality-of-life, personal resources

FACTORS AFFECTING THE TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPACK) AMONG TVET INSTRUCTORS IN MALAYSIAN TVET TRAINING INSTITUTIONS

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TPACK is a specific knowledge where instructors are required to combine content knowledge (CK), pedagogical knowledge (PK) and technological knowledge (TK) in teaching and learning. Identification of the factors affecting instructor's knowledge was conducted in the perspective of personal factors, organizational factors as well as demographical factors. This study was carried out to identify the competency level of TVET instructors by evaluating their level of professional knowledge gained based on the TPACK model introduced by Mishra and Koehler (2006). Mixed mode approach was applied and data were obtained through survey, open ended questions and interview. The respondents were 305 skill training instructors from nine TVET training institutions. Three respondents were interviewed whom were selected using purposive sampling method. Finding shows that the level of professional knowledge gained was satisfactory ( $M=3.16$ ,  $SD=0.38$ ). Male instructors were found to gain higher knowledge compared to female instructors in all TPACK dimension. Research finding indicates that instructors' knowledge differ significantly across teaching experience ( $F(7,300)=2.55$ ,  $p=0.015$ ). Instructors who had teaching experience more than 25 years were those with the highest knowledge level while novice teachers who served less than a year have the lowest knowledge level. Personal factor and organizational factor were among the two main factors affecting TVET instructor's professional knowledge where 41.7% of knowledge variation influenced by the model tested. Besides, technological factor, socio-psychological factor and student factor were also identified to have influence on TVET instructors' knowledge. The findings from this study gave an overview about the current performance of TVET instructors and offer relationship as well as connection among the factors studied to the level of professional knowledge gained.

Keywords: Professional Knowledge, Technological Pedagogical Content Knowledge, TVET, factors

ETHNICITY AS A FACTOR IN STUDENT SELF-BELIEFS: SELF-CONCEPT, MOTIVATION, PERCEPTIONS OF CLASS CLIMATE AND SELF-EXPECTATIONS  
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Elizabeth Peterson, The University of Auckland, Faculty of Education, New Zealand  
Penelope Watson, The University of Auckland, Faculty of Education, New Zealand  
Annaline Flint, The University of Auckland, Faculty of Education, New Zealand  
Lynda Garrett, The University of Auckland, Faculty of Education, New Zealand  
Lyn McDonald, The University of Auckland, Faculty of Education, New Zealand  
Heather O'Neill, The University of Auckland, Faculty of Education, New Zealand

Problem Statement:

Whether student beliefs vary by ethnicity across a range of psychological constructs has not previously been investigated in the literature. Examining this is important since it has been well-researched, for example, that students who are more motivated achieve more.

Purpose of Study:

The purpose of this study was to examine student motivation, self-concept, perceptions of the class climate and self-expectations by ethnicity.

Research Methods:

Over 2200 New Zealand elementary school students completed a questionnaire that asked about their motivation in maths and reading (perceived competence, self-efficacy, master goals, performance goals, intrinsic value, utility value, attribution), self-concept (reading, maths, academic, peer, personal), perceptions of class climate (teacher academic and personal support, student academic and personal support, academic competence, satisfaction) and self-expectations (personal, expectations of teachers too high). MANOVAs were used to test differences by ethnicity (European, Maori, Pasifika, Asian) followed by ANOVAs to detect where the main effects were.

Findings:

There were differences in student beliefs by ethnicity for some subscales within all constructs (and interaction effects). Overall, Asian students rated themselves more highly than other groups, especially for self-beliefs related to maths although they rated themselves lowest on peer relations compared to the other groups. Asians were more mastery oriented than other groups. Maori and Pasifika students rated their motivation in maths more highly than did European students but Europeans had greater reading self-concept and motivation in reading than Maori and Pasifika students. All groups were more satisfied with school and more performance oriented than Europeans but only Maori and Pasifika students believed teacher expectations were too high for them.

Conclusions:

Given the recognised relationships between student beliefs and student achievement, these results show a need to consider student ethnicity when aiming to enhance student beliefs. Teachers may need to more carefully target programmes designed to increase student motivation in maths, for example, when the motivation of Asian students is already very high.

Keywords:

Student beliefs, motivation, self-concept, class climate, expectations, ethnicity

### THE CYCLES OF VOCATIONAL TRAINING IN THE REGION OF BARCELONA DIFFERENT FORMS OF SOCIAL REPRODUCTION

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Problem Statement:

There seems to be within the vocational education, different forms of social reproduction. In CFGM CFGs and young people acquire different job prospects and can acquire different social perspectives. But we want to know what healthy young people in these cycles, which sets them apart and so the motivation for the capital inflow in these cycles.

Purpose of Study:

We intend to analyze the human capital, cultural and social professionals in vocational training in Barcelona. We intend to discuss this analysis and show how the vocational training in Barcelona and Catalonia are characterized by differentiation between classes and modes of social reproduction.

Research Methods:

Demonstrating a sociocultural habitus inherent to training, we identify some variables of a 2005 survey by the National Statistics Institute of Spain, on the education-employment transition.

Findings:

we will analyze the impact of the return of education (inputs/outputs) cycles of training professionals in the vision of the young participants of these methods of teaching, analyzing how capital sociocultural pre-determines their choices and opinion about work and how the training cycles determine the economic capital in the society. It will be discussed the processes of "identity" in a broad sense, including the processes of exploration and commitment in the variables in different areas.

Conclusions:

By the elaborate analysis, it was found a great influence among parents trained in compulsory education in the acquisition of training their children. For holders of a strong educational capital, and who inherited a strong cultural capital, is expected to be high social and economic capital that gives them a strong habitus in a symbolic field of society. We can see by the review, who containing a high inherited cultural capital, which marks the conversion of cultural capital into educational capital. For those who mark a conversion of cultural capital acquired by educational capital, register a closer relation with school. Those who are trained in CFGS (educational capital acquired), managed to obtain a higher conversion of cultural capital.

Keywords: Human capital, social and cultural, professional education, habitus and social reproduction

### PROSPECTIVE TEACHERS' ATTITUDE TOWARDS "TEACHING AS A PROFESSION"

Dr. Samina Malik, International Islamic University Islamabad, Faculty of Social Sciences, Pakistan

Problem Statement:

Prospective teachers' attitude towards "Teaching as a Profession"

#### Purpose of Study:

Attitudes are one's set of values which are developed in a certain period of time through learning and experiences. This study investigated the longitudinal changes in the attitudes of prospective teachers towards the teaching profession as they progressed through training. This study may help professional experts in teacher training programs to improve the perceptions of prospective teachers about teaching by promoting a deeper understanding of the teaching profession.

#### Research Methods:

Data was collected four times in two years from prospective teachers of the MA education program. A self-made Questionnaire was used as the tool for data collection. Pilot testing was done before the final use of the Questionnaire. Reliability of the tool was 0.79 was observed while the validity was ensured through experts' opinion.

#### Findings:

The results indicate that there was a significant difference in the prospective teachers' attitudes towards the profession between their first semester and final semester of the training. Moreover, the findings obtained through survey data have shown that both positive and negative changes occur in prospective teachers' attitudes towards the teaching profession.

#### Conclusions:

In the light of findings, it is concluded that in the first and second semester the prospective teachers' views teaching as being a noble profession but economically proving less security and earning little respect from the society. In comparison, the later data reveals the teaching profession being perceived as interesting, challenging with many prospective teachers turning to it as their first career choice. This bore a stark comparison with their attitudes at the time when they joined the program.

Keywords: Prospective teachers, Attitude, Teaching Profession

### THE CROSS-CULTURAL EXAMINATION OF 3×2 ACHIEVEMENT GOAL MODEL IN TAIWAN

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Problem Statement:

There were many problems in dichotomy, trichotomy and 2×2 achievement goals questionnaires. In addition, it was compounded two foci- absolute/intrapersonal in mastery goal of 2×2 achievement goal model. It resulted in failing to assess the achievement goals. Accordingly, Elliot, Murayama, & Pekrun's (2011) revised those problems and differentiated between these two foci, then proposed 3×2 achievement goal model. Until now, there is no empirical research and cross-cultural examination about it.

#### Purpose of Study:

Present research is to examine if the 3×2 achievement goal model can be used to interpret the data drawn from students of different school levels in Taiwan, the factorial structure of the instrument is invariant across genders, across year levels, and across type of school also be examined. If gender differences exist on achievement goal of mathematics also discussed.

#### Research Methods:

After translation and back-translation, the pilot test were implemented to assure that Mandarin version of 3×2 achievement goal questionnaire is accurate in wording. The applicability of this instrument to the Taiwan setting was tested in present study involving students from 373 junior high and 146 elementary school students in Taiwan. The confirmatory factor analysis was conducted to test if the 3×2 achievement goal model fit the data drawn from schools of different levels and compared to the other three competing models (dichotomy, trichotomy, 2×2 achievement goal models).

#### Findings:

Responses to this questionnaire from both different schools are shown to have good internal consistency reliability (Cronbach's  $\alpha$  from .810~.916). The 3×2 achievement goal model does not fit the data very well, but it fits better than the other three competing models in both junior high and elementary school students' data.

#### Conclusions:

Furthermore, it may imply the junior high and elementary school students cannot clearly discriminate between 3×2 achievement goals as well as the undergraduate students in the research conducted by Elliot, et al. On the other hand, it may also imply that students

posed multi achievement goals simultaneously. Finally, the chi-square tests also indicate that there is no gender differences in achievement goals on mathematics.

Keywords: achievement goal; goal orientation; cross-cultural examination

#### DO CONTEXTUAL ACADEMIC EMOTIONS PREDICT ACADEMIC OUTCOMES ON A LECTURE COURSE?

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**Problem Statement:** Until recently, motivation and emotions have largely been neglected by studies in higher education. Recent research indicates that they have a role in explaining students' learning and studying (Pekrun et al., 2002; Heikkilä & Lonka, 2006).

**Purpose of Study:** This study explored the relationships between contextual academic emotions and study success on a lecture course. Could academic emotions predict learning outcomes in such a context?

**Research Methods:** The participants were 107 Finnish first-year teacher students in an educational psychology lecture course that intended to use student-activating principles (Lonka & Ahola, 1995). The data were collected by using a questionnaire that measured contextual academic emotions (interest, enthusiasm, determination, energy, anxiety, exhaustion, nervousness, and irritation) five days before the final examination. Study success was assessed on the basis of the course examination, calling for understanding and application. Correlations among variables were measured and a stepwise regression analysis was conducted.

**Findings:** In general, the participants were very interested and enthusiastic during the course. Interest and exhaustion were positively related, whereas anxiety was negatively related to the grade awarded for the course. These three contextual academic emotions explained overall 29.4% of the course grade. Adding other academic emotions did not increase the coefficient of determination significantly.

**Conclusions:** Contextual academic emotions truly appeared to play a role in successful studying. Interest was the most decisive variable in terms of successful studying during a lecture course. This is in line with previous research (Tsai et al., 2008): interest is a mental state where intellectual activity has a target and where positive emotions are involved. General enthusiasm may not be as decisive.

Fascinatingly, exhaustion was not harmful in this context. This is in line with previous studies indicating that committed students may sometimes be exhausted and stressed (Litmanen et al., 2010), since they invest a lot of hard work in studying.

Anxiety appeared to be harmful in terms of learning outcomes. Those students who were the most anxious probably felt that they had not learned enough. Our ongoing studies in the field of engineering and other domains shall show, whether we can generalize these results.

Keywords: academic emotions, interest, higher education, lecture course, learning outcomes, study success

#### A SPECULATION ON ASSESSMENT RELATED ISSUES IN COLLEGES OF APPLIED SCIENCES IN OMAN

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**Problem Statement:**

Colleges of Applied Sciences in Oman have witnessed a number of recurrent issues related to assessment and evaluation in the English language program. These issues have largely affected the academic achievement of students in the English language courses and constituted an ongoing debate among the teaching practitioners concerning the validity and efficiency of the existing assessment and evaluation schemes.

**Purpose of Study:**

This study investigates the various challenges related to the implementation of assessment and evaluation schemes in the English language courses at Colleges of Applied Sciences in Oman. The study aims at adopting a reformative approach to evaluate the existing assessment schemes on the basis of some significant factors. The main factors are the students' targeted skills, the expected needs of the job market as well as utilizing the professional expertise of the teaching practitioners.

Research Methods:

This analytical study will be based on class room observations as well as a set of interviews which the researcher will conduct with a number of experienced teaching practitioners whose feedback and reflection are highly crucial in sustaining the objective of the study.

Findings:

The study reiterates the need to improve the quality of assessment and evaluation schemes of English language courses in Colleges of Applied Sciences in Oman.

Conclusions:

The study has demonstrated that in order to improve the quality of assessment and evaluation of English language courses in Colleges of Applied Sciences in Oman, all the challenges that the study has indicated needs to be minimized. There is a pressing need to integrate ESP materials in the English program to meet the requirements of the job market.

Keywords: assessment, evaluation, reflection, feedback, factors, teaching practitioner

#### FOREIGNER; WANT TO STUDY IN SPAIN? THE INTEGRATION PROCESS AT UNIVERSITIES

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Jose María, del Campo, Technical University of Madrid, Civil Engineering, Spain

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Problem Statement:

The student exchange programs being carried out at universities for over 50 years, have led to changes in the institutions, which had to adapt to accommodate these students. Despite those changes, the integration of foreign students not coming from the aforementioned exchange programs that come to our country to study at the University has been neglected.

Purpose of Study:

These students face many barriers (language, cultural and origin customs mainly), so a clear and detailed information would be highly desirable in order to facilitate the necessary arrangements. This study aims to show the deficiencies in the integration process and hosting programs faced by a foreign student at University.

Research Methods:

The study is performed by means of an analysis of statistical data from the Polytechnic University of Madrid and the Civil Engineering School over the last 12 school years (1999 - 2000 to 2010 - 2011), as well as surveys and interviews with some of these students.

The study is enhanced with the analysis of the measures and integration methods of the various minorities, which had been implemented by the foremost public universities in Spain, as well as other public and private universities abroad.

Findings:

It illustrates the existing backlog at the Spanish universities with regards to supporting the integration of diversity among foreign students, providing data concerning the growth of such population and its impact at the university, and on the institutions in particular.

Conclusions:

In an increasingly globalized world, we must understand and facilitate the integration of minorities at University, supplying them, from the first day, and before the enrollment process, the essential elements that will allow their adequate adaptation to the educational process at University. It concludes by identifying the main subjects that need to be tackled to endorse such integration.

Keywords: Diversity, Higher Education, Institutional Effectiveness, barriers in education

#### NEW CHALLENGES FOR MUSIC STUDIES IN HIGHER EDUCATION

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María Teresa, Díaz Mohedo, University of Granada, Faculty of Education, Spain  
 Problem Statement: When we speak about the changes being made to University degrees in higher education in Spain and about introducing new degree programs, we rarely consider one educational context in which these changes will also have a great impact: music conservatoires.

Purpose of Study: In this article, we aim to provide information on music courses which are currently being taught in higher education music conservatoires in Spain in order to reflect upon the features of such schools and the music model which is being produced, teacher-training and the relation between the teaching processes and what students are actually learning. All of which will lead to facilitating informed decision making to improve these courses of study in the context of the European Higher Education Area.

Research Methods: The research we present here was carried out in four Spanish music conservatoires based on two different methodologies: surveys given to a wide selection of teachers and students and a case-study. We understand that we cannot generalize about the opinions expressed given the qualitative nature of the methodology used.

However, this does allow us to obtain a deeper understanding of the case study.

Findings: For higher music conservatoires in Spain, incorporation into the European Higher Education Area represents one of the greatest challenges in their recent history, as they will be expected to guarantee teaching, performing and research activities within the framework of a renewed syllabus, as has occurred in other higher education centers. However, given their peculiar nature, these studies will have to overcome a lot of obstacles in order to function properly in line with European guidelines for Degrees in Music.

Conclusions: Some of the conclusions of this paper deal with questions such as the need to promote strategies for the professional development of the teachers in line with the pedagogical needs of music conservatoires or the demand for a greater involvement of the educational administration in the functioning of these schools.

Keywords: Educational Research. Music. Curriculum

#### GENDER DIFFERENCES IN STUDENT ENGAGEMENT AMONG UNIVERSITY STUDENT IN MALAYSIA

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 Tengku Faekah Tengku Ariffin, Universiti Utara Malaysia, College of Arts & Sciences, Malaysia

Problem Statement: Engagement among university student is an important experience that could give satisfaction to student. Previous studies found student engagement as a significant predictor of student achievement. The theory of student engagement, Astin (1984) is often referenced in any study that examines student engagement. In previous studies, boys and girls are found to behave differently in terms of their engagement in school. In university setting, research found that there were gap between gender in the level of student engagement in higher education institutions in Malaysia. However, there is lack of empirical evidence to support gender differences among Asian students.

Purpose of Study: This study aims to examine the significant differences between gender in the level of student engagement dimensions in Malaysian higher education setting, as an example of Asian context.

Research Methods: A survey research method was used to gather data from a sample of 347 Universiti Utara Malaysia students. A test of multivariate analysis (MANOVA) was conducted in order to see if there exists any significant gender differences in the level of student engagement, based on the four dimensions.

Findings: The findings show that there were significant differences for student engagement with faculty members and student engagement in communities between the male and female students. However there were no significant differences between the male and female students for student engagement in academic and student engagement with peers.

Conclusions: The gender patterns of student engagement is discussed and the implications of this study can further be addressed to the government and other stakeholders in education.

Keywords: student, engagement, university, gender, involvement

## YEARNING FOR LEARNING: ENGAGING THE DISENGAGED THROUGH SOCIALLY INCLUSIVE UNIVERSITY-COMMUNITY PARTNERSHIPS

Carolyn Broadbent, PhD, Australian Catholic University, Faculty of Education, Australia  
 Problem Statement:

Social injustices are often experienced by marginalised groups in Australia today. There are limited opportunities for people within these groups to participate in socially inclusive learning experiences within a positive and supportive environment.

Purpose of Study:

This research project aims to demonstrate that strong university-community partnerships have the potential to build effective socially inclusive communities of practice that promote the value of learning throughout life. The paper evaluates the effectiveness of one initiative that links a multi-campus Australian university with community agencies and members of the wider community, to provide a cohesive set of fully-funded programs through the Clemente Australia or the Clemente Canberra (CC) program in the Australian Capital Territory (ACT) to those who have experienced less advantage in their lives. The paper evaluates the developmental and organisational procedures related to the various program components, the selection processes for the participants, the teaching and learning strategies utilised, the role of learning partners in supporting the participants learning, assessment procedures, and the management of challenging behaviours and risk.

Research Methods:

The research project is predominantly a qualitative study that utilises some mixed-methods for the collection of data for analysis and discussion.

Findings:

The findings from the research confirm the Clemente programs increased the sense of connectedness between the participants, the university and the wider community. The program was regarded as effective in supporting the participants' development of new knowledge and skills that led to an increase in their levels of achievement, confidence and sense of self-efficacy. The high value placed by the participants on the opportunity to engage in purposeful learning within a socially inclusive program was also noted.

Conclusions:

The Clemente programs aim to effectively address poverty, inequity and the social injustices through the provision of socially inclusive educational experiences. People who are actively engaged in learning with others are more able to become more confident contributors to their communities; this has the potential to impact positively on the overall health and wellbeing of individuals. Through the adoption of life-based and strengths-based approaches to learning, the Clemente programs create a framework for purposeful engagement that is both motivating and transformative.

Keywords:

University-school partnerships, strength-based approaches, learning for life, social inclusion

## CONSTRUCTION OF SCIENTIFIC KNOWLEDGE AND MEANING: INTERNAL PERCEPTIONS OF PORTUGUESE DOCTORAL STUDENTS

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One major challenge to higher education is the promotion of levels of cognitive and psychosocial development that may allow students to solve problems in creative,

autonomous and cooperative ways. This goal is particularly relevant for doctoral education, given its focus on the production of scientific knowledge.

Due to the lack of studies regarding the monitoring and evaluation of quality of doctoral education (Brooks & Heiland, 2007) it is essential to start defining the competences students must develop to produce scientific knowledge.

Bearing in mind an integrative theory of student development, the production of knowledge is, in this research, considered as a process to develop cognitive structures of meaning and high levels of self-authorship.

Despite the wide spread of studies about these constructs, in the last two decades, there is a lack of research focusing on doctoral students and on the difficulties in the construction of valid quantitative instruments (DeBacker, Crowson, Beesley, Thoma & Hestevold, 2008; Magolda, 2010).

In the present work, that is part of a wider PhD study<sup>2</sup>, we intend to collect information on recently doctorates perceptions of scientific meaning construction during the years of doctoral education. The collected evidences will contribute to the adaptation of instruments, most used in international context, to the Portuguese context and to the specific features of doctoral education.

The results will focus on 20 interviews made to doctoral students who finished the Phd in the last nine months in four scientific domains: Exact Sciences, Engineering, Social and Human Sciences and Health Sciences. With this retrospective research design we aim at answering the following research objectives:

1. To understand how doctoral students perceive their personal construction of meaning;
2. To look for differences in their perceptions according to the scientific domain;
3. To understand the personal beliefs about knowledge construction (epistemological beliefs);
4. To assess the suitability of two measures, one for epistemological beliefs and another for self-authorship.

The expected results will provide guidelines for the second step of this research: the construction of quantitative measures that will assess the development of epistemological beliefs and self-authorship in a large sample of Portuguese doctoral students

Keywords: Doctoral education, Knowledge construction, Meaning making, Epistemological beliefs and self-authorship

#### NEGATING DISTANCE: ENHANCING THE DOCTORAL EXPERIENCE THROUGH A TECHNOLOGY-MEDIATED COHORT MODEL

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Introduction:

Canada's first fully online doctoral program is now in its fifth year of teaching and implementation at Athabasca University and the first doctoral students have graduated. This program comprises four content courses, research seminars, a research study and written dissertation, which are supervised and examined at a distance, using ICT tools and applications appropriate for both students and supervisors.

Problem Statement:

Increasing concern has been voiced in recent years about problems in doctoral programs relating to poor supervision (Connell, 1985), lack of support structures and processes for both staff and students (Malfroy, 2005), student isolation during the conduct of research projects (Denicolo, 2004; Knight & Zuber-Skerritt, 1986) and inadequate preparation of students for dissertation writing (Kamler & Thomson, 2004; Krathwohl & Smith, 2005). Attendant to these and other problems, increases are also reported in the number of doctoral candidates either not completing their dissertations or dropping out of programs prior to commencement of, or early into their research projects.

Purpose of Study:

This study aimed to identify aspects of the design and decision-making that have contributed to the successful implementation of this program through an initial evaluation of the program and processes, leading to progressive refinement.

Research Methods:

Using a qualitative approach, interviews with graduating students and recordings of student-supervisor sessions as well as course evaluation reports were analyzed for

problems, solutions and suggested refinements. All documents used in this study were collected and analyzed using communications technologies and online applications.

Findings:

It appears that solutions to some problems reported previously have been achieved through the adoption of a cohort model and the use of a range of networking and communications tools. By these means, it seems that a greater level of support, interaction and success has been made possible than was typical of either face-to-face doctoral programs or distance learning programs. Alternatively, some issues have emerged that were also not typical of other doctoral programs discussed in the literature.

Conclusions:

The formulation of guidelines and modifications and refinements of these will be presented, as they evolved in response to student questions and concerns and the study findings.

Keywords: online learning, ICT, doctoral program, cohort model

#### A PHENOMENOLOGICAL APPROACH TO CARE LEAVERS' TRANSITIONS IN FURTHER AND HIGHER EDUCATION

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Problem Statement:

It is evident from statistics that, on average, care leavers underachieve in education throughout their lives. However, these statistics fail to explain why this is the case. This would suggest the importance of researching care leavers' personal experiences of education in order to investigate the low academic achievement of this group. Previous research has highlighted issues with the educational experiences of care leavers in general, and has suggested that life transitions affect care leavers' later experiences. However, the participation and achievement of care leavers in education, particularly in higher education, remains under-researched.

Purpose of Study:

This paper investigates personal accounts of care leavers' transition to university through the use of Interpretative Phenomenological Analysis (IPA). It aims to explore care leavers' experiences of transition to higher education and how other transitions during this time may affect care leavers accessing university.

Research Methods:

In total this study drew upon the experiences of nine care leavers aged between 18 and 33. Five participants were studying in their first year and four were in their second year of university. Through the use of semi-structured interviews participants were asked a series of questions relating to their transition to university. Interview transcripts are currently being analysed through interpretative phenomenological analysis (IPA), in order to investigate how participants interpret phenomena they have experienced or are experiencing.

Findings:

So far from the analysis, two themes have emerged, the first being 'care leaver identity', in particular the impact the care leaver label has upon education as one progresses academically. Another emerging theme is 'role models', exploring the impact individuals identified as role models can have upon a care leaver's education.

Conclusions:

Through the methods and methodology, rich data has been collected that is being explored with the aim to answer the research questions, although, no conclusions have currently been drawn due to the analysis being incomplete.

Keywords:

Care leavers, transition, higher education and phenomenology

DETERMINE AND COMPARE EFFECTIVENESS OF ENTREPRENEURSHIP  
EDUCATION BASED ON MULTI- AXIAL MODEL AND THEORY OF CONSTRAINTS  
AND COMPROMISES ON LEARNING ENTREPRENEURSHIP SKILLS  
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In this study to Determine and compare the effectiveness entrepreneurship education based on Shafiadady multi - axial model and Gottfredson theory of constraints and compromises on learning entrepreneurship skills to students of Islamic Azad university , science and research branch , tehran . statistical society was all students in the faculty of humanities in 1390 that had a total of 1497 people . 45 cases were selected to attend training sessions . were replaced by randomly in control and experimental groups 1 and 2. after 8 sessions training , data were analyzed with analysis of covariance and post hoc test Benfroni.

The results showed there is difference between the score entrepreneurship skills of control group and experimental groups 1 and 2 and The posthoc test results showed The effectiveness of entrepreneurship education based on Shafiadadi multi-axial model on learning entrepreneurship is over The effectiveness of the training based on Gottfredson theory of constraints and compromises . so suggested be used to of basic concepts in both models , especially the Shafiabady Multi – axial model for entrepreneurship education in order to learning entrepreneurship skills by college students .  
Keyword : Shafiadadi multi - axial model , Gottfredson theory of constraints and compromises , entrepreneurship skills

#### EXPLORING FACTORS INFLUENCING FIRST YEAR UNDERACHIEVERS' ACADEMIC PERFORMANCE AT A SCHOOL OF BUSINESS

Robin Cheng, Taylor's University, Malaysia , Ernest Lim Kok Seng, Taylor's University, Malaysia

##### Problem Statement:

First year was viewed as the most important year in overall degree progression. However, majority of the students who did not complete their degrees attributed their failure to first year experiences.

##### Purpose of Study:

This study sought to examine the factors that contributed to the first year underachievers' performance at a private university through a qualitative approach.

##### Research Methods:

Data were obtained and analyzed from two focus groups interviews. Students were selected based on their second attempt on the business subjects.

##### Findings:

The findings indicated that insufficient of sleep, inability to adjust to the new environment and social life, inappropriate time management, teaching strategies and approaches, self-discipline and self-effort were the most common factors contributed to the underperformance of these first year undergraduate students.

##### Conclusions:

Educators may not be awarded that the first year university environment could pose challenges to many students who leave their families and friends for the very first time. Early intervention might be needed to rectify this problem. Finding of the study also helps students to realize the dynamic challenges of new environment and educators are urged to develop strategies to improve first year students' academic performance.

Keywords: Factors influencing, underachievers, academic performance, focus groups

#### THE KNOWLEDGE MANAGEMENT IN HIGHER EDUCATION IN CHIANGMAI: A COMPARATIVE REVIEW

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Problem Statement: In the changing world, people seeking for new knowledge continuously. One of the important factors to stimulate and achieve the strategic goals of the organization is knowledge management. Even though, the knowledge management concept has been adopted for decades, but the organizations still have not successful in

implementation. Especially in higher education, which responsible for create and transfer of knowledge to people as well.

Purpose of Study: This study aims to comparative review of the implementation of knowledge management system in higher education in government institute and private institute in Chiangmai province, Thailand.

Research Methods: First, review of knowledge management in higher education follow by knowledge management in government institute and private institute in Chiangmai. Next, summarize and synthesize. Finally, do conclusions and recommendations.

Findings: The study found that, the knowledge utilization in government institute as moderate level while in private institute as high level. The knowledge sharing of both government institute and private institute in the moderate level. The relation between organization culture and knowledge management process of government institute and private institute in the moderate level.

Conclusions: The knowledge utilization, come from readiness of the infrastructure to support the information technology for utilization of knowledge. Furthermore, the faculty members lack of knowledge and skill in using information technology to communication or sharing of their knowledge. The knowledge sharing, there is the transfer of knowledge and skill between faculty members. The faculty members should aim at vision, mission and strategies of institution knowledge management to achieve the benefits to the institution.

Keywords: Knowledge Management, Higher Education, Knowledge Management in Education

#### EDUCATIONAL TRANSFER TO DEVELOPING COUNTRIES: POLICY AND SKILL FACILITATION

Dr Lex McDonald, Victoria University of Wellington, Faculty of Education, New Zealand Education is a global phenomenon and policies and ideas are exported to many nations. Students, policies and programmes have become very mobile and this promotes change and adoption of ideas. This occurs in many ways including in-country training, student training/education in a foreign country, educational study tours, policy adoption, exchange programmes and establishment of educational institutions across borders. One significant form of development occurs via international agencies (e.g., World Bank, UNESCO) in the form of aid, the intention being to develop and promote the capability of an educational system to meet changing needs and priorities. At other times, nations will independently seek changes and gather ideas from abroad to develop their system. There can be difficulties however when adoption of ideas from one country to another occurs – the notions of ownership, responsibility, systems adoption and skill promotion and implementation of ideas are potential problems areas that need to be managed if relevant and effective change is to occur. In this paper consideration will be given to the literature on international aid and change, the international transfer of policy, transfer of training and the relationship of these to a nation's culture. This paper will reflect upon an educational psychologists experience as it relates to the adoption of policies and experiences in a developing country and reference will be made to research studies and the international literature. It is noted that unless imported policies and ideas are contextually acknowledged, strategically planned and implemented within a cultural frame of reference, then adoption may be thwarted.

Keywords: Transfer of policy, transfer of training, international aid, export education, culture

#### QUALITY OF HIGHER EDUCATION IN ROMANIA: ARE GRADUATES PREPARED FOR THE LABOUR MARKET?

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Viorica Banciu, University of Oradea, Faculty of Social Humanistic Science, Romania

Problem Statement:

Taking into consideration both the Romanian socio-economic context and the European Union current trends related to the Bologna Process and the Lisbon Agenda (the contribution of higher education to increased employability and economic development), institutional reports point to the risk of having less efficient universities, inflation of

academic diplomas, less professional skills of the graduates, leading to a lack of competitiveness on the European labour market.

Purpose of Study:

The purpose of the study is the analysis of data and interpretations concerning the quality evaluation in Higher Education and to reach conclusions on the relationship between the Romanian universities and the labour market. The question: are graduates prepared for the labour market? is taken into consideration from the employers' point of view.

Research Methods:

The methodology includes a secondary analysis of data collected with quantitative and qualitative methods on quality of higher education in Romania (mainly the results of Quality Barometer 2009. The State of Quality of Higher Education in Romania; Quality Barometer 2010: The state of quality in Romanian higher education, produced by The Romanian Agency for Quality Assurance in Higher Education).

Findings:

- The most important features employers look for in a graduate are poorly connected with the academic formal learning
- The degrees are considered valuable by employers
- The graduates have better theoretical knowledge than practical training in the field
- Training graduates for employment is the responsibility of universities, of graduates and of employing companies
- Vocational training is provided by the employers of the newly employed graduates

Conclusions:

In overcoming the present situation, reducing the distance between the higher education system and a changing internal market, by increasing the social involvement of universities in establishing proper current and medium strategies, result as solution in order to enhance the contribution of higher education to increase employability and economic development.

Keywords: quality of higher education, Romania, labour market, employers' perception

#### EVERYTHING'S COMING UP ROSES: HOW REFLECTIVE PRACTICES NOURISH FLOURISHING IN HIGHER EDUCATION

Dr Catherine Lowry-O'Neill, Waterford Institute of Technology, Ireland

In 2010, the editor of the journal *Reflective Practice: International and Interdisciplinary perspectives*, Tony Ghaye, invited its readers to turn their attention to how reflective practices might contribute to flourishing. This paper adumbrates the response of one practitioner in higher education to the invitation, a response which is itself in its essence a reflective practice.

Using the metaphor of the flourishing rosebush as a trigger for the reflective process, the paper presents an expose of the conceptual and experiential elements inherent in engaging in reflective practices in terms of how they may lead to flourishing, through an inquiry involving both first and second person research.

A consideration of the literature of flourishing, with a focus on the contributions of positive psychology, including frameworks offered by Ghaye (2010), Seligman (2011) and Gaffney (2011) helps clear the ground for outlining a 'conceptual garden'. Critical reflections on my own experiences as a practitioner in higher education using the 'Integrative Reflection Template' (Lowry-O'Neill, 2010) provide a first person perspective of how my flourishing is nourished by regular reflective practice, taking cognisance of the complex context that is contemporary higher education.

In-depth interviews with five other practitioners who engage in reflection provide second person research that provides a broader and deeper understanding that allows for more contrast, diversity and richness.

The results of the inquiry indicate that reflective practices can be seen to contribute to the flourishing of those who engage in them in a range of ways including the cognitive, affective, behavioural and relational domains, leading to an increase in a sense of purpose for practitioners. They reveal a clear recognition amongst practitioners that whilst 'every rose has its thorn', the more 'prickly' aspect of the reflection practices have a meaningful part to play in the creative process that leads to flourishing.

### CLINICAL SUPERVISION IN NURSING: THE (UN)KNOWN PHENOMENON

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Luís, Carvalho, Escola Superior de Enfermagem do Porto, Portugal

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**Problem Statement:** The studies on clinical supervision in nursing (CSN) highlighted the need for more research in its core. Currently, in Portugal, we are improving our knowledge on this area but there still is a lot of confusion about what is CSN and about what it should be. Therefore we decide to carry out a research which problem was: what do chief nurses know about the CSN phenomenon?

**Purpose of Study:** The aims of this study were:

To identify the concept of clinical supervision in nursing adopted by chief nurses;

To identify conditions that promote CSN;

To identify the profile of the clinical supervisor;

To understand the importance of clinical supervision in nursing;

To understand the need for clinical supervision in nursing

**Research Methods:** We carried out an exploratory and descriptive study with the aim to understand the phenomenon of clinical supervision in nursing or its absence. The research was done in the Centro Hospitalar do Médio Ave E.P.E. (Médio Ave Hospital Centre - CHMA) and we decided to interview all chief nurses from this health institution

**Findings:** With the purpose to explore the participants' opinion on the CSN phenomenon, 18 interviews were made and content analysis has been used to data analysis. Several categories and sub categories were found such as perspectives, relevance, conditions on CSN were pointed out by this research.

**Conclusions:** The results suggest that chief nurses need to improve their knowledge on CSN. Although, to some of them, what CSN is not or should not be, is clear.

**Keywords:** Clinical supervision in nursing; relevance; clinical supervisor; chief nurses

### WHAT ENABLES STUDENTS TO SUCCEED AT UNIVERSITY

Professor Paula Hixenbaugh, University of Westminster, United Kingdom

**Problem Statement:** Gaining admission to University is becoming increasing difficult.

What enables some students to succeed while others fail.

**Purpose of Study:** To investigate possible factors related to student success in Higher Education

**Research Methods:** A cross sectional survey design was employed to investigate socio demographic, health and lifestyle variables in relation to student qualification outcome (final award mark) A web based questionnaire survey was developed consisting of health and lifestyle questions such as smoking and drinking behaviours, number of hours in employment and information about finance, living arrangements and entry qualifications. In addition five standardised psychometric scales were included: the General Health Questionnaire 12 item, to measure psychological status (GHQ-12, Goldberg 1992); a single item question from the SF-36 to measure physical health status (Short Form Health Survey, Jenkinson, Layte, Wright and Coulter 1996); the short version of the Interpersonal Support Evaluation List to measure perceived availability of social support (ISEL-12, Cohen, Mermelstein, Kamarck and Hoberma, 1985); the Institutional Integration Scale to measure levels of social and academic integration in college students (IIS, Pascarella and Terenzini, 1980); and the National Student Survey (NSS) which asks students about their course and experience in Higher Education (HEFCE, 2005). To date three cohorts of first year students have completed the survey, and this poster details the findings from the first completed cycle. As well as descriptive statistics; correlation, t test and ANOVA were used to explore the relationships between variables.

**Findings:** Female students reported higher levels of satisfaction with their courses on the National Student Survey, and their evaluation of social support (ISEL12) was also greater than male students. On the other hand, male students reported higher levels of general wellbeing (GHQ12) and health status (SF36-1).

Taking two extremes of student performance, those who subsequently did not complete the award differed from those who gained first class degrees on their ratings in first year of Institutional Integration notably 'academic and Intellectual development' and 'staff concern for student development'.

**Conclusions:** . A key finding of the research is that aspects of the experience of students in their first year can be shown to have a significant relationship with their degree

outcome more than two years later. Aspects of experience of particular relevance are feeling that staff are concerned for the student's development and teaching and feelings of commitment to the University and its goals. These findings suggest that relationship issues are at the heart of a positive student experience. To support successful student outcomes, institutions should consider strategies that support the development of students' relationships with staff, with other students and with the institution.

Keywords: Students, Higher Education, Social Support

#### FACTORS AFFECTING ORGANIZATIONAL COMMITMENT AMONG LECTURERS IN HIGHER EDUCATIONAL INSTITUTION IN MALAYSIA.

Munirah, Salim, MARA Professional College, Majlis Amanah Rakyat, Malaysia  
Halimahton, Kamarudin, MARA Professional College, Majlis Amanah Rakyat, Malaysia  
Mumtaz Begam, Abdul Kadir, MARA Professional College, Majlis Amanah Rakyat, Malaysia

##### Problem Statement:

Committed academicians are a must in order to turn Malaysia into leading education hub. Majlis Amanah Rakyat (MARA) has taken many steps to strengthen its education sector in order to support Malaysia into leading education hub. Moreover, when committed lecturer quit, MARA will be burden with high cost and implications for the education system. Committed and quality lecturer will take with them their teaching skills and experience. Due to this problem, there is a desire to conduct a study focusing on factors that help to foster organizational commitment among MARA lecturers.

##### Purpose of Study:

The study was conducted to examine the relationship between job satisfaction, job involvement, and perceived organizational support towards organizational commitment among lecturers of MARA Professional College. The study builds on social exchange theory and organizational model to identify the factors influencing the organizational commitment of these lecturers. The study analyzes whether or not there is a significant relationship between job satisfaction, job involvement, perceived organizational support and organizational commitment among lecturers in MARA Professional Colleges.

##### Research Methods:

Data were collected via questionnaire from 132 lecturers of MARA Professional Colleges. The study utilized correlation and regression statistics to analyse the data.

##### Findings:

The findings of the survey shows there is a significant relationship between job satisfaction ( $r=0.307$ ), job involvement( $r=0.536$ ) and perceived organizational support ( $r=0.489$ ). Job involvement contributed the most which is 28.8%, followed by perceived organizational support 23.9% and job satisfaction contributed 9.4% towards organizational commitment among MARA Professional College lectures.

##### Conclusions:

The result suggest an improvement of social change by increasing job involvement, perceived organizational support and job satisfaction is an efficient way of obtaining highly committed human resource. The result of the study has valuable implications for policy makers in Higher Education Division MARA, college administrators and educators.

Keywords: Organizational Commitment; Job Satisfaction; Job Involvement; Perceived Organizational Support

#### PREFERRED LEARNING STYLES OF FIRST YEAR UNIVERSITY OF JOHANNESBURG STUDENTS

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##### Problem Statement:

In the University of Johannesburg context, academic support departments as well as faculties have identified that students do not engage in deep learning which requires critical thinking.

**Purpose of Study:**

The purpose of this paper is to report on the learning styles of first year University of Johannesburg students using the Learning Orientation Index (LOI).

**Research Methods:****Sampling**

Approximately 1000 first year students from the faculties of Education, Economics, Science, Health Sciences and Fine Arts, Design and Architecture and Humanities at the University of Johannesburg participated in the study.

**Data Collection**

The data was collected by means of the Learning Orientation Index (LOI), specifically aimed at assessing critical thinking skills of school- and university leavers. The Learning Orientation Index (LOI) developed by Cognadev LTD in association with Magellan Consulting PTY LTD, is a computerised game that measures the way in which a person processes information. Unlike IQ tests which focus on "structural" factors and primarily measure already developed skills in specific content areas, the LOI carefully tracks processing at a micro level to indicate cognitive preferences, capabilities and learning potential.

**Findings:**

Our findings indicate a correlation between the level of critical thinking and the learning competence of first year students. This correlation suggests that effective learning of first year students at the University of Johannesburg may be hindered because random and impulsive cognitive styles preclude strategic, logical and analytical thinking

**Conclusions:**

The learning styles of the majority of first year university students suggest that they do not have the critical thinking skills required for meaningful/deep learning for academic success.

**Keywords:**

Critical Thinking, Higher Education, University Students, Problem Solving, Cognitive Skills, Learning Potential, Thinking Styles, Deep Learning

#### ARGUMENTATION AND AGREE IN COLLABORATIVE TASKS AND PERCEPTION OF DISCUSSION FORUMS IN MASTER STUDENT'S

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**Problem Statement:**

Discussion forums are a tool widely used in blended courses, where collaboration and meaningful learning are assumed to happen. However, some studies have reported that argumentation is scarce; that few participants show agreement or disagreement with the messages of others; and that the answer to challenging questions tends to be one proposed by a single student. Thus, the assumptions of collaboration and meaningful learning are invalid. In Mexico, Master programs frequently use discussion forums, situation that highlights the importance of further research on this topic.

**Purpose of Study:**

The current study aims to detect the argumentation characteristics, the agreement level with a response generated by a team of students, and participants' perception on the functioning of the discussion forums in their course.

**Research Methods:**

This study was descriptive, non-experimental, and ex post facto. It had a mixed method. Six Master students participated. The researchers followed ten discussion forums, where the task was to achieve a single, consensual answer to a challenging question.

Arguments were classified into categories: lineal/chaotic and clinical/emotional. At the end of each forum, the researchers applied an Agreement Level Scale, and conducted informal interviews to learn about students' perception their learning on the discussion forums.

**Findings:**

Students shared 653 messages; 97.4% lineal and 89.4% emotional. Most students reported completely agreeing (54.2%) or agreeing (35.7%) with the answers. An active participation was associated with a higher level of agreement, and with collaborative, significant learning.

Conclusions:

High rates of lineal and emotional argumentation suggest that discussions were composed by theoretical and empirical knowledge, but also by coherently organized beliefs and opinions. Most messages were answers to others' contributions. This enabled students to obtain a consensual answer with a high level of agreement and to achieve meaningful, collaborative learning.

Keywords:

Discussion forums, argumentation, collaboration

#### THE EFFECTIVENESS OF A LIFECYCLE APPROACH TO LEARNING PROJECT MANAGEMENT

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This paper is based on an ongoing research project. Its main purpose is to demonstrate the effectiveness of adopting the project lifecycle approach to learning Project Management through an interactive multimedia system. This multimedia system, referred to as the interactive tool (or the tool) in the paper, is a flash based environment which can be run via the Internet or locally on both PCs or Apple Mac computers. The tool follows the standard lifecycle phases of a project in teaching the fundamentals of Project Management at undergraduate level. In order to demonstrate its learning effectiveness, the tool was put to test at three different universities in Australia, Japan and Canada. All the participants were taking Project Management as part of their studies. This combination of different countries provided the opportunity of having participants from different learning, linguistic and cultural backgrounds. The test consisted of a specially designed workshop with customisations for each country. The workshop in all cases had a test component. The main objective of the test was to measure and gauge the learning outcome in each case. The findings confirmed that all the participants from every group had achieved the two main goals of learning the topics and, at the same time, enjoying the learning process. Hence, it was concluded that the approach adopted in the interactive tool could be an effective way of learning the basics of Project Management.

Key words: Learning, Interactive, Lifecycle

#### STUDENT ENROLLMENT AND SUCCESS IN COLLEGE: AN ANALYSIS OF THE POSTSECONDARY ENROLMENT OF THE INTERNATIONAL BACCALAUREATE'S DIPLOMA GRADUATES

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Problem Statement:

With the emergence of the knowledge economy, there is a growing demand worldwide for higher education to prepare highly educated workforce. Together with the increasing demand for access and completion, there are concerns with student preparedness for postsecondary education. In the United States in particular, several programs offered during high school focus on preparing students for succeeding at postsecondary level. One of these programs is the International Baccalaureate's Diploma Programme (DP). The DP is currently offered in the U.S. (in more than 750 schools) and other 139 countries (in more than 2,300 schools). Although the interest in the DP as preparation for higher education is growing, there is limited research regarding DP graduates' postsecondary enrollment patterns.

Purpose of Study:

The purpose of this study was to examine patterns of postsecondary enrollment and completion of the IB 2005 Diploma Programme graduates. In addition, this study sought to investigate the relationships between academic performance in the DP and enrollment and retention in the U.S. higher education institutions.

Research Methods:

In this study, we performed statistical analyses using data obtained from two sources: the IB's data system and the National Student Clearinghouse system. We tracked the postsecondary enrollment of the 2005 DP cohort and we obtained detailed enrollment

and graduation data for 2005-2011 on 9,654 students, which formed the sample for this study. Analyses included Chi-square tests, t tests, and ANOVAs.

Findings:

Preliminary findings showed that 92% of the 2005 DP graduates enrolled in higher education institutions. Moreover, 84% of these students graduated by 2011. The analysis to be completed in the July 2012 will provide insights into the relationship between student gender, socio-economic status, DP academic performance, school's legal status, and student first year retention. Gender differences and differences in academic performance will be explored in relation to student postsecondary enrollment and completion.

Conclusions:

A large majority of the IB's Diploma Programme graduates in the U.S. enroll in college, are well-prepared for the academic demands of postsecondary education, and complete successfully postsecondary degrees.

Keywords: higher education; retention and graduation; International Baccalaureate

#### STRESS IMPACT ON APPLICANTS TRYING TO GAIN ENTRANCE TO PUBLIC UNIVERSITIES

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Because the enrolment to public university in Mexico has not increased in the last five years, the pressure youth applicants feel during the admission process is overwhelming. For most Mexicans a college education can be the key to the world of comfortable income and secure social position. A course was designed that helps students to prepare explicitly for college entrance examinations and provide support with several motivational speeches and academic advising to help them improve their self-esteem and for combating test anxiety. Questionnaires were answered by the students about the test preparation activities and materials provided, as well as their perceived feeling of anxiety. Responses to open-ended questions in the questionnaire reveal very interesting issues. Students gave various reasons to explain the possible causes for their failure in previous exams. Some responses include arguments such as: "I just haven't studied enough", or "because there are not enough positions for the number of applicants", or "bad luck", or "being nervous". 27 percent of students endorsed their failure to external attribution; they don't take responsibility for failing the test, but rather blamed failures on other causes and not to themselves. The results of this paper are particularly informative in light of the stress that students experience during the admission process. It was observed that most participants lack the preparation to cope with test anxiety. The findings suggest that there is a difference in anxiety amount girls and boys that can affect test results. It was found that age is a factor of coping with stress, as boys and girls mature they become less vulnerable to test anxiety. In general, seems to be that girls take school more seriously, are more persistent, more worrisome, and are admitted to college at a younger age than boys. 42 percent of the students enrolled in this course were admitted to our institution, while the average acceptance rate is about 31 percent, this increase can be attributed to the technical and emotional support they received during training for admission.

Keywords: Test anxiety, external attribution, emotional support, motivational speeches

#### INDIVIDUALIZATION PRINCIPLE REALIZATION RESEATCH IN UNIVERSITY CONDITIONS

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Kazakhstan integration into the world educational space requires change in the contents of specialists training, in the methods and forms of interaction of education process subjects, transitions from front forms of education to personality-oriented.

The realization of individualizing education principle can contribute to the development of cognitive and professional students' abilities which is successfully applied in our country in secondary schools of new type – lyceums and gymnasiums.

It is very important not to “miss” a potential talent during the period of adaptation to university conditions of education. Individual approach to each student is necessary at this very stage.

Carried out analysis allowed to make a conclusion about crudity of general for the whole university conceptual foundations of building up the education process, absence of developing, feed back activity component of curricula and program contents, unwillingness of the most lecturers of the university to use the methods of active teaching, absence of scientific-methodical provision of modern education technologies use.

Received data analysis records weak individualization principle realization in the conditions of a modern university and the necessity of purposeful work in this direction, first of all, through increasing professional activity of managers and lecturers.

#### HOW TO LINK TEACHING AND RESEARCH TO ENHANCE STUDENT LEARNING OUTCOMES: THAI UNIVERSITY EXPERIENCE

Nuchwana Luangangoon, Khon Kaen University, Thailand

In order to response Khon Kaen University policy on becoming the national research university, most of the lecturer implemented Teaching-Research Nexus (TRN) strategies to their practices. At the same time, the Thailand Qualification Framework (TQF), a guideline for program/course quality assurance, was launched. These two factors gave effect to classroom activities and assessment for learning changing. The purpose of this study was to enhance the undergraduate students' learning outcomes (under TQF) by integrated Research-based Learning (RBL) to the class. Students undertook two research tasks in the major course Academic Preparation Projects: Teaching English as a Foreign Language, offered by TESOL program. There were thirty-nine 2nd year students enrolled in this course during November 2011 to February, 2012. Designing classroom activities by building a small-scale research activity into assignment was used in this course. The first task purpose was for students to learn how to investigate the different English classroom context. They were divided into eight group categorized by school size and location. Using more than one data collection techniques and presenting aligned with the framework; teaching methods, materials and assessment. The second task purpose was for students to design the English language materials and classroom activities rely on each group context. Continually, each group designed course & materials by applying their theoretical knowledge and implemented by using simulation. It was found that the three students' learning outcomes; on Cognitive Skills (situational analysis, theoretical application, problem solving), on Interpersonal Skills and Responsibility (group working ability, responsibility, planning ability for their learning), and on Numerical Analysis, Communicative and Information Technology (communicative ability, information technology usage), were developed. In conclusions, RBL (which was one of the TRN strategies) could be applied in undergraduate class in order to enhance their learning outcomes effectively.

Keywords: Teaching-Research Nexus, Research-based Learning, Undergraduate Learning Outcomes

#### IMPROVING LECTURER'S AUTHENTIC ASSESSMENT PRACTICE OF RESEARCH-BASED LEARNING THROUGH CONTINUING PROFESSIONAL DEVELOPMENT

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As Khon Kaen University was classified to be the national research university of Thailand. The lecturers became integrating the Research-Based Learning to their practice. Most lecturers rarely had opportunities to carefully design authentic assessment in Research-Based Learning classroom. The purpose of this study was to improve lecturers' authentic assessment practice in Research-Based Learning classroom through continuing professional development in Khon Kaen University.

The professional development that aimed to improve lecturers' authentic assessment practices, therefore, needed to consider lecturers' conceptions of authentic assessment and the way in which their instructional goal might be demonstrated by students. The methodology of this study was the research and development involved 4 processes. It consisted of training, coaching, supervising, and mentoring. The quantitative data were analyzed by using descriptive statistics, and the qualitative data were analyzed by content analysis. The finding found that lecturers were changed in authentic assessment practice for creating opportunities for lecturer to re-conceptualize their instructional goals, re-evaluating the extent to which lecturers' authentic assessment practices support those goals, and helping lecturers select, adapt, and design tasks to assess student learning. This study was a step toward greater understanding of what influences change in lecturers' authentic assessment practice that most of lecturers did not had before engaging the engagement.

Keyword: Research-Based Nexus, Higher Education, Authentic Assessment, Professional Development, Research University

#### THE RELATIONSHIP BETWEEN EDUCATIONAL SUPPORT AND ENTREPRENEURIAL INTENTIONS IN MALAYSIAN HIGHER LEARNING INSTITUTION

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Problem Statement:

Entrepreneurial education has primarily occurred in Mara Professional College. Students from various academic programmes are educated in the foundations of entrepreneurial knowledge, skills and attitudes. However, it is unknown whether contextual founding conditions or rather personality traits that drive students' intention to self-employment. In order to design effective programmes, policy makers have to know which of the factors mentioned above should be emphasized (Autio et al 1997). The current situation is that after 3 years of following business and entrepreneurship based programmes, the students' interest in pursuing self-employment seemed to dissipate. Due to this current situation, there is a desire to conduct a study focusing on students' perception of the entrepreneurial intention and the factors affecting their decision

Purpose of Study:

The study was conducted to determine the relationship between educational support and entrepreneurial intention of MARA Professional College students. The psychological model based on Ajzen's theory of planned behaviour was used to identify the factors influencing the entrepreneurial intention of these students. The study analyzes the relationship between educational support towards entrepreneurial intention.

Research Methods:

Data were collected via questionnaire from 183 students of three different programmes offered in MARA Professional Colleges. The study utilized correlation and regression statistics to analyse the data.

Findings:

The finding of the survey shows that there is a significant relationship between attitudinal factor( $r=0.5324$ ), behavioural factor ( $r=0.5668$ ) and educational support( $r=0.6241$ ) towards entrepreneurial intention. Educational support contributed 40.8% to attitudinal factor and 57.6% to behavioural factor. All three factors (attitudinal, behavioural and educational support) contribute 43.3% towards entrepreneurial intention among MARA Professional College

Conclusions:

It is suggested educational support through professional education in these colleges is an efficient way of obtaining necessary knowledge about entrepreneurship. The result of the study has valuable implications for policy makers in Higher Education Division, college administrators and educators.

Keywords:

Entrepreneurial Intention ; Entrepreneurship Education; Educational Support

#### QUALITY OF EDUCATION, EARNINGS AND DEMAND FUNCTIONS FOR SCHOOLING IN EGYPT: AN ECONOMIC ANALYSIS

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This paper focuses on financing higher education in Egypt because it represents the main challenge that faces the Egyptian higher education sector to elevate its level. Higher education has an important role to play concerning the construction of a learning society. Investment in higher education is essential for sustainable economic growth, higher standards of living and better quality of life. The objectives of this study are to highlight the issue of financing higher education in Egypt and solve its problems as it is considered the most important step towards achieving comprehensive reform in Egypt and to provide decision-makers with necessary tools and recommendations that can help the higher education sector to overcome the current crisis. The methodology of this paper is based on studying and analyzing the topic of financing higher education by introducing a general overview on higher education system in Egypt and explaining the most important challenges facing this sector. Moreover, this study tries to present some suggested alternatives to solve the financing problems of higher education in Egypt.

What is especially significant about this paper is the emphasis on the main problems and different opportunities of financing higher education in Egypt. The findings of this study include innovative strategies to finance higher education, for example; introducing optional additional new paid education programs, attracting expatriates from the region for higher education in Egypt, building new international joint universities with high tuition fees, increasing contributions from the business sector and involving them in counsels of higher education institutions, maximizing benefits from international donations and loans, establishing student bank and using student investment bond. Egypt must improve its economic competitiveness through advanced higher education system. The quality of this system should be raised through enhancing quality of teaching, research and related activities in each university by increasing efficiency of public funding. Furthermore, higher education should be distributed more effectively and equitably to different regions in Egypt.

Keywords: Higher education- University education- Non-University education- Problems of financing higher education in Egypt- Different alternatives

#### THE IMPACT OF THE FINANCIAL AUSTERITY ON THE PORTUGUESE HIGHER EDUCATION

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Tomás Patrocínio, University of Lisbon, Institute of Education, Portugal

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Lourdes Machado, CIPES – Center for Research in Higher Education Policies, Portugal

Rui Brites, Technical University of Lisbon, Institute of Economics and Management, Portugal

#### Problem Statement:

The Higher Education' funding (HEF) has become one of the biggest problems that the University has to solve, at a worldwide scale. In the European Union, as a consequence of the governments' financial constraints, the search for new sources of funding has become part of the political agenda. In Portugal, particularly in these last years, HEF has assumed a great burden due to the drastic decrease of the State's financial input on Universities, assuming one of the lowest public funding contribution for the budget of the higher education institutions (HEIs).

#### Purpose of Study:

This paper is based on the cost-sharing approach (Johnstone, 1986, 1991, 1992, 2002, 2003) and it will present and discuss the findings of three countrywide surveys in the academic years of 1994-1995 (Cabrito, 2000); 2004-2005 (Cerdeira, 2009) and 2010/2011 (CESTES, 2011).

In short, this presentation aims to address:

1. To analyse the cost-sharing structure of HE funding in Portugal;
2. Comparison of paths structure of students' financing;
3. To reflect on students' accessibility and affordability to HE;
4. To compare the students Financing with the situation in other European countries.

#### Research Methods:

Analytical analyses of data gathered from three countrywide studies are going to be compared:

- Cabrito study - academic years of 1994-1995 (Cabrito, 2000);
- Cerdeira study – academics years 2004-2005 (Cerdeira, 2009);
- CETES study – academic years 2010/2011 (CESTES, 2011).

The analyses are interfaced in an effort to identify the challenges of financing.

Findings:

The research contributed to know to the socio-economic profile of higher education students and their evolution over time. Nevertheless in the context of the OECD Portugal is the country where students and their families contribute more for the financing of HE.

Conclusions:

We concluded that between the surveys there was a change on social strata recruitment to HE' students, with a significant growth from rich strata students along the period analysed, fact that can allow us to question about the equity of the Portuguese HE System.

Keywords:

financing of HE; HE costs; affordability; accessibility; equity

#### WHAT DO UNIVERSITY PROFESSORS (STILL) BELIEVE IN?

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Problem Statement:

Nowadays we see that the value of a university teacher is given mainly by the amount of money that he is able to bring to the institution's budget and by the financial value of the projects he initiates and coordinates (Viăsceanu, 2006) . In this context, the quality of teaching carried out daily with the students and the human intrinsic value of university teachers have taken a background place among the concerns of higher education administrators.

We nevertheless consider that in the formation of new generations of intellectuals the values their teachers believe in are very important. They influence the choices, preferences, aspirations and motivations of students; they provide students with a way to give meaning to their lives (Frankl, 2009, Yalom, 2010).

Purpose of Study:

Though in a preliminary stage, the study aims to reveal the values of today's academics: the same values that guide their life, their relationships with students and the ones they want to pass along.

Research Methods:

The method used is questionnaire survey. It was applied to a group of 52 subjects (over 20 years of teaching experience) from "Oil and Gas" University of Ploiesti and "Vasile Alecsandri" University of Bacau.

Findings:

The study led us to identify the following three aspects: 1. the values university professors believe in regarding the relationship with self, peers, and their work, 2. the values we consider most important in our current and future society, 3. the values they pass along to students and that they consider relevant for future generations of intellectuals.

Conclusions:

University teachers are not only a source of knowledge for students and representatives of leading scientific research. They are also a source of values. It is therefore necessary to award special attention to the study of their values. These values influence the beliefs, choices, motivations and attitudes of future generations of intellectuals. It is opportune to develop the research by including other universities and other categories of teachers (under 20 years experience).

Keywords: value, attitude, motivation

#### ARE EPISTEMOLOGICAL BELIEFS AND MOTIVATIONAL STRATEGIES RELATED TO STUDY ENGAGEMENT IN HIGHER EDUCATION?

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Jaakko Korhonen, Aalto University, Department of Industrial engineering and  
Management, Finland

Kirsti Lonka, University of Helsinki, Faculty of Behavioural sciences, Finland

**Problem Statement:**

The importance of study engagement in higher education has largely been neglected. We wanted to see, whether students' motivational strategies or epistemologies play a role in terms of study engagement.

**Purpose of Study:**

Study engagement is a positive, fulfilling, and work-related state of mind, which has been shown to relate to both study success and satisfaction (Salmela-Aro, 2009). Heikkilä et al. (in press) showed that university students' motivational strategies and epistemological beliefs were related to their well-being and study success. They used a person-oriented approach and grouped students into clusters. To our knowledge, such variables have not been looked at in relation to study engagement.

**Research Methods:**

The participants were two samples of engineering students (Sample 1, n = 246; Sample 2, n = 224) who filled in a questionnaire before a lecture course. The questionnaire measured study engagement (Schaufeli et al., 2002), motivational strategies, and epistemological beliefs. In the present study, motivational strategies included optimism and task-avoidance (Nurmi et al., 2003), whereas epistemologies consisted of reflective thinking, valuing metacognition, certain knowledge and practical knowledge (Lonka et al., 2008). Regression analyses, step-wise cluster analysis and ANOVA tests were conducted.

**Findings:**

Regression analyses showed that reflective learning (epistemology) and optimism (strategy) were positively, whereas task avoidance negatively, related to study engagement in both samples. These three variables explained 32% (Sample 1) and 23 % (Sample 2) of study engagement. On the basis of cluster analysis, we identified three groups of students in both samples, labelled as cook-book students, theorists and reflective professionals. The cook-book students were the least optimistic and most often expressed task-avoidance. Both theorists and reflective professionals scored higher on study engagement than cook-book students.

**Conclusions:**

It was demonstrated that optimism and reflective learning were related to study engagement in engineering education. This was done by using both variable-oriented (regression) and person-oriented (cluster) methods. We were able to replicate the results in two independent samples. Possibilities for developing such student-activating environments that foster study engagement and reflective learning are further discussed.

**Keywords:** Study engagement, epistemologies, motivational strategies, higher education, engineering education

## ANALYSIS OF UNIVERSITY TRAINING FROM THE VIEWPOINT OF THE COGNITIVE STUDY OBJECTIVE LEVEL

Katerina Juklova, University of Hradec Kralove, Faculty of Education

**Problem Statement:**

The quality of university education is currently being broadly discussed. Looking for the quality criteria we can use many different indicators. We can view the university training on the one hand from the perspective of curriculum content, on the other hand from the perspective of cognitive levels. For our analysis we chose the cognitive level of study objectives. From that point of view the level of university training demandiness may be evaluated.

**Purpose of Study:**

The purpose of the study was to analyze the character of university training, identify the specialities of diverse branches and compare them from the perspective of evolved cognitive levels. The outcomes of the analysis can become indicators for university training evaluation.

**Research Methods:**

Qualitative research design was used. The main method of data collection was content analysis of curricular outlines, lessons and final examinations. The framework for the analysis created the revised Bloom's taxonomy of educational objectives.

**Findings:**

Qualitative analysis identified diverse cognitive levels of educational objectives at university training. It also suggested the complexity of education evaluation issue and the need of further investigations.

Conclusions:

Bloom's taxonomy of educational objectives can be used as a one of the sources of university training evaluation.

Keywords:

University training, study objective, cognitive level, evaluation

#### COGNITIVE AND METACOGNITIVE STIMULATION OF UNIVERSITY STUDENTS WITH SPECIFIC LEARNING DISABILITIES

Katerina Juklova, University of Hradec Kralove, Faculty of Education

Problem Statement:

Specific learning disabilities represent difficulties that usually appear at early school age, but young people frequently fail to entirely overcome it and they outwear up to adulthood. Then they can become one of the success study barrier. Student fail to fulfil their student activities and their study outcomes are poor. The most problematic areas of their studies are usually languages.

Purpose of Study:

Within the framework of university counselling care a cognitive and metacognitive intervention was applied. The interventional program was based on the principles of mediated learning and cognitive and metacognitive enrichment. It was inspired by the concept of Sindelarova and Feuerstein. The aim of a pilot study was to carry out the cognitive and metacognitive interventional program and verify its applicability and impact on university students.

Research Methods:

An experimental research design was used. For pre- and post- testing two sets of standardised memory questionnaires were applied.

Findings:

Our pilot study revealed learning progress and memory enhancement at special parts of standardised memory tests.

Conclusions:

The outcomes implicate that cognitive and metacognitive intervention can positively influence university students study skills and outcomes.

Keywords:

Cognitive and metacognitive stimulation, university students, specific learning disabilities, memory improvement and learning progress

#### CHANGING THE CULTURE OF LEARNING IN PAKISTAN'S UNIVERSITIES THROUGH STRUCTURED PEER SUPPORT

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Problem Statement:

Universities in Pakistan, as in many developing countries, face many challenges: underfunding, maintaining and improving quality, increased participation targets and modernising the curriculum. They have faced a rapid expansion in student numbers (doubled in 10 years), with limited funding and a number of external pressures. The tendency in the HE sector in the country has been for a pedagogical style that gives authority and primacy to the lecturer and to a fixed curriculum. The place of the student as a partner in learning is not widely recognised, whereas in the UK, USA and many other countries, learner-centredness is the byword for excellence in higher education. Recognising the need for change in this approach, the Pakistan HEC has encouraged Vice-Chancellors in Pakistan to begin to introduce more learner-centred strategies to the learning culture of their Universities.

Purpose of Study:

This study investigates a fundamental aspect of university life, that of the culture of learning, and suggests a way forward, the introduction of structured peer support for students, which may begin the process of managed change to the learning cultures in Pakistan's universities and thus help address some of those major challenges.

Research Methods:

The project used social action research methods to introduce, monitor and evaluate the introduction of structured peer mentoring in two Universities in Pakistan. Evaluation used a combination of qualitative and quantitative methods.

Findings:

The results demonstrated that, as well as providing support for social and other non-academic problems faced by students, mentors engaged with mentees in tackling both basic study skills and more complex learning challenges with significant benefits to both mentor and mentee. The introduction of structured peer-support within a department facilitated changes of approach and changes in the learning relationships.

Conclusions:

It is argued that such approaches, used more widely, can be a low-cost and highly effective method for managing change in pedagogic styles in universities in Pakistan and in other countries facing similar issues.

Keywords: Peer mentoring; University; Pakistan; Learning cultures; Change management

#### MOTIVATION TO LEARN: A RESEARCH ON UNIVERSITY STUDENTS

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Manuela Spigno, University of Cagliari– Faculty of Education, Italy

Frequent cases of university drop-outs highlight various issues related to learning motivation. This work is based on Finn's "participation-identification" model and on Goal Theory. Studies highlight the importance of teacher-student relationship and achievement goals on students motivation. We want to analyze if there are significant differences between: regular students and student who have not passed their exams within the prescribed period of time; Psychology Degree Course's students and Primary Education Degree Course's students; working students and students who don't work.

We considered the following variables: personal goals dimension; university belonging feelings; perceived teacher-student relationship; perceived school goals dimension

This is a descriptive study and it uses an inquiry method on a sample of 100 Italian university students, using Anova, by SPSS.

It was possible to highlight that students who are not regular have a less positive perception of teacher-student relationship and also of task goal structure than regular students. There aren't any significant difference between Psychology students and Primary Education students and between students who have a job and students who haven't.

The results have demonstrated that regular students have a significantly more positive perception of teacher-student relationship. This means that the regular students feel better integrated in University than not regular students. For students who have not passed all their exams within the prescribed period of time, the perspective changes dramatically.

In order to better explain this situation, we want to start from the theory of self-worth, which assumes that school performance should be understood in terms of students' attempts to maintain a positive self-image. To defend that image the students can implement a variety of defensive and self-protective strategies.

From the data obtained, it was found that regardless of the degree course the levels of motivation are the same. First of all we can infer that they do not depend on length or facility of degree programs and neither on older age of Primary Education students than Psychology students. They depend on the other hand, probably, by the fact that the students have acquired an optimal level of self-regulation in learning.

Keywords: learning motivation, achievement goals, teacher-student relationship

#### A TRAIT-STATE MODEL OF DEEP APPROACH TO STUDYING IN UNIVERSITY STUDENTS

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Problem Statement:

Generally it is preferred that students develop deep approach to studying as it facilitates deeper understanding and analysis of new information (Entwistle, 1988) and positively relates to academic performance (Brodersen, 2008). However, little is known about which individual differences facilitate adoption of deep approach to studying.

**Purpose of Study:**

Present study proposes and tests a trait-state model of deep approach to studying. It was hypothesised that the traits of adaptive metacognition, attentional control, and intrinsic motivation (IM) would be positively associated with deep approach to studying, and the relationships would be mediated by the state variables of flow, approach coping, positive affect, mastery approach goals (MAP) and use of creativity, which were all measured with reference to study activities.

**Research Methods:**

An opportunity sample of 1004 university students from London completed a questionnaire pack consisting of inventories measuring the study variables. The results were analysed using bootstrap estimation (Hayes & Preacher, 2011).

**Findings:**

A multiple-mediator model explained 34.6% of the variance in deep approach to studying. Approach coping ( $b = .16$ ), flow ( $b = .09$ ), use of creativity ( $b = .18$ ) and MAP ( $b = .07$ ) had fostering effects on deep approach, whereas positive affect had none. IM had both a direct fostering effect ( $b = .18$ ) and an indirect fostering effect on deep approach through MAP ( $ab = .72$ ), approach coping ( $ab = .36$ ), flow ( $ab = .76$ ) and use of creativity ( $ab = .65$ ). Factors 1 and 2 of adaptive metacognition had indirect effects on deep approach to studying through flow ( $ab = .08$  and  $ab = .12$ ) and the effect of Factor 3 was fully mediated by use of creativity ( $ab = .19$ ) and approach coping ( $ab = .39$ ). The effect of attentional control on deep approach was also fully mediated by flow ( $ab = .26$ ) and creativity ( $ab = .13$ ).

**Conclusions:**

The findings of this study substantially support the research hypotheses. IM, use of creativity and approach coping in studying are the strongest predictors of deep approach to studying. Creativity and approach coping are also the strongest mediators of the effects of dispositional variables on deep approach, and, together with flow and MAP, explain entirely the positive effect of adaptive metacognition and attentional control on deep approach to studying. The outlined model should be considered when developing new studying techniques and programs for improving students' learning.

**Keywords:** Deep approach to studying, metacognition, attentional control, flow, creativity, coping, goals, university students.

#### FOSTERING UNIVERSITY STUDENTS' METACOGNITIVE REGULATION THROUGH PEER TUTORING

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**Problem Statement:** Since university education aims at self-management and self-regulated learning students' metacognitive regulation skills are essential for academic success (Efklides, 2008). However, students often demonstrate insufficient metacognitive skilfulness, revealing a need to foster their regulation (MacLellan & Soden, 2006). Despite growing consensus on the potential of collaborative learning when fostering metacognition, empirical research in this respect remains scarce (Iiskala et al., 2011).

**Purpose of Study:** This study aims to investigate the effect of reciprocal peer tutoring (RPT) on university students' metacognitive regulation. Both the impact of RPT on (1) the frequency of occurrence and (2) the low/deep-level approach to students' regulation are addressed.

**Research Methods:** A quasi-experimental pretest posttest design was used, involving an experimental and two comparison groups. Experimental students ( $n = 51$ ) participated in an RPT-intervention during a complete semester. The RPT-program (eight face-to-face sessions of two hours in small groups) was based on empirical guidelines promoting effect tutoring (Topping, 2005). Both at the start and at the end of the semester all participants' ( $n = 97$ ) regulation skill use was pre- and posttested individually, by means of

think-aloud protocol analysis (Meijer et al., 2006). To code the protocols, a literature based coding instrument was developed, representing a hierarchical model of metacognitive regulation, with orientation, planning, monitoring, and evaluation as main categories. To study the impact of RPT a two-way mixed ANOVA was performed for each regulation skill.

**Findings:** Findings reveal a significantly increased and more differentiated use of metacognitive orientation, monitoring, and evaluation skills by RPT-students at posttest. For students in both comparison groups this evolution could not be discerned. Our results further show significant effects on RPT-students' involvement in deep-level regulation at posttest, although their involvement in the low-level approach to regulation remains dominant. Students from the comparison groups did not show this positive evolution.

**Conclusions:** RPT appears promising to promote metacognitive regulation in higher education. Our findings raise questions concerning which elements of the RPT-setting generate metacognitive effects and offer new directions to explore peers' regulation within collaborative groups. Consequently, this study gives input for future (process-oriented) research in the emerging field of social regulation (Iiskala et al., 2011).

**Keywords:** metacognitive regulation, peer tutoring, collaborative learning, think-aloud protocol analysis

#### PROMOTING ARGUMENTATIVE ABILITIES IN WRITTEN COMPOSING OF PSYCHOLOGY SENIOR STUDENTS: CAAM METHOD.

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**Problem Statement:** Argumentative ability is among the most valued educational aims by educators of high school and higher education students. At the same time, educators often lament the students' weaknesses in producing both oral and written arguments, and a considerable amount of research exists which had reported such weaknesses (eg. Kuhn & Udell, 2007, p. 90). To Jonassen and Kim (2010) learn to argument is the cornerstone of significant learning and represents an important form of thinking which eases the scientific thinking, conceptual change and is essential for the problem-solution ability.

**Purpose of Study:** First and main aim in this research is to develop argumentative abilities into the written composing of psychology senior students, who are elaborating their degree' thesis, as a mean for constructing new knowledge, facilitating conceptual change and strengthen their argumentative essays. Second aim is to prove the CAAM (Mapping Argumentative –Assisted by Computer) using the Rationale 2.07 Argumentative Map Software (Van Gelder, 2002) as main method for developing skills in those students to analyze, evaluate and elaborate arguments.

**Research Methods:** The study was based on a cuasi-experimental design with pre and post-test and control group. The experimental group was composed by 22 women psychology senior students. Explicit use of deductive silogism method (Davies, 2008) for composing grammatically and inferentially good essays as well as the CAAM method for making argumentative maps, were used in this intervention. Infused model of abilities teaching was utilized, meanwhile students were developing and composing their degree' thesis in a seminar. Three valid and reliable psychometric instruments (eg.: HCTA o Halpern Critical Thinking Assessment, by Diane Halpern, 2003) measuring arguments analysis and evaluation abilities were applied before and after the intervention; also was required to the students to develop an argumentative essay (pre and post) presenting the research problem and justification in their thesis project.

**Findings:** Experimental group presented after the intervention a notorious enhancing in the argumentation analysis and evaluation by contrast with control group as mesaured by psychometric instruments (U de Mann-Whitney test, significance = .05). Written composing (measured only for the experimental group and evaluated with a rubric) showed better and sound argumentative essays after applying the Explicit use of deductive silogism as well as the CAAM methods.

**Conclusions:** CAAM, together with the Explicit use of deductive silogism method, showed to be an effective method to teach students how to compose sound argumentative essays. Mapping arguments helps students to visualize their reasoning line and to detect easier, among other things, co-premisas or co-reasons (broader explanations and explicit inferences) and evidence (support reasons for other reasons) needed in their argumentation.

Keywords: Argumentative abilities, argumentative mapping, argumentative essays, written composing, sound arguments, argument analysis and evaluation

#### THE HISTORY OF TECHNOLOGY IN EDUCATION. A COMPARATIVE STUDY AND FORECAST.

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Miguel Núñez, Dirección General de Carreteras, Spain

##### Problem Statement:

The progress on the harmonization of university systems required during the process of building the European Higher Education Area, launched in 1999 with the Bologna Declaration, has bestowed such a magnitude and unprecedented agility to the transformation process undertaken by European universities. However, the change has been more profound and drastic with regards to the use of new technologies both inside and outside the classroom.

##### Purpose of Study:

This article focuses on the study and analysis of the technology's history within the university education and its impact on teachers, students and teaching methods.

##### Research Methods:

All the elements that have been significant and innovative throughout the history inside the teaching process have been analyzed, from the use of blackboard and chalk during lectures, the use of slide projectors and transparent slides, to the use of electronic whiteboards and Internet nowadays. The study is complemented with two types of surveys that have been performed among teachers and students during the school years 1999 - 2011 in the School of Civil Engineering at the Polytechnic University of Madrid.

##### Findings:

The pros and cons of each of the techniques and methodologies used in the learning process over the last decades are described, unfolding how they have affected the teacher, who has evolved from writing on a whiteboard to project onto a screen, the student, who has evolved from taking handwritten notes to download information or search the Internet, and the educational process, that has evolved from the lecture to a collaborative learning and project-based learning.

##### Conclusions:

It is unknown how the process of learning will evolve in the future, but we do know the consequences that some of the multimedia technologies are having on teachers, students and the learning process. It is our goal as teachers to keep ourselves up to date, in order to offer the student adequate technical content, while providing proper motivation through the use of new technologies.

The study provides a forecast in the evolution of multimedia within the classroom and the renewal of the education process, which in our view, will set the basis for future learning process within the context of this new interactive era.

Keywords: Education process, Technology, history, interactive age, TIC

#### DETERMINING THE SET OF CONCEPT MAP BASED TASKS FOR COMPUTERIZED KNOWLEDGE SELF-ASSESSMENT

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Problem Statement: The author of the paper already for 7 years participates in the development of the concept map based knowledge assessment computerized system which is intended for students' knowledge self-assessment and offers 6 tasks of different degree of difficulty. Regardless the fact that in general students evaluate positively their experience with the system, there is evidence that tasks offered are not suitable for all students because the most part of students has difficulties in completing them. This fact allow thinking that it is necessary to extend a set of different concept maps based tasks with purpose to allow students to find such degree of task difficulty which suits best their current knowledge level.

Purpose of Study: To understand students' difficulties in completion of concept map based tasks and identify the possible set of tasks which can be offered in future.

Research Methods: The main research methods are:

1. Studying available literature concerning concept map based tasks
2. Analysis of students' questionnaires after their working with the concept map based knowledge assessment computerized system
3. Analysis of students' results in concept map based tasks

Findings: The paper summarizes:

- students' opinion concerning knowledge self-assessment using concept map based tasks
- reasons for students' difficulties in completion of concept map based tasks
- main factors determining difficulty degree of concept map based tasks and classification of tasks according to them

Keywords: concept map, knowledge self-assessment, degree of difficulty

#### LEARNING STYLES AND PERCEPTION OF ENGINEERING STUDENTS TOWARDS ONLINE LEARNING

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Online learning gives flexibility to students in learning and accessing materials according to their own needs in terms of time and techniques. Besides, online learning also provides many interactive materials that can provide information as well as feedback from others in an easy way (eLearning.com.intros, 2007) compared to traditional courses.

However, not all students want to engage in online learning (Norwati & Zaini, 2007) especially those who are engaged with courses which require face-to-face environment such as engineering courses. According to Diaz and Carnal (1999), this situation related to learning styles as student who has different learning styles will have different perception and commitment towards the online learning. This article aims to identify the relationship between engineering students' learning styles and their perception towards online learning. Data of this study was collected using a questionnaire that consists of two domains: 1) learning style domain using learning style inventory (Kolb, 1984) and; 2) domains of students' perceptions towards online learning adapted from O'Mally and McCraw (1999). A total of 136 engineering students of a public university in Malaysia were involved as the sample of this study. The findings showed that respondents of this study have different learning styles and majority of them were diverger learners. In addition, the result showed that respondents tend to be slightly agreed and disagree to the items of online learning effectiveness and related advantages. The finding also showed that there was no significant difference between students' perceptions of online learning among students with different learning styles. Based on the findings, it can be concluded that learning style had no influence on the perception of engineering students to online learning.

Keywords: Learning styles; engineering students; online learning

#### SELF-REGULATED STRATEGIES IN A E-LEARNING ENVIRONMENT

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Problem Statement: Following the hypothesis that people learn better when their specific styles are matched to correspondingly suitable learning tools, current research in educational environments has increasingly focused on the development of adaptive hypermedia learning systems that personalize instructional contents to students' learning method. However, two key constructs have been not yet adequately considered: intrinsic

motivation and metacognition. Being driven, the first, by an interest or enjoyment in the task itself, and meaning, the second, the process of taking control of one's own learning and behavior, both are influencing factors on lifelong learning and on a social construction of knowledge.

**Purpose of Study:** In the light of these premises, the present research aimed at assessing the efficacy of the didactic contents adapted to the main cognitive styles and enabled by a SCORM environment and, moreover, the role played by intrinsic motivation and metacognition in this kind of teaching/learning.

**Research Methods:** The sample was composed by 98 undergraduate students recruited on the basis of their computer attitude. The mean age was  $21,30 \pm 1,8$ . They filled out a questionnaire made up of the Computer Attitude Scale (CAS; Liaw, 2002), the Cognitive Style Questionnaire (CSQ; De Beni, Moè, & Cornoldi, 2003), the Intrinsic Motivation Scale (IMS; Poláček, 2005), and the Metacognition and Self Regulated Learning Scale (MeSRLS; Poláček, 2005). The sample was evenly divided into two groups, i.e., e-learners and traditional learners. Causal analyses were applied to data to assess the structure of the relationship between the variables of interest.

**Findings:** Data showed the efficacy of the adaptation of learning contents to cognitive styles in an e-learning environment, even though the levels of participants' intrinsic motivation and metacognition resulted low.

**Conclusions:** In order to provide additional evidence to our initial hypothesis, future research is needed to collect data from the same population with a larger sample size and to analyze further variables, such as resilience or self-efficacy.

**Keywords:** Cognitive styles, motivation, metacognition, e-learning

#### DIGITAL LITERACY COMPETENCE FOR ACADEMIC NEEDS: AN ANALYSIS OF MALAYSIAN STUDENTS IN THREE UNIVERSITIES

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**Problem Statement:** Educators in Malaysia tend to assume that most students today are digital natives (Prensky, 2001); they are considered naturally proficient with digital technologies and environments. However, studies indicate despite students' reliance on technology to collect information and communicate, "a significant number do not appear to use (or possess) the skills we expect digital natives to have" (Bennett, Maton and Kervin, 2008: 3). Hence, it is dangerous to over generalize the digital literacy ability and expectations of students. Without these skills, Malaysian students will not be able to cope with diverse ICT modes to access and process information for academic needs and, later on, employment purposes.

**Purpose of Study:**

To analyse the digital literacy competence of Malaysian students to effectively and efficiently apply ICT for accessing and using digital contents and information needed for academic tasks.

**Research Methods:** The study was carried out as a qualitative focus group study. Three focus groups, each consisting of eight students who met the study criteria, were selected from three universities in Malaysia. Interviews were conducted after each group had participated in a sequence of scenario-based digital literacy tasks. Using semi-structured questions, participants were asked to describe and reflect on their digital literacy practices during these tasks as well as in their everyday lives.

**Findings:** The results of the study revealed that the digital literacy competence of students vary according to several factors; including socio-economic background, English language proficiency, and the design of multimodal forms in digital contents. They particularly find it difficult to find relevant and useful information for academic tasks due to their poor web searching skills.

**Conclusions:** To conclude, by analysing the digital literacy competence of students and identifying the information barriers that hamper them from attaining these skills, educators can find solutions to overcome the stated problem. Hence, the findings of this

study will contribute to the development of a digital literacy education framework to enhance Malaysian students' digital literacy competence.

Keywords: students, digital natives, digital literacy, digital contents and information, information barriers

#### THE FUTURE OF TEXT-TO-SPEECH TECHNOLOGY: HOW LONG BEFORE IT'S JUST ONE MORE THING WE DO WHEN TEACHING READING?

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Text-to-speech technology (TTST) most often falls under the heading of special education or assistive technology, where its primary purpose is to support students who struggle to read or have an identified reading disorder. TTST transforms print texts of any format (book, magazine, newspaper, website) into text that is read aloud by a computer-synthesized voice. It is not to be confused with audio-books that are typically recorded by human voice. TTST simply decodes, thus reducing the attentional demands required of readers to decode individual letters, store this information, put it together into words, sentences, and then finally comprehend. By bypassing decoding issues, TTST may prevent the vicious cycle of withdrawal from text, lower levels of motivation, lack of confidence, and inaccessible curricula, particularly in higher grades where there is a greater emphasis on accessing content through print texts. With TTST, readers can move directly to the real work of reading, which is expression, fluency, comprehension, making sense, and ultimately responding. As well, TTST used as part of a balanced approach (i.e., for multiple readings), has the potential to reduce over-reliance on "human" supports, therefore enhancing independence.

The purpose of this ethnographic study was to determine what would happen if TTST was offered as a level of reading support in the regular classroom. The use of TTST allowed students to deepen their understanding of what it means to read, what it is that TTST does and cannot do, and what happens when certain skills and strategies break down. Students also discovered the many ways that TTST facilitates and extends reading strategies and processes in the classroom (e.g., word solving, expression, fluency, response). Ultimately, when provided with the choice to use it or not, students agreed that for many, TTST was a nuisance; for some, a legitimate and equitable choice; and for a few, TTST, would be a lifelong tool. Implications for classroom practice in terms of parent, teacher, and student implementation will be discussed.

#### STUDENT PERSPECTIVES ON WIKI TASKS AND THE INTRODUCTION OF COMPUTER-SUPPORTED PEER FEEDBACK

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Problem Statement:

Computer-supported collaborative learning environments are often set up in higher education settings. In this respect, a wiki can be considered as an easy-to-use platform for collaborative work. In the present study, master students educational sciences (N = 13) were divided in three groups to develop a wiki. In addition, each group member was required to monitor the wiki of both other groups and provide feedback five times throughout the semester. The main question addressed in this study is how students perceived working in the wiki environment and the process of giving and receiving feedback via a web form.

Purpose of Study:

This study aims to investigate students' perception on five aspects related to the computer-supported collaborative learning in a technology-enhanced learning environment: (1) working in the wiki, (2) receiving feedback, (3) giving feedback, (4) implementation of the feedback process in the wiki-task, and (5) the computer-supported feedback system (web form).

Research Methods:

All participating students were required to complete a short questionnaire comprising 5-point Likert items gauging for their opinion on a number of statements related to the five aspects mentioned above. In addition, every student was interviewed. The interviews were semi-structured, took about 30 to 40 minutes per person, and focused on the development of the wiki and the implementation of the feedback and the feedback system.

Findings:

The questionnaire and interview data showed that students (1) prefer to create a wiki compared to writing a paper; (2) agree that receiving feedback from peers has added value, as well as (3) providing feedback to the other groups; (4) agree that the feedback process improved their wiki; and (5) that the feedback system can enhance the quality of the wikis. However, not all students feel that the feedback process and system is enhancing the interaction with other groups.

Conclusions:

This study showed that students prefer to work in a wiki and find that the process of giving and receiving feedback adds value to their work. The paper furthermore discusses suggestions of students to enhance the wiki-work and feedback mechanisms.

Keywords: wiki, computer-supported collaborative learning (cscl), peer assessment, peer-feedback

#### THE GOOGLE SKETCH UP SOFTWARE AS A TOOL TO PROMOTE CREATIVITY IN EDUCATION IN GREECE

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The three-dimensional design program called "SketchUp" was first presented by Google in 2006 and was created to facilitate the design of buildings for the three-dimensional city display on Google's satellite maps. It is a modeling tool which can be used to create anything, from simple 3D shapes to complex models, thereby promoting creativity (Dewey & Down; Fischer et al., 2005; Kintsch; Kafantaris, 2010; Sarimpalidis, 2010; 3dvinci, Teacher's guide, NCTM Meeting SketchUp Talk). Creativity is still a point of concern today, both as an object of psychological research, as well as a goal of the educational process. The ability to be creative attracted the interest of researchers in the empirical psychology of the 20th century. Creativity is the ability to express one's thoughts in an essentially new, original way that surpasses the ordinary. It is a fantasy or a compilation of thoughts that are not simply quoted or stitched together. Creativity may include the development of new systems, the transfer of familiar relationships to new situations, or the formation of new associations (De Bono, 1976; Florida, 2003; Stain, 1975; Tharp, 2003; Xanthacou & Kaila, 2011).

In this study, we attempt to investigate the effect of the students' involvement with Google Sketchup on the three dimensions of creative expression: fluency, flexibility, originality. The study participants were 44 students in the first grade of the EPA.L. (Vocational high school) of Zakynthos. For this study, the students were divided into two groups. The first group (experimental group) created designs on the computer using the Google Sketchup software, while the second group (control group) created designs using design tools. In the end, the two groups of students completed a common test of divergent creative expression.

The results' analysis indicated the positive effect of software use on the students' creative expression, regarding fluency and flexibility of thought. The capacity for originality of ideas was not significantly affected. The fact that two of the three elements of creative expression presented a statistically significant difference in the experimental group proves that the Google SketchUp software has the ability to affect the creative expression of students.

Keywords: Google SketchUp Software, Creativity

#### CHALLENGE OF EMPTY SPACE. MULTIMODAL INTERACTION IN DRAMA LESSONS

Tapio Toivanen, Department of Teacher Education, University of Helsinki, Finland

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Heikki Ruismäki, Department of Teacher Education, University of Helsinki, Finland

Problem Statement:

1) What challenges do teacher trainees face during multimodal interaction in drama lessons?

2) What solutions do teacher trainees find for these challenging interaction situations?

Purpose of Study:

The challenges of multimodal interaction between a teacher and a student were examined, thereby developing teacher education of drama.

Research Methods:

Stimulated recall-interviews were conducted with the help of a stimulus. The stimulus was a video recorded during teacher practice sessions in spring 2011. The interviewees (N=7) were students studying to become class teachers. The interviewer and the interviewees watched previously selected video clips together and discussed the classroom interaction.

Findings:

The preliminary results show that multimodal interaction, verbal and non-verbal communication, in drama lessons is challenging for teacher trainees. Non-verbal communication (stiffness, artlessness in expressions and gestures) and presence in educational situations (anticipating, situational sensitivity and engaging students' attention – functions have not become automatized, the teacher trainee watches himself from the outside) were considered problematic issues. Teaching skills (teachers' feelings of inadequacy – the teacher was constantly thinking about the passage of time, inconsistency in instructions – a lack of routines, structure and clear framework) were defective, influencing the teacher's ability to pay attention to students (teacher could not get a student's attention, teacher did not have time to give attention to a student). Freedom of the drama work (the loose drama contract, which was not adopted as part of the drama work, the teacher did not clearly show what was and was not allowed) was also regarded as a challenge.

Conclusions:

The teacher trainees found the interaction in drama work to be challenging. Drama work is free form of education, making controlling the group or a student more difficult. The interviewees felt inadequacy with regard to their own actions, their limited subject knowledge, inoperative non-verbal communication and lack of teaching skills. The feeling of inadequacy was also connected to the management of student's and group. The teacher trainees experienced the interviews as useful to the development of their pedagogical thinking. Through reflection of their actions, they found solutions to the challenging interaction situations in drama education. Our findings support the use of video analysis of teaching situations as part of research-based teacher education aimed at developing inquiry-orientation in the teaching-learning process.

Keywords: Drama education, communication, teacher education, teacher trainee, Finnish teacher education

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Keywords: Drama education, communication, teacher education, teacher trainee, Finnish teacher education

#### COMPUTER-ASSISTED LANGUAGE LEARNING FOR IMPROVING STUDENTS' LISTENING SKILL

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Problem Statement:

Applying the appropriate teaching method plays an important role in the teaching/ learning process including teaching listening as a skill. The listening skill is one of the four most important and difficult skills to be taught in EFL. Students are facing a difficulty either in understanding native speakers or in producing native-like English (accent/pronunciation). They are also unprepared to function in the new world. And as a third point, in most classes students are unmotivated and act as passive listeners.

Purpose of Study:

This study aims to demonstrate that the use of CALL (Computer-Assisted Language Learning) is an effective method to enhance students' motivation hence their performance in listening.

Research Methods:

A pre-test/post-test methodology design was used. Thirty students from first year level at Mohamed Kheider University were subjects of the experiment during a period of one semester. The experiment consisted of exposing two groups fifteen each, randomly sampled, to a set of activities but using different methods, one of them CALL. Results have been driven through statistical analysis.

Findings:

Using Statistica Software, the mean in performance was clearly different between the control group and the experimental one. The data gathered and analyzed have driven us to good scores reflecting active listeners (fully involved in the process) in motivated classes because they were not just exposed to an aural environment but also a visual one.

Conclusions:

By the end, we can say that CALL is a motivating method and computers are worthwhile tools to be used in second/foreign language classes to develop students' listening skill.

Keywords:

CALL – Motivation – Developing – Listening Skill.

#### THE IMPACT OF WEB-BASED INQUIRY IN SECONDARY SCIENCE EDUCATION ON STUDENTS' MOTIVATION TO LEARN SCIENCE

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Problem Statement:

The finding of decreased learning motivation and interest in science learning (Osborne, Simon & Collins, 2003) has often been the original driving force for developing and implementing innovative technology-enhanced learning environments. The Web-based Inquiry Science Environment (WISE) (Slotta & Linn, 2009) for example is assumed to increase learner motivation since students are engaged in activities in which science is made visible and accessible, students can learn from each other and autonomous learning is promoted. However, to date there has been much more focus on theories of learning whereas research focusing on the effects on learner motivation remains relatively marginalized in the Learning Sciences in general (Blumenfeld, Keppler, and Krajcik, 2006), but also in research on science education (Koballa & Glynn, 2007).

Purpose:

To fill this gap, this study specifically focuses on the impact of Web-based inquiry on students' motivation for science learning and the effects of motivation on knowledge construction. This is investigated in the context of a design-based research project in which a WISE curriculum is implemented in educational practise on a yearly base (Raes, Schellens, De Wever & Vanderhoven, 2011).

Methods:

Using a pretest-posttest design motivation is measured from a Self-Determination perspective (Deci & Ryan, 2000) by means of the The Academic Self-Regulation Scale (Vansteenkiste, Sierens, Soenens, Luyckx, & Lens, 2009) and knowledge acquisition was measured to investigate the relationship with motivation. An empirical study in 13 secondary science classes was conducted, involving 220 students. Since students came from existing classes, the problem under investigation has a clear hierarchical structure. In this respect, Hierarchical Linear Modelling is used for testing main effects and interaction effects of individual predictors (gender and achievement level) and classroom-level predictors (class type) of motivation.

Findings:

Preliminary results show that the implementation of Web-based inquiry in science education can positively affect motivation and lessen the gender gap regarding interest for science. Moreover, autonomous motivation is a significant predictor for a better performance on posttest. More in-depth results about the differential effects on certain kinds of students and its implications for science education will be presented in the final paper.

Keywords: motivation, web-based inquiry learning, secondary science education

An analysis of readiness of education students in the use of technology at Mississippi State University

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Problem Statement: Whether pre-service teacher education graduates are being prepared to teach with technology. More specifically, this study attempted to answer the question: Are undergraduate teacher education graduates at Mississippi State University adequately prepared to teach with technology?

Purpose of Study: was to analyze the readiness of pre-service teacher education graduates at Mississippi State University in the use of technology.

Research Methods: The design of this study was a survey approach. Data from the completed survey instruments was coded onto data sheets and was entered into the Statistical Package for the Social Sciences. Descriptive statistics were used initially on the data to answer the research question. Chi-square was selected as a statistical tool because the data for the study was nominal and ordinal.

Findings: Pre-service teacher education graduates were inadequately prepared to teach with technology. These findings indicated that the College of Education at Mississippi

State University does not have a teacher education program as part of the infrastructure of the College of Education that emphasizes the use of technology by all the instructors. Conclusions: Most pre-service teacher graduates had a low level use of computer technology. The use of technology by teachers/instructors in the undergraduate classroom setting was shown to be ineffective for promoting the use of technology by student teachers as nearly all student teachers indicated their teachers/instructors used technology. It was only when student teachers were placed with university supervisors who used technology and in practice where technology was used that they indicated a higher level use.

Keywords: Technology, Teacher Education

#### ASSESSMENT OF SOCIO-PSYCHO FACTORS ON USE OF ICT (case study: educational faculty members)

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Noraini, Mohd Salleh, University of Malaya, Education, Malaysia

##### Problem Statement:

The universities as the most important developmental tools are gradually becoming obvious in socio-economic, cultural and scientific realms. Meanwhile, world's educational systems have been affected severely with the advancement of scientific, technical and technological domains. Such technologies like ICT affects all aspects of human life and it has been exposed to change and transition in educational systems. Presently, ICT, as one of the valuable solutions to the ever-increasing educational needs, has received global acceptance. In this regard, some factors about user of this technology impact on ICT usage.

##### Purpose of Study:

The main aim is to assess socio- psychotic factors among faculty members of zone 8 branches in Tehran from Islamic Azad University on use of ICT.

##### Research Methods:

Given that the present survey has a descriptive-field and causal-relative plan that questionnaire is measurement tool. Reliability and validity of this tool was confirmed by some statistical method such as Cronbach's alpha test and factor analysis method. Simple random sampling method was used to select sample of population.

##### Findings:

Finding of study was showed that private universities in Tehran given to the importance of studying application level of ICT in universities. Finding show that eleven (11) variables affect the application of ICT. Research variables clarify 84 percent of the dependent variable's variance totally and there are still unrecognized variables. Computer competence, computer self-efficacy, management support, perceived ease of use of computer, perceived usefulness, attitude toward computer and behavioral intention were recognized as strong predictors of ICT application.

##### Conclusions:

According to the study, results could be improved knowing about what factors assessment to ICT usage such as Behavioral intention with highest effect on it among target group. This study could be gave options of this factors that increase knowledge about it in the educational field.

##### Key world:

Socio- psycho factors, use of ICT, faculty members, educational department

#### DEVELOPING PROFESSIONAL COMPETENCE AT A MEXICAN ORGANIZATION: LEGITIMATE PERIPHERAL PARTICIPATION AND THE ROLE OF TECHNOLOGY

Juan Manuel, Fernandez Cardenas, Tecnologico de Monterrey, Graduate School of Education, Mexico

Brenda Cecilia, Padilla Rodriguez, University of Leicester, Beyond Distance Research Alliance, United Kingdom

Problem Statement: In the last decade, technology has become a fixed reality in organizations, transforming the strategies deployed in them to develop professional competence. A large Mexican organization (+6000 employees) with a high geographical dispersion was interested in improving its offer of educational opportunities for its staff by increasing the use of online courses. This required a more thorough understanding of

employees' learning experiences and their legitimate peripheral participation, which is the process novices follow in order to become experts in their areas.

**Purpose of Study:** This study analyzes the development of professional competence of employees of a large Mexican organization, focusing on the legitimate peripheral participation process and the role of technology in the staff's learning.

**Research Methods:** This was a case study based on in-depth interviews with six employees at different stages of expertise. Areas explored included the characteristics of their communities of practice, their legitimate peripheral participation process, and the role of technology in their learning. The two researchers individually coded the interviews and identified key themes.

**Findings:** For participants in this study, the main benefit of belonging to a community of practice was to be able to learn from other members. While their organization provides formal educational strategies (e.g., courses and departmental visits), interviewees tended to value more informal learning derived from face-to-face contact with peers and supervisors, especially when being novices. Some also reported that performing their job activities on their own was particularly useful for learning. Their reactions towards the use of technology in education varied, ranging from highly skeptic to highly supportive. Their previous experiences and their perceptions of e-learning were generally characterized by the lack of social interaction opportunities.

**Conclusions:** Results have implications for design of organizational learning strategies. They highlight the importance of including practical in-the-job situated activities in professional competence development programs and social interactions in online courses.

**Keywords:** community of practice, legitimate peripheral participation, workplace learning, online training

#### DIGITAL LANDSCAPE: EMBRACING THE REALITY

Carol Sternberger, IPFW, Health and Human Services, USA

Educators must be responsive to industry's dynamic, technology rich environment. It is important for universities to move beyond expecting graduates to have isolated technology skills. Designing curricula that will produce graduates who are comfortable using technology and possess the ability to interpret, analyze and synthesize data requires a different approach to education. The paper focuses on the various technologies integrated in a graduate course designed to prepare nurse educators to work in both academic and clinical environments. Best practices, evidence-based methods and integrated concepts from a requisite informatics course were foundational in the course assignments that focused on the implementation of technology infused teaching methods. Learning objects were created by the faculty and students using social media such as avatars, YouTube videos, podcasts, blogs, and Facebook to harness co-creation concepts. Desktop recording software, rich media files, collaboration technologies, and 3D presentations were used by the course faculty for instructional method and by the students in the design of their course work. Student assignments included the development of high fidelity simulations, electronic health record case studies, e-portfolios, and the creation of interfaces to educate undergraduate students on the rigors of various topics related to informatics.

Emerging and evolving technologies will continue to cause shifts in education paradigms. As university professors, we see education quite differently from the new-age students.

Our ideologies and assumptions are challenged by the notion that education is to train a workforce. Regardless of discipline, we are charged with educating the future workforce; that audience embraces the technology revolution. Along the way, if we can engage the students through technology, then they may find that the goal of education is to help them think differently by interpreting, analyzing and creating.

#### A NEW ATTITUDE TO COMPUTER GAMES

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Problem Statement: Main goal of dynamic and creative education. Able human creation to doing new works, human be discoverer and innovative. if we will creative and including of strong imagination adults, we should plan of life primary ages for them. If creativity and imagination of childrens to be not encouraged, they not become creative adults

Purpose of Study: The main purpose of this research be effect of computer games on creativity and its relation with psycho adjustment in students.

Research Methods: The research society include all girl students in third elementary school that were participated summary class in sirjan city and their number was 180 persons that 136 persons responded to inventory using of census method.

The measurement tool be adjustment inventory in elementary school students and Torrance treativity test (image A form), that it assesses subject abilities in fluency, originality, elaboration, flexibility traits. Both of test have enough validity and reliability.

Findings: The results of this research showed that computer games is meaningful in decreasing of originality and elaborating aspects. In comparison with averages of means, we find out that students do computer games obtain lower scores than students that don't computer games in two creativity aspects. Also there is positive meaningful relation between flexibility variable and affective adjustment in ( $p < 0.01$ ) level.

Conclusions: Parents and teachers or instructors and establishments for children entertainment instead of production and applying of computers games use of educational soft-wares such as storytelling or story writing and childish songs accompanied by moral advices that are useful to creativity in incassation and children adjustment.

Keywords: attitude, computer games

#### A STUDY OF EFFICIENCY IN MULTIDIMENSIONAL COMPUTERIZED ADAPTIVE TESTING

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The research problem for computerized adaptive testing to be answered: (1) which model to use; (2) how to select the first item; (3) how to update ability estimate after an examinee gives the response; (4) how to select the next item; 5) how to end the test. The study was the lack of guidance in the literature of multidimensional computerized adaptive testing (MCAT) were 12 conditions (2X2X1) consisted: (1) to comparison of two-ability estimation methods included maximum likelihood estimation and Bayesian estimation; (2) to comparison of item selection methods can be divided into two categories, Maximize the Determinant of the Fisher Information Matrix and Largest Decrement in the Volume of the Bayesian Credibility Ellipsoid, and the terminate criteria can be divided into one categories, standard error of estimation (SE) less than 0.3. This research was based on the data simulation of multidimensional item response theory (MIRT) with 3 parameter logistic model (3PLM). The generating of data from WinGen3 Program consist of examinee Data ( ); item data (a, b, c), and item response data (dichotomously scored; true 1, fall 0)

As the result of the study, recommendations were made which method should be used under certain condition. It is believed that the results of the study can help future researchers in selecting ability estimation, item select methods and test terminate when conducting their own research in MCAT and help the construction of operational MCAT procedures.

Keyword: Multidimensional Item Response Theory, Multidimensional Computerized Adaptive Testing,

Maximum likelihood estimation, Bayesian estimation,

Maximize the Determinant of the Fisher Information Matrix,

Largest Decrement in the Volume of the Bayesian Credibility Ellipsoid

#### ANALYSIS OF LESSONS USING INTERACTIVE WHITEBOARD FOCUSED ON PEDAGOGICAL INTERACTION AND COMMUNICATION

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Problem Statement: Information and communication technologies have been penetrating the educational process in many forms, which are perceived as the element that has

been causing changes and innovations at schools. According to the international research work realized in 2006 (Benchmarking Access and Use of ICT in European Schools) the interactive whiteboard (IWB) is one of the most used technologies. Also Czech schools are being equipped with them. As a reaction on some Great Britain findings that extensive implementation of interactive whiteboards did not bring about the desired results, our study work newly focused on IWB and its possible influence as a contemporary didactic means of the educational process.

Purpose of Study:

The purpose of the study was to find out how the elementary school teachers accepted the interactive whiteboards as a new didactic means and if using IWB influences the pedagogical interaction and communication between the teacher and the pupil.

Research Methods: FIAS – Flanders interaction analysis technique on 16 categories (7 teachers', 8 pupils' and 1 neutral)

Findings:

We have analysed twenty lessons, in a half of them IWB was used. Using statistical techniques we came to the conclusion that using IWB does influence the interaction and communication of the pupils, especially the pupils' activity.

Conclusions:

If teachers use the technology, i.e. IWB, for supporting of constructive and innovative pedagogical methods the pupils will be more active, the final interactional index will be  $>1$ , which has been proved by our results. On the other hand we cannot forget that constructivist approach to the educational process and the related increased pupils' activity does not depend on technologies, but on the teacher's competency and personality.

Keywords: Flanders Interaction Analysis Technique, Interaction and Communication, Information and Communication Technology, Interactive Whiteboard

#### INTEGRATION EDUCATIONAL ROBOTICS INTO THE TRAINING PROGRAMME OF FUTURE ICT TEACHERS

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Problem Statement: Constructivist approach and Constructionism theory in Educational robotics

Purpose of Study: Analyze the theoretical background, the relevant specifics of didactic and educational aspects of the exploitation of robotics as a means of promoting constructivist teaching methods in education at the Czech secondary schools, and to validate implementations of the educational robotics in the school practice.

Elaboration of the conceptual and methodological outputs of the research and of materials for upgrading the programme for preparation of students of pedagogy.

Research Methods: The theoretical methods are employed in the preparation of research in the first phase. The analysis of the primary and secondary sources is used to anchor the subsequent empirical research in the pedagogical theory. Focus of the work is based on the empirical qualitative methods. It is primarily the action-oriented research, verifying the examined teaching strategies, based on the analysis of the experimental learning model and other micro-studies, associated with the observations and interviews with the research participants. These methods are supplemented by proper quantitative approaches – by exploratory investigations and by an analysis of the recorded text and voice pieces of communication with the research participants.

The empirical part of the research consists of the experimental learning courses of educational robotics at primary and secondary schools and of the educational robotics courses for the future ICT teachers.

Findings: The results should indicate whether the practical use of educational robotics in schools leads to an increase in the quality of educational contents and of the process, and whether it has an effect on the objectives of education.

Conclusions: The authors of the research expect that the execution of the research will lead to the verification of the implementation feasibility and to the verification of the didactical potential of the educational robotics as a mean of the support of the constructivistly conceived teaching. This can be useful to the students of pedagogy in their future teaching practice. After a thorough familiarization with the didactical specifics and functional possibilities of the educational robotics, the methodological endowment of

students will be enhanced and the range of teaching tools applicable in the pedagogical practice will be extended.

Keywords: educational robotics, robotics, education, constructivism

The paper discusses the research of implementation educational robotics into the training of future ICT teachers at the Department of Information Technology and Education, Faculty of Education, Charles University in Prague. It also describes concept of teaching courses that are being developed in the framework of the respective research and consists from characteristic of the project during which students will be acquainted in detail with the possibilities of using educational robotics and constructivist approaches in their future educational practice at primary and secondary schools.

The decline of the interest of pupils and students of schools in the Czech Republic in area of technical and natural sciences clearly evident from the carried out results of many recent surveys raises the need to adopt appropriate measures in order to increase again the attractiveness of these disciplines. An appropriate application of previously little-utilized pedagogical approaches in the form of additions or alternatives to the traditional concept of education, as well as the implementation of modern technologies (for example educational robotics), may be one of the ways how to attract the future graduates of primary and secondary schools to study engineering, technology and natural sciences at the higher levels of education and training.

#### EDUCATION POLICY: A CASE STUDY OF DIGITIZING EDUCATION IN MALAYSIA

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Ahmad Murad Merican, Universiti Teknologi Petronas, Department of Management and Humanities, Malaysia

Malaysia's vision to become a developed nation in the year 2020 drives its plans towards digitalisation. As such, education policies in the Malaysia have gradually incorporated information and communication technologies. The Malaysian government's Multimedia Super Corridor (MSC) initiative is instrumental in digitizing the nation in various dimensions such as governance, health and education. Planned change is realised in the form of development plans and policies. Planning development is the government's major activity in almost every country. It should also be noted that digitization and information communication technologies initiatives took place and were politically and socially grounded throughout the 1990s during the time of the fourth prime minister Tun Mahathir Mohamad. Globally, emerging economies would have to face the competition with developed nations. Therefore, it is an exigent task in planning change. This study aims to conceptualise digitising education in Malaysia in that context. It then describes the planning machinery and examines the development plans and official reports. This study uses secondary data from texts and documents as well as policy imperatives in Malaysia to problematize the digitalising of education in Malaysia. It was found that Malaysia is going through a series of changes by using development planning and the management of change as a tool to realise its goals towards achieving the status of a high-income developed nation. In its quest for modernisation and development in the information age, the government attempts to build a solid foundation to position itself as a developer and supplier of ICT. However, the government also aims to ensure balanced development and growth with equity whereby participation in the knowledge-based economy reflects the ethnic composition and the general demographic characteristics of the population.

Keywords: planned change, education policy, Malaysia, ICT in education, developing nation

#### THE DEVELOPMENT OF VETERINARY ANATOMICAL TERM LEARNING MEDIA FOR 2ND YEAR STUDENTS IN FACULTY OF VETERINARY MEDICINE, KHONKAEN UNIVERSITY

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Small Animal Anatomy was the basic science course that essential for Veterinary Curriculum. Students had to study about neck, thorax, abdomen, pelvis, head and legs according the region of dog's body. Academic performance of students in this course in

the past years were less than 80% (Criteria of this unit was 80 %). The purpose of this study was to develop and evaluate the media for the second year of veterinary students at Khonkaen University to success in learning anatomical term of the dog's body. The media was a small text book with exercise about the roots of the academic terms, and how to make the prefix and suffix with the root terms. The subjects were 102 Veterinary students enrolled in Small Animal Anatomy course in the first semester of academic year 2010, Khonkaen University. A pretest-posttest, one group design was used in this study. Data were collected via the Test of Academical Term (full scores = 30). The overall mean for the students' pretest was 19 (SD = 2.27) with scores ranging from 15 to 23. The overall mean for the students' posttest was 27.33 (SD = 2.10) with scores ranging from 23 to 30. The post test mean was 91.1 %, higher than last year (75%) and can past the 80 percent criteria. In conclusion, this learning media had the potential to promote better understanding of the anatomical terminology.

Keywords

Veterinary students, anatomical terminology

Acknowledgement : This work was supported by the Higher Education Research Promotion and National Research University Project of Thailand, Office of the Higher Education Commission, through the Cluster of Research to Enhance the Quality of Basic Education

#### PERCEPTIONS OF INTERNATIONAL STUDENTS ON ACADEMIC LITERACY FOCUSING ON SPEAKING AND LISTENING SKILLS IN MALAYSIA

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Leila Hassani, University Kebangsaan Malaysia, Language and Linguistic, Malaysia

Problem Statement: Enquiring international student's perceptions of academic literacy in English language is very crucial where there are different languages and also where English language is a medium of instruction.

Purpose of Study: The aim of this study was twofold: first to study the academic literacy which focuses on the speaking ability of international students in Malaysia based on a literacy event involving power point presentation (PPP), furthermore to identify definite concepts imperative in understanding the problems of academic literacy of international students in Malaysia with regards to their way of speaking and listening during power point presentations.

Research Methods: The study made use of questionnaires and interviews as a mixed method for gathering and validating data. The samples were 30 MA or PhD international students who have passed an entrance exam in order to fulfil certain requirements in terms of English language proficiency.

Findings: The results revealed that more than 80% of the international students had problems in applying the appropriate speaking and listening skills in the academic context and more than 90% agreed that language proficiency was a key to effective presenting.

Conclusions: From the descriptive analysis, researchers could identify several common perceptions of the international students towards their speaking and listening skills during PPP. In interviews common answer on the essential requirements for a PPP included pronunciation and voice quality which were in accordance with the findings from the descriptive analysis. Most of problems related to their traditional educational systems, effect of mother tongue and culture shock due to new educational environment. Besides that, the main difficulties due to power point presentation were mostly related to pronunciation and accent that cause language barriers particularly in speaking and listening in an academic context.

Keywords: Academic literacy, Power point presentation, listening and speaking skill, perceptions, language proficiency

#### A STUDY OF STUDENTS' READING PERFORMANCE IN TWO TEST FORMATS OF SUMMARY WRITING AND OPEN-ENDED QUESTIONS

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**Problem Statement:** Reading comprehension is a multidimensional skill that needs to be tested by various test methods because each test format taps one aspect of reading ability. It is inadequate to measure the understanding of text with only one method by test takers. They should try to use different test methods to gauge the students' reading performance based on their proficiency.

**Purpose of Study:** The present study investigated the impact of the two test formats of summary writing and open-ended questions on the students' performance. Also it examined its relationship to the students' English language proficiency.

**Research Methods:** This research methodology is based on a quantitative study applying ex post facto design 2. Descriptive and inferential statistics were used to analyze the data. In addition, qualitative data in the form of an interview is also collected to support the quantitative data in this present research. The participants were 35 international postgraduate students in various levels of studies participating in this research. In addition one causal expository text was selected for two test formats, summary writing and open-ended questions.

**Findings:** The findings revealed that there was no significant difference of the test takers' reading proficiency ( $p > .05$ ) on their performance on the two test methods of summary writing and open-ended questions. In addition, results of t-test for the two test methods is significant ( $p < .05$ ) whereby the test takers had a better performance in summary writing than open-ended questions.

**Conclusions:** Based on the reading component of TOEFL test, the results of this study also indicated that the two groups of language proficiency demonstrated a better performance in summary writing compared to open-ended questions regardless of their level of proficiency. The students performed better in summary writing than the open-ended questions.

**Keywords:** reading comprehension, reading assessment, reading proficiency, summary writing, open-ended questions

#### PERCEPTIONS OF INTERNATIONAL STUDENTS ON ACADEMIC LITERACY FOCUSING ON SPEAKING AND LISTENING SKILLS IN MALAYSIA

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Leila Hassani, University Kebangsaan Malaysia, Language and Linguistic, Malaysia

**Problem Statement:** Enquiring international student's perceptions of academic literacy in English language is very crucial where there are different languages and also where English language is a medium of instruction.

**Purpose of Study:** The aim of this study was twofold: first to study the academic literacy which focuses on the speaking ability of international students in Malaysia based on a literacy event involving power point presentation (PPP), furthermore to identify definite concepts imperative in understanding the problems of academic literacy of international students in Malaysia with regards to their way of speaking and listening during power point presentations.

**Research Methods:** The study made use of questionnaires and interviews as a mixed method for gathering and validating data. The samples were 30 MA or PhD international students who have passed an entrance exam in order to fulfil certain requirements in terms of English language proficiency.

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Keywords: Academic literacy, Power point presentation, listening and speaking skill, perceptions, language proficiency

FORMATION OF THE LANGUAGE ENVIRONMENT, AS A FACTOR OF THE DEVELOPMENT OF HIGH POLITICAL CULTURE OF THE INDIVIDUAL SOCIETY IN MODERN KAZAKHSTAN

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PhD Komekbayeva Lyazzat

According to the concept of consolidating the positions of president of the state language played a phenomenal and a landmark role in the formation of civil society with its inherent political culture. According to the survey, it became clear that the desire to learn the Kazakh language support most of the Kazakhs of all nationalities and it is yielding results. Strengthening the position of the state language begins literally with the birth of today's children with learning and enhance knowledge of their native language since kindergarten. The people formed stereotype of the "prestige of the Kazakh language", which certainly can be seen on the results of the study. As says the head of our state, "the Kazakh language - the official language, and every citizen should know it. However, we should not diminish the languages of other ethnic groups living in Kazakhstan. Therefore, this problem should be solved gradually, without kinks. We must create conditions for expanding the scope of the Kazakh language. Kazakhstan - a large and happy family for all ethnicities and cultures. " And, we are, science researchers will actively participate in programs aimed at consolidating the society and improving the political culture of the individual in modern Kazakhstan.

THE INFLUENCE OF LANGUAGE ON THE COLLECTIVE PERCEPTION OF ALTERITY: A STUDY ON THE IMAGE OF TURKS IN THE GREEK MEDIA AND THE POTENTIAL FOR EDUCATION

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Problem Statement: "Eat your food, child, or else the Turk will come and take you away." This is a common Greek stereotype about the Turks, illustrating them as bogeyman. But why Greeks have a bad image of their eastern neighbours?

Purpose of Study: The present study has its source of inspiration in a wider research we are currently undergoing, related to the Greek-Turkish relations in the second half of the 20th century and the stereotypes about the Turkish people, promoted by the Greek history textbooks and the Greek media. In this paper we aim at remonstrating that the Greek press reinforces ethnic categorisation and stereotypes during the bilateral crises, thus cultivating the historical and traditional mistrust of the Greeks towards the Turks.

Research Methods: The methodology applied for this study is the content analysis of the front page articles of the major Greek political newspapers in combination with the content analysis of selected texts from the Greek history textbooks of the primary and secondary education.

Findings: The language used by the Greek press seems to be a version of the educational language used in the history textbooks of the primary and secondary education in Greece. In times of bilateral tension during the second half of the 20th century, one may observe the revival of the "traditional" typification of the Turks both in the Greek textbooks and in the Greek newspapers. The language influences the collective perception of Alterity by creating simplified and negative images of the Other. This perception is induced to students and public and perpetuates the mistrust towards the neighbours.

Conclusions: Negative images of the Other create negative public perception and prevents from achieving reconciliation. Instead of promoting stereotypes, media must raise public awareness of the hate speech problem in relation to history and to work in favour of eliminating the obsolete stereotyping phenomena.

Keywords: Stereotype, Alterity, Greek press, Aegean crises, Greek history textbooks

## THE EFFECT OF TASK TYPE ON LEARNER'S USE OF COMMUNICATION STRATEGIES

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### Problem Statement:

A brief review of the literature (Tarone and Yule 1989, Faerch and Kasper 1983, Paribakht 1985, Mc Donough 1995, Cohen 1998, Dornyei 1995) shows the advantages of using communication strategies by EFL learners. Since the very beginning, many studies have been conducted to identify the factors that determine learners' choice of these strategies. However, considering the most investigated factors, one can conclude that researchers have centered their studies on the ones directly related to the learner such as language proficiency, age, gender, learner individual differences, while Task- related factors and their effects on strategy use have received only a little interest.

### Purpose of Study:

The aim of this study was twofold: first to describe the use of communication strategies wherever there are disruptions in order to establish a taxonomy of Algerian learners' communication strategies.

The second aim was to make a fine-tuned link between learners' communication strategies and their use in the performance of two specific communication tasks: discussion and description.

### Research Methods:

The subjects of this study were fifteen second year EFL students preparing for a four-year B.A degree in English. They were observed during the performance of two different communication tasks: description task and discussion task.

### Findings:

The results demonstrated that:

- 1- to solve their communication problems, Algerian university students employed different types of communication strategies drawing upon different sources of knowledge. They might rely on their interlanguage, mother tongue or other foreign languages, paralinguistic and the context of situation.
- 2- task type had a significant effect on the number (quantity) but not on the type (quality) of CSs produced by the learners. To explain this phenomenon, three factors in relation with the nature of the two tasks were discussed: task demands, context and time constraints.
- 3- the learning pattern adopted in each task (group work for the discussion task and pair work for the description task) is not a factor that is directly related with the nature of the tasks, but seems to have a strong impact on the quantity of communication strategies generated in each task.

### Conclusions:

We wish that the results of this study will lead to a better understanding of Algerian learners' strategic behaviors by their teachers. EFL teachers have a considerable role in the process of language learning and can provide their learners with means to perform more effectively during conversation tasks regardless of their limited linguistic means.

Keywords: communication strategies, strategic competence, task type, foreign language learners

## INSTRUCTIONAL LEADERSHIP: EMPOWERING TEACHERS THROUGH REFLECTION AND JOURNAL WRITING

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Problem Statement: How can school leaders utilise reflection and journal writing as they empower their followers?

Purpose of Study: Instructional Leadership in schools is gaining much ground as principals want to improve learner performance. Conscientious leaders are also beginning to realise the need to continuously develop their staff for educational innovations. This study focuses on a study where a school principal utilised instructional leadership in empowering his staff. He worked with his School Management Team (SMT) to encourage his teachers to use reflection and journal writing. The study seeks to investigate how instructional leaders can effect changes in their schools by utilising selected strategies.

**Research Methods:** This was a qualitative case study research. One school was investigated. The researcher made use of observations as well as interviews with the participants.

**Findings:** The findings explicate that reflection should be accorded an important place in teaching today. The findings also show that leaders need to be curriculum leaders as well if the core business of schools is to happen effectively.

**Conclusions:** The conclusions point out that effective leaders will always be conscious of the need to improve learner performance as well as teacher commitment. The conclusions also show that it is not enough to have only the principals as effective leaders in schools. The notion of teacher leaders is crucial in ensuring that all teachers are leaders who support their principals. Furthermore, this study shows that with a focused leader who embraces a vision, even schools that have less resources can succeed.

**Keywords:** Teacher reflection; Journal writing; Teacher biography; Instructional Leadership

#### THE EFFECT OF AN INTERVENTION PROGRAM BASED ON SCAFFOLDING TO IMPROVE METACOGNITIVE STRATEGIES IN READING: A STUDY OF YEAR 3 ELEMENTARY SCHOOL STUDENTS IN JAKARTA

Royanto, Lucia, RM, University of Indonesia, Faculty of Psychology, Indonesia

**Problem Statement:**

Zone of proximal development is an area between the actual development level and the potential development level that can be achieved under the guidance of more capable others (Vygotsky, in Tudge 1990). Year 3 students still have difficulties in using their metacognitive strategies in the classroom, thus the role of more capable others are important to reduce their zone of proximal development.

**Purpose of Study:**

This study is carried out to demonstrate that an intervention program based on scaffolding can be used to improve metacognitive strategies in reading. Metacognitive strategies, according to many researchers can be learned because it depends on the desire of the students, besides the willingness to learn about the skills.

**Research Methods:**

Pretest posttest control group design is conducted. To year 3 students, pretest and a posttest are carried out before and after the intervention program. 2 months intervention is conducted to them. In the intervention based on scaffolding, there are three activities involved. The teachers instruct reciprocal teaching in the classroom, the expert peers help the novice peers in peer tutoring, and home reading. It is performed in the classroom situation and at home for two months.

**Findings:**

The intervention program based on scaffolding in the classroom can improve the use of metacognitive strategies in children quantitatively and qualitatively. The strategies that show improvement are explicitly asking what and verification. The strategies that decline are wrong conclusion and reread incorrectly. This research demonstrates that this intervention is effective for helping novice students in reading. This research supports the development of intervention programs based on metacognitive approach to help students in general.

**Conclusions:**

The intervention program activate the strategies that are being 'saved' and not used effectively before. It can be concluded that the students have the metaknowledge, but they do not utilise it, because they did not have the opportunity to use it (metaexperience), thus they do not figure out the benefit of using the strategies.

**Keywords:**

metacognitive strategy, scaffolding, reading comprehension

#### NEW COMENIA SCRIPT TO SCHOOLS

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Eliška Třečková, University of Hradec Králové, Faculty of Education, Czech republic

**Problem Statement:** Since 2010 the efforts to implement the new Comenia Script Font to primary school first classes have been lead. The aim is to simplify the current cultivation of Roman characters handwriting. Nowadays the script is being attested in 33 pilot

schools according to the Ministry of Education, Youth and Sports of the Czech Republic resolution. Partial findings have been published, especially the attitudes of teachers and parents of the pilot schools' children. We are trying to address wide public, namely the future new pupils' parents, to discuss the topic.

Purpose of Study:

Our effort was to find the public attitude to the new Comenia Scrip font, particularly if there is a relation between the level of education of the parents and the awareness of the new script, attitude to the new script in connection to own way of writing and generally the respondents' view on implementing the new script to schools as the only option. The research work is part of a specific research project of the University of Hradec Králové and the report is one of its sub-issues.

Research Methods:

As research methods a non-standardized questionnaire has been chosen. A pre-exploration realized with 267 respondents had forerun. The data was processed by NCSS2010 and MS Excel 2010 using descriptive analysis and correlation analysis.

Findings:

The results of the research show that the respondents do not have a definite attitude towards the implementation of the new script as the only option. The correlation between education of the respondents and their knowledge of the script has been proved. The correlation between the attitudes to the new script in connection to own way of writing has not been proved.

Conclusions:

The new Comenia Script offers a new alternative to the current way of handwriting. Nowadays the research continues by qualitative analysis of the opinions of the teachers' who undertook a two years' testing. Our research results show constraints, neutrality and quandary of the parents.

Keywords:

Script Development, Calligraphy, Comenia Script Font, Specific Research, Qualitative Characteristics of the Types

#### FORMATION OF SCIENTIFIC/AGRICULTURAL CONCEPTS AND INDIVIDUAL DIFFERENCES IN AN IMMERSION PROGRAM

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Problem Statement:

As early as 1876, Sapporo Agricultural College (SAC), currently Hokkaido University, adopted an immersion program as part of its educational policy. All the courses were given mainly in English as a second language; English was not used on a daily basis in Japan at that time. The extrapolated significance of the program to the present educational situation is worth reviewing in terms of the relationship between English and Japanese.

Purpose of Study:

This study attempts to find out 1) whether or not the use of native and target languages was related to the course grades of the students who entered the institute in 1876; and 2) how the languages contributed respectively to the formation of scientific and agricultural concepts in the immersion program.

Research Methods:

The academic records were analyzed in the three ways: 1) principal component analysis (PCA), 2) cluster analysis, and 3) the exact method.

Findings:

Regarding the students who entered in 1876, the principal component analysis extracted two components for the freshman and sophomore courses and three components for the junior and senior courses. The major component across the four-year courses was labeled "scientific/agricultural concept", and is differentially independent of the second "linguistic component", the Japanese language, while the residual components vary depending on the curriculum offered in different years. The analysis clearly shows that the use of the native language did not have any effect on the main component, but the use of English independently contributed to scientific/agricultural concept formation. The result suggests an interactive role between the scientific concepts and the language mainly used in the immersion program. In addition, the cluster analysis classified all the

students in separate groups according to their PCA scores. On the basis of the cluster analysis, the exact method differentially categorized the “successful students” who completed all the SAC courses and the “dropouts” who did not complete the courses.

Conclusions:

The three-step analysis concludes that scientific/agricultural concepts were formed via the target language used in the immersion program, not the native language. With a further look at the statistical analysis and the linguistic and cognitive changes that took place over the four years, the three-step approach and its findings cast significant light on the causality of learning and behavioral problems encountered in higher education today.

Keywords: immersion program, concept formation, linguistic role, principal component analysis, cluster analysis, exact tests, extracted factors

#### RE-LEARNING READING AND WRITING – IS IT POSSIBLE?

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The numbers of students in Sweden that fail to reach goal in reading and writing in compulsory school have increased. The only opportunity for those students to continue at high school is to enter an individual program. Some of the program offers re-learning with a special method. This specific method contains attentive writing and associative routine. It is always based on the content neutral language structures, and on a dialogue between teacher and students sharing the responsibilities of the process of learning.

The specific aim of the thesis was to conceptualize and generate a theory about what four teachers and their pupils (n=44, over the period of the research) in different contexts, and over a number of years, actually do when working with reading and writing using a specific method. A wider goal is to apply the implications of the derived grounded theory to general and special education theory in helping to alleviate reading and writing difficulties and prevent students from failing.

This Grounded Theory study has been derived from how experienced teachers and their students used a special reading and writing method to maximize literacy development. The theory has been grounded through repeated comparisons and analysis of the empirical data gathered through observations, video-recording, interviews and questionnaires.

The results show that the teachers strived systematically to ensure every student's reading and writing development through what is labeled didactic arranging. The student's metacognitive reflection is another important factor for being successful in their reading and writing development. Teachers, students and the didactic procedures are shown to be in constant interaction. It was also found to be important that teachers believe that every student can learn. These teachers' collective motto could be summed up as follows: never stop giving support and never stop assessing progress. In this presentation the fourth and last context will be discussed, the students in high school having re-learning.

Keywords: Grounded Theory, literacy, education, special education, reading research, reading instruction

#### EARLY DEVELOPMENT OF READING SKILLS IN A TRANSPARENT ORTHOGRAPHY (FINNISH)

Mikko Aro, Faculty of Education, University of Jyväskylä, FINLAND

Problem Statement:

A number of cross-linguistic studies have shown that the typical development of reading skill, as well as characteristics of reading problems, differs depending on the regularity of grapheme-phoneme correspondences. These findings underline the need to assess language specific aspects of literacy development and its problems in order to develop efficient means for support and identification of problems.

Purpose of Study:

The purpose of the study was to follow-up the very early the development of reading and spelling skills during the first year of school in a sample of Finnish children. The study aimed also at assessing what school entry skills predict the outcome of early reading development, and how problems in literacy development are manifested during the first year at school.

Research Methods:

The reading and spelling skills of altogether 63 children were assessed four times with five week intervals during the first half of the first school year. Fifth assessment took place at the end of the first grade. At school entry a more extensive assessment was carried out focussing on language-related skills.

Findings:

A third of the children mastered basic decoding already at school entry, and most of the non-readers acquired accurate decoding skill rapidly within the first few months at school. Development of spelling accuracy was closely related to development of reading accuracy. Reading development was best predicted by early letter knowledge. At the end of the school year, poorest readers had problems in reading rate despite good accuracy.

Conclusions:

In transparent Finnish orthography, accurate decoding skill is acquired relatively effortlessly and rapidly. At school entry, inter-individual variation in reading skills is large, which is a challenge for early reading instruction. For identification of reading problems attention should be paid to slow reading rate. The results underline also the need of efficient means for supporting development of reading fluency.

Keywords: reading acquisition, spelling acquisition, transparent orthography

### THE STUDY OF THE UNDERGRADUATES' ENGLISH LEARNING STRATEGIES

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The undergraduates had different English learning achievements though they obtained the same ways of teaching. Accordingly, the purposes of this study were aimed to study the undergraduates' English Learning Strategies in listening skill, speaking skill, reading skill, and writing skill in a high group and a low group, and to study the results of using the English learning strategies in a low group. The research procedure comprised two phases: the study of the undergraduates' English Learning Strategies in both a high group and a low group, and the improvement of learning English by using English learning strategies in a low group. The target group consisted of ten of the fourth year students majoring in Teaching English to Speakers of Other Languages (TESOL), Faculty of Education, Khon Kaen University who enrolled ENG 321 English Grammar. The research instruments employed at each phase were the English learning strategies questionnaire, the semi-structured interview form, the behavioural observation form, the self-reflection form and task evaluation form. The quantitative data were analyzed by percentage, means, and standard deviation and the qualitative data were analyzed by content analysis. The findings revealed that the undergraduates in a high group and a low group used both the same learning strategies and the different learning strategies. The high group; however, performed better in English skills than the low group because of the duration of their practices and the concentration for academic purposes. Moreover, the results of using the learning strategies in a low group demonstrated that the students in a low group had better English learning behaviours which could lead to the improvement of the English leaning strategy model.

Keywords: English learning strategies, English teaching, Higher Education

### MOTIVATION IN THE DOMAIN OF LITERACY IN ADULTS WITH MILD INTELLECTUAL DISABILITIES

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Problem Statement: There is a growing body of research on the literacy development of adults with intellectual disabilities. Findings suggest that these adults can develop literacy skills through following specific programs and training (e.g. Moni & Jobling 2001; van den Bos, Nakken, Nicolay & van Houten 2007). These are important findings because literacy is a skill that is highly valued in the community and contributes to independancy and it has long been a common perception that becoming literate is not possible for people with intellectual disabilities.

However, in order to become more literate in daily life for adults with intellectual disabilities, they do not only need 'skills' but also 'wills'. Research on motivation has shown that people's beliefs, values, self-perceptions and goals relate to their choice of activities and persistence on those acitivities. Despite this importance of motivation, little is known about the reading behaviour, habits, motivation and attitudes toward literacy of the individual with intellectual disabilities.

**Purpose of Study:** The purpose of study is first to explore dimensions of motivation in the domain of literacy of adults with intellectual disabilities and second to design contexts which can facilitate motivation in the domain of literacy. (Nevertheless, this abstract focuses on the first purpose of study)

**Research Methods:**

On the first purpose of study, a target group of N=20 adults have been questioned individually through semi-structured interviews. The Self Determination Theory of Ryan and Deci (1985) provided the basis for these interviews. The interviews were analysed using qualitative thematic analysis procedures.

Information about the literacy skills of these adults was collected by formal standardised literacy assessments. Statistical analysis will be used to see if correlation between the qualitative themes and the literacy skills can be found.

**Findings/Conclusions:**

With this PhD project in its early stages, it is intended to present the results from the interviews and give a contribution to a better understanding of the nature and role of motivation in the literacy development of adults with intellectual disabilities.

**Keywords:** intellectual disabilities, adults, literacy, motivation

### ORCHESTRATION OF TALK FOR MEANING MAKING IN READING COMPREHENSION INSTRUCTION: A PILOT STUDY OF SINGAPORE ENGLISH PRIMARY CLASSROOMS

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The research aims to study the kind of talk for meaning making that takes place in reading comprehension classrooms in Singapore primary schools, and the factors that influence it. It will also tease out teachers' understanding of reading comprehension instruction and the 'orchestration of talk' in enhancing students' ability to make meaning and gain deep understanding from their 'social construction' of and 'interaction' with texts. The study takes a socio-cultural perspective on the naturalistic, ethnographic study of teaching and learning processes in social context. The methodological framework is qualitative and interpretive. Accordingly, the search is for the interpretation of meanings in social contexts that have not been transformed or manipulated, and the chosen strategy of investigation is the case study. The complexity of a discourse as a student-student interaction occurring in a social and cultural settings requires classroom observations, which utilise the video recording technique. This technique can provide a permanent and full record of the students' verbal interaction and non-verbal actions in more detail and consequently enable the re-examination of the data using slow motion facilities necessary for the construction of the transcripts. Moreover, video recordings of the gesture, facial expressions and tone of the speakers' voice provide access to the fine details of conduct, both discourse and bodily comportment, to be taken into account while analysing the meanings and functions underlying student's language use for meaning-making. Supporting the current climate of advocating 'evidence-based pedagogy', this study will examine the orchestration of talk for meaning making in reading comprehension instruction, in light of national reviews of primary curriculum and education. In relation to teachers' pedagogical practices, this study will also discuss its findings in relation to Singapore's national curriculum for reading and speaking. The findings of this study will form a pilot for a larger comparative and intervention study, studying reading comprehension instruction in UK and Singapore primary classrooms. The study offers a significant contribution toward practitioners' professional learning as task designers of reading comprehension instructions.

**Keywords:** Classroom Talk, Classroom Discourse, Reading Comprehension, Orchestrating Talk

### EARLY LANGUAGE DEVELOPMENT AND LATER SELF-REGULATION SKILLS

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Anna-Maija Poikkeus, University of Jyväskylä, Dept of Teacher Education, Finland

**Problem Statement:** Based on developmental theories, an association between early language development and later self-regulation can be assumed, but there is little empirical evidence on this association.

**Purpose of Study:** In a longitudinal study we examined the association between early language and communication development and preschool-age self-regulation skills.

**Research Methods:** Early language development was assessed longitudinally every third month with the CSBS-DP parental report when the children were between 12 and 21 months. Based on these data six subgroups emerged using the Latent Profile Analysis (LPA). These LPA-subgroups were compared at the age of 5 years on four domains of self-regulation: emotion regulation, behavior regulation, cognitive control, and social skills rated by parents and preschool teachers with the ATTEX and the FT. Parental ratings were available for 187 and teacher ratings for 121 children.

**Findings:** Associations were found between early language and later self-regulation skills, and interesting contextual and gender effects were detected. Children with an early language profile indicating below average skills were rated by parents as having poorer cognitive control, social skills, and internalizing behavior than those with average profile whereas preschool teachers' ratings indicated difference only in cognitive control. More specifically, parental ratings indicated poor self-regulation among a subgroup of children with early lags in expressive language and among a subgroup with below average early language profile accompanied with below average symbolic skills. According to preschool teachers' ratings self-regulation skills were poorest among a subgroup of children whose early language profile indicated broad difficulties. A gender difference emerged in the preschool teachers' ratings indicating poorer self-regulation among boys than girls.

**Conclusions:** The findings give partial support for the theoretical assumption that early language development is associated with later self-regulation, but the association appears not to be straightforward. The severity of early language difficulties is not consistently associated with later self-regulation skills, but different profiles of early language are linked with different self-regulation outcomes, and the manifestation of self-regulation skills may be different in the context of the home than the preschool and different among girls than boys.

**Keywords:** early language and communication, self-regulation skills, parents, preschool

## MUSIC PREFERENCE AND LISTENING MOTIVATION

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**Problem Statement:**

Music preference reflects one's aspiration to life. Music listening motivation implies one's needs to be satisfied.

**Purpose of Study:**

The study examined the correlation of two constructs, music preference and listening motivation, and their effect on gender.

**Research Methods:**

The first part of the questionnaire investigated the listening patterns of Macau adolescents and youths, including music preferences, listening time, used media, music training. It was measured with tailor-made audio stimuli consisted of twelve excerpts. The second part analyzed the motivations for listening with 15 items of reasons and situations. Participants (N=673) were students from Grade 11 and undergraduates of Years 2 to 4.

**Findings:**

Results of preferences indicated that Cantopop or pop songs sung in Cantonese, the citizens' mother tongue, was the favorite genre; followed by Easy Listening and Western Classical music. The Uses and Gratifications Approach was applied to examine the embedded needs or conditions that motivate music listening. Fifteen items expressing reasons, conditions, and environment of listening were assessed. The most agreeable reason of listening to music was "to get rid of boredom," followed by "to be relaxed or reduce tension" and "to kill time." Factor-analysis using these 15 items yielded five components: mood management, leisure, personal identity development, musical development, and social development. The effect of gender differences on listening motivation was evident. Correlations between all motivations and genres were significant except in Social Development vs. Easy Listening.

**Conclusions:**

This first Macau study on music preference and motivation confirmed the key role of music in Macau youth's daily lives. Further studies may consider using different methods and measurement, with combination of different construct and culture, such as personality and its nearby city Hong Kong, respectively.

Keywords: Listening motivation, Music preference, Music media, Macau youth, Uses and Gratification

#### EFFECTS OF E. L. THORNDIKE'S THEORY OF CONNECTIONISM RUDIMENTS ON DEVELOPING CELLO PLAYING SKILLS FOR BEGINNERS

Yard. Doc. Dr. Asu Perihan Karadut, Ph.D. Anadolu University State Conservatory of Music, Turkey

**Problem Statement:** Early traditions of cello playing developed in Europe in the 19th century with cellists such as Bernhard Romberg, Friedrich Dotzauer, Sebastian Lee and Carl Schröder. Numerous schools have interpreted cello education in different ways since then. However, the older cello teaching methods currently being used in many schools raise an interesting dilemma in contemporary cello education. The problem how we adapt the instructions of the 19th century traditions into the psychological and educational needs of the today's students seems very important.

**Purpose of Study:** The aim of this study is to observe the effects of E. L. Thorndike's educational psychology rudiments, The Theory of Connectionism, on beginner cello students to encourage their creativity and self-actualization while being instructed in traditional cello education.

**Research Methods:** Thirty beginner cello students from different social backgrounds between the ages of 11-15 were observed for a year during cello lessons, designed according to the essentials of Connectionism: Incremental learning, law of effect, law of exercise, multiple response, prepotency of elements, response by analogy, identical theory of transfer, associative shifting, law of readiness, law of trial-error, and availability. Technical and musical development of the students were observed while teaching the works of Romberg, Dotzauer, Lee, and Schröder, and the relevant data was collected via recordings of these performances and cello lessons.

**Findings:** Essentials of the Connectionism principles play a crucial role on developing cello playing abilities such as shifting positions, hearing correct intonation-musical sentencing and making logical connections between the essentials of different cello playing techniques on the compositions studied during this research.

**Conclusions:** It is observed that Students have gained adequate technical efficiency to express unique musical ideas regardless of their social background and personal differences during the study.

Key Words: Connectionism, Cello, Education

#### IMPROVING LEARNING IN A PROFESSIONAL CONTEXT: A RESEARCH PERSPECTIVE ON THE NEW MUSIC TEACHER

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Alejandro, Vicente Bújez, University of Granada, Faculty of Education, Spain

**Problem Statement:** Music Teacher Education is often the brunt of attacks regarding lack of preparation for teaching. Beginning music teachers need assistance in grappling with the messy issues that they encounter once they begin working in music schools or in conservatories.

**Purpose of Study:** Advocating concentrating on certain priorities to ensure beginning teachers are prepared for the crucial tasks that they will face, this paper discusses these aspects: What do music teachers need to know to be successful? How do music teachers learn to teach? What do they think about knowledge, beliefs, skills and commitments and how they evolve through teaching experiences? Which are the main challenges for new music teachers?

**Research Methods:** The report we present here includes information gathered by means of in-depth interviews given to several teachers in different Spanish music conservatories, and whose singular and particular opinions create a broad, varied and contrasting view of the music teaching from the perspective of those people involved in this process.

We understand that we cannot generalize about the opinions expressed given the qualitative nature of the methodology used. However, this does allow us to obtain a deeper understanding of the case study. In spite of having focused on particular cases we suppose that, in all probability, a large number of teachers will feel identified with the information which we present based on what Stake (1995) calls "naturalist generalization".  
 Findings: Beginning music teachers are concerned about influencing what they teach, how they teach, having autonomy, be able to use their creativity, and grow both personally and professionally.

Conclusions: Beginning music teachers use experience, traditions, and authorities to develop teaching strategies. As professionals, they often rely on patterns that develop from their teaching practice. Through experiences, they are able to make reasonable pedagogical decisions.

Keywords: Educational Research. Music Education. Teacher Training

#### MEDIA INFLUENCE ON PUBLIC OPINION AND THE PERCEPTIONS OF MEDIA OWNERS AND CONSUMERS ABOUT ITS EFFECTS

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Alina Zaidi & Sarah Hasan Kazmi, Students of Institute of Business Administration – Karachi (Pakistan)

The study was designed to examine the way media influence the formation of public opinion and the perceptions of local media owners and youth, about its influence, in Karachi. Major objectives of the study were to investigate if the media has really fulfilled its duty in protecting the public from political propaganda, to identify the significance of media effect on public opinion, to understand the views of media owners regarding their duty to be remain objective, and the determine perceptions of young consumers of Karachi about the international media. Keeping in view the findings, it was concluded that media has not fulfilled its duty of protecting the public from political propaganda which has a significant effect on the perceptions of the media consumers and on the public opinion in general. The news media depend on firms for content that is of interest to their audiences, and oftentimes they rely on firms to make revenues from advertising. It was also observed that today media code of ethics and watchdog mechanism are ignored by the media practitioners because they contradict the prevailing social order and hinder the pursuit of private good. The study revealed that the majority of the youth are regularly in touch with the international media. The results clearly showed that only 15.6 percent of the youth relies on the media completely while the remaining 84.3 percent do not rely on the media in every case. Therefore, the youth perceive international media to be biased and unreliable but it should be noted the more than 50% of the youth of Karachi does not want the international media to be regulated by any international body, despite media discrepancies. They consider that media should do their job without any laws or regulations being imposed upon them. Thus, our first hypothesis was proven to be correct. Furthermore, the chi-square results proved our second hypothesis to be true provided that  $\chi^2=0.04$ , hence  $\chi^2<0.05$ . Therefore, the youth of Karachi have significant differences in their perceptions about the international media. However, the majority of youth find the media to be highly unreliable and that media create unnecessary hype regarding some events.

Keywords: media influence, public opinion, perceptions of media owners, media consumers

#### THE INFLUENCE OF LANGUAGE ON THE COLLECTIVE PERCEPTION OF ALTERITY: A STUDY ON THE IMAGE OF TURKS IN THE GREEK MEDIA AND THE POTENTIAL FOR EDUCATION

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 Dorin, Popa, "Alexandru Ioan Cuza" University, Faculty of Letters, Romania

Problem Statement: "Eat your food, child, or else the Turk will come and take you away." This is a common Greek stereotype about the Turks, illustrating them as bogeyman. But why Greeks have a bad image of their eastern neighbours?

Purpose of Study: The present study has its source of inspiration in a wider research we are currently undergoing, related to the Greek-Turkish relations in the second half of the 20th century and the stereotypes about the Turkish people, promoted by the Greek

history textbooks and the Greek media. In this paper we aim at remonstrating that the Greek press reinforces ethnic categorisation and stereotypes during the bilateral crises, thus cultivating the historical and traditional mistrust of the Greeks towards the Turks. Research Methods: The methodology applied for this study is the content analysis of the front page articles of the major Greek political newspapers in combination with the content analysis of selected texts from the Greek history textbooks of the primary and secondary education.

Findings: The language used by the Greek press seems to be a version of the educational language used in the history textbooks of the primary and secondary education in Greece. In times of bilateral tension during the second half of the 20th century, one may observe the revival of the "traditional" typification of the Turks both in the Greek textbooks and in the Greek newspapers. The language influences the collective perception of Alterity by creating simplified and negative images of the Other. This perception is induced to students and public and perpetuates the mistrust towards the neighbours.

Conclusions: Negative images of the Other create negative public perception and prevents from achieving reconciliation. Instead of promoting stereotypes, media must raise public awareness of the hate speech problem in relation to history and to work in favour of eliminating the obsolete stereotyping phenomena.

Keywords: Stereotype, Alterity, Greek press, Aegean crises, Greek history textbooks

#### THE COMPARISON OF SHORT TERM MEMORY, ATTENTION AND CONCENTRATION BETWEEN 10 AND 11 YEARS OLD CHILDREN WHO HAVE LEARNED MUSIC AND WHO HAVEN'T

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Problem Statement: Research findings suggested that music learning has an effect on cognitive development and abstract thinking. Gardner considered musical intelligence as one of the basic types of intelligence. He believed that music could be an excellent organizer of cognitive processes especially in young children.

Purpose of Study: The purpose of this study was to compare short-term memory, attention and concentration between 10 and 11-year-old children who received Orff music training and who didn't.

Research Methods: In this ex post facto research, 50 students who have learned music (with at least 2 years of training) and 50 students who haven't learned music were selected from schools in Tehran city. Both groups matched for age, socio-economic status of family, parent's level of education and IQ (Raven intelligence test). Wechsler Intelligence Scale for Children (WISC-R) and its subscales were used to assess short-term memory, attention and concentration. Data were analyzed by MANOVA method.

Findings: Results showed that short term memory, attention and concentration of children who have learned music were more than children who haven't. About 6.5 % of short term memory and 11.5% concentration variance explain by group membership.

Conclusions: Music training can affect the development of children's cognitive ability. Orff music training alongside of routine curriculum can improve the cognitive ability of children.

Keywords: Orff music, short term memory, attention, concentration, students

#### INVESTIGATING THE SELF-MANAGEMENT MODEL FROM THE ISLAMIC PERSPECTIVE

ASSOCIATE PROFESSOR DR ADNAN ABD RASHID

Islam states that the creation of man is a composite of the material and spiritual. This is based on the creation of Adam who was the beginning of man on earth from a material thing (clay, dirt etc). Because of that, man is inseparable during his life from material provisions in order to survive particularly the tendencies to obtain material benefits and satisfy basic instincts in this world are very high. The Qur'anic verses also explain that Allah has breathed into Adam His Spirit which mean that the potential to be good was implanted into him. As long as man preserves his spirit pure he may maintain good moral values. This atmosphere signifies that man's dealing with material things should conform

with spiritual values and vice-versa. So that he can manages his greedy and selfish with spiritual aspects nor to deny all material pleasures through divine guidance. In this way man may be able to reconcile his personality with other people and the living system in society by giving preferable of other interest rather than his own interest. This concept paper attempts to examine and discuss the efforts how to manage man's life by monitoring spiritual aspects and the same time to fulfill the need of materials as guided by the Qur'an and sunnah that Muslim has the possibility to practice in their daily life

#### THE IMPORTANCE OF POSITIVE SELF CONCEPT FOR ISLAMIC RELIGIOUS TEACHERS AS A ROLE MODEL

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Problem Statement:

This study is embark from the great and huge responsibility of teachers nowadays especially the Islamic religious teachers (IRT). As the role model of students, they play an important task especially in producing the good Muslim character. Therefore, their job not only focus on the content of subject but become wider in scope, more than other teachers in moulding a human. For this, the mind faculty play an important role. Many studies have proved that how people belief and persive themselves can influence their personality and make them be a centered of attention. This past research findings has shown that IRT needs to have the positive self concept (PSC) to helps them become a successful role model and produce the great Muslim character in future.

Purpose of Study: Thus, this study seeks to look at the need of PSC in IRT as a role model

Research Methods: This study is a conceptual paper which based on the analysis of document method.

Findings: The paper will discuss about the role of Islamic religious teacher, the positive self concept and the needs for teachers and the influence of teacher's positive self concept on student behaviour

Conclusions: Due to current scenario of social ills, the IRT responsibility of educating and moulding the good character of Muslim students become much challenging. Therefore, in order to make sure the vision accomplish, IRT must build the positive self concept in themselves first.

Keywords: Islamic Religious Teacher, Positive self concept, role model

#### THE IMPORTANCE OF SELF-EFFICACY : A NEED FOR ISLAMIC TEACHERS AS MURABBI

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Problem Statement: This research is commencing from the role and huge responsibility held by the teachers especially those teaching the Islamic Education. These Islamic Education Teachers (IET) are not only responsible to teach the content of the subject but also are burdened with the responsibility to educate students. Therefore, these teachers not only function as mu'allim or mudarris (teachers) but as murabbi who educate with the rabbani approach where Allah s.w.t is the key reference. Executing this heavy responsibility will definitely need a form of inner confidence or belief in self ability and effort known as self-efficacy (SE), which is a personal belief on the ability to teach and educate in consistent with the Islamic Education Philosophy (IEP). This view is supported by Abd Ghafar Mahmud (2011) that the task of 52, 641 IET not only to teach, but to educate and guide students to ensure they have excellent knowledge and personal excellence. This is to ensure that when they are in the real world, the effect of environmental changes does not damage the nature of the students' life. Education is also a missionary; IET requires a greater sense of responsibility to the students and with integrity in their work. This means that the IET cannot deny their role as murabbi.

Purpose of Study: Thus, thi reseacrh aimed to look at the needs of SE in an IET as a murabbi.

**Research Methods:** This paper is a conceptual in nature. Basically this research applies document analysis method.

**Findings:** Among the issues discussed in this working paper are the needs and role of IET as murabbi, the concept of SE, teachers SE in teaching, the importance of SE to the role of IET as murabbi.

**Conclusions:** Looking at the current scenario of adolescent behavior, it is clear that the role of IET in educating and molding an individual of academic excellence and character in this world and the hereafter is more challenging than ever. This heavy responsibility as murabbi should be carried out by teachers by appreciating the concept. Murabbi require a strong preparation of teachers mentally and physically. This can only be executed if the IET has high SE.

**Keywords:** self-efficacy, Islamic Education Teachers, murabbi

#### THE IMPACT OF PROPHET MUHAMMAD MOTIVATION TECHNIQUE ON STUDENTS' PERFORMANCE

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**Problem Statement:** Research from Islamic perspective should begin from the truth of the Qur'an and Sunnah (Mumtaz Ali, 2009; Acikgenj, 2000), which is the main source and foundations of Islamic knowledge. From the analysis of the main sources of Islamic knowledge, foundations of research are elucidated and theories are formulated and tested. It is very pertinent for the Muslim to produce knowledge from the Islamic Worldview since there are differences between Islamic and non-Islamic epistemology, namely the differences in conceptions, foundation and methodology. Further, research to produce Islamic knowledge in the field of educational psychology is very much wanting presently.

**Purpose of Study:** This study was conducted to present empirical evidences and thus strengthens the method used by Prophet Muhammad to motivate students, Muslim and non-Muslim, to perform better in behaviourally and academically. Furthermore, this study is pertinent in contributing to the Islamization of Knowledge endeavour. We embark in this research to formulate techniques used by Prophet Muhammad to motivate students to perform better. This study attempts to extract techniques used by The Prophet in raising his companions' self-esteem and motivation to change negative behaviour thus perform better; and to explore and describe the impacts of these techniques on students' performance.

**Research Methods:** This study employs qualitative research method to collect and analyze data. Content and philosophical analysis was conducted to identify method and techniques used by Prophet Muhammad in selected Traditions authenticated and reported by Imam Muslim. The data, on the impact of the techniques used, collected in teacher's journals, by observations and interviews were analyzed qualitatively.

**Findings:** The findings revealed that Prophet Muhammad motivation techniques were able to motivate students to do collaborative learning, to be engaged in tasks given by teachers, increase their self-esteem, and the students have increased their academic achievement targets. The results also showed that absenteeism and disciplinary problems were reduced significantly.

**Conclusions:** This study revealed that motivation techniques formulated from the Prophet Traditions are effective to change students' performances, behaviorally and academically. Besides, the techniques are effective to motivate non-Muslim students as well.

**Keywords:** Prophet motivation techniques, Islamic educational psychology, Islamization of knowledge

#### SCHOOL VIOLENCE AND JUVENILE DELINQUENCY IN MALAYSIA: A COMPARATIVE ANALYSIS BETWEEN WESTERN PERSPECTIVES AND ISLAMIC PERSPECTIVES

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**Problem Statement:** In Malaysia, the National Health and Morbidity Study (NHMS) shows an increase in mental health related problem since 10 years ago from 13.0% (NHMS 1996) to 20.3% (NHMS 2006) among children and adolescents. Mental health among children and adolescents are crucial to investigate as it may contribute to other problem

like violence in school and juvenile delinquency. There are wide research done pertaining to mental health and juvenile delinquency but most of the resources are however derived from Western perspectives.

Purpose of Study: Current study aims at discovering the possible preventative methods in reducing school violence and juvenile delinquency among children in Malaysia from the Islamic perspective.

Research Methods: The research is mainly a library based research obtained through the collection and compilation of written sources by Muslim scholars and others about school violence and juvenile delinquency.

Findings: Modern psychologists focused more on the behavioral, biological, social, family, and cognitive as the preventative methods of school violence and juvenile delinquency without paying much attention to the human spirituality. They also did not take into consideration the role of religion and faith as the predictor of adolescent's behavior.

Conclusions: Based on the analysis, it is suggested that religion and faith plays important role in prevention of aggressive behaviour amongst adolescents.

Keywords:

Mental health, children, adolescents, juvenile delinquency, school violence

#### OVERLOAD LEARNING, ATTACHMENT AND COPING STYLES PREDICTORS OF MENTAL AND PHYSICAL HEALTHS OF TEENAGE HIGH SCHOOL STUDENTS IN ROMANIA

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Problem Statement: The role of the high schools and their teachers consist in promoting a positive and supportive mental and physical health environment. High schools should provide an attractive setting for health promotion and for health interventions besides the learning curricula. Teachers should provide a framework that integrates both mental health education and learning curricula. In this way, learning strategies should improve with experiential and interactive teaching strategies to promote both health and learning and skills development for the teenage high school students.

Purpose of Study: 1) to highlight the importance of using interactive learning strategies and experiential learning together with high school learning curricula; 2) to evidence the relationship between the interactive learning, coping styles and mental and physical health.

Research Methods: 1) the participants were 285 high school students ( $M=16.72$ ,  $S.D.=1.14$ ), both boys and girls, from rural and urban areas nearby Bucharest city, Romania. The instruments were: 1) Coping Styles and Emotions Undergraduate Inventory adapted on high school students; 2) The perception of mental and physical health (Aniței & Chraif, 2011); 3) High school's attachment and motivation scale (Antei & Chraif, 2008) adapted on high school students.

The hypothesis: Overload learning, coping styles, attachment are predictors of the mental and physical health perceived by the high school students.

Findings: Analysing the data collected an exploratory analysis has been developed. In this way, there is a strong correlation between overload learning and the mental health students' perception ( $p<0.05$ ) and physical health ( $p<0.05$ ). The hypothesis was tested using the linear regression model. In this way the results applying the regression model provided the confirmation of the statistically hypothesis and the regression model coefficients explaining the model ( $p<0.05$ ).

Conclusions:

Learning interactively and experientially can introduce a level of fun and vitality into the high school students learning methods. The student were interested to cooperate and communicate in order to complete the homework and the tasks in the class and to have more time for sports, walks and other relaxing activities at home. Furthermore, learning interactive and experientially they were fascinated, mentioning they feel happy having less headaches and other somatic symptoms.

Keywords: mental health, physical health, attachment, learning strategies, stress perception, coping styles

### THE ROLE OF SELF REGULATION LEARNING STRATEGIES IN PSYCHOLOGICAL WELL BEING CONDITION OF STUDENTS

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Problem Statement: psychological well being components has a basic role in students as in school achievement as in mental health. Although, the studies have showed that self regulation play a main role on mental health, but any study has done that show the relationship between of self-regulated learning strategies and positive mental health especially psychological wellbeing.

Purpose of Study: The aim of the present study was to determine the relationship between students' self regulation learning strategies and psychological well-being condition at the first grade of high schools of Gonabad in the school year 2010- 2011

Research Methods: At this descriptive- analytical research, Based on Morgans table, The sample size included 141 boys and 128 girls that were selected as cluster sampling method. Pintrich and Dyrgrout's self-regulation, and Ryff's psychological well-being questionnaires were used for data collection. data gathered were analyzed using SPSS-16 software program and regression test .

Findings: the results showed that total self regulation learning strategies as well as cognitive and meta-cognitive strategies, goal orientation, and intrinsic value have the positive role and test anxiety had a negative role in prediction of psychological well-being.

Conclusions: According to the results, self regulation learning strategies has a positive effect on positive dimensions mental health of students or psychological well being condition. Thus, it is recommended teaching of self regulated learning strategies for students as a promotive strategy in mental health.

Keywords self regulation learning strategies, psychological well-being, Students

### STUDENTS BURNOUT OF FACULTY OF EDUCATION IN CELAL BAYAR UNIVERSITY

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Burnout is a popular term and it's easy to apply to just having stress, But burnout is actually something a lot more serious than people just being stressed from school. It is not simply a heavy workload that makes people feel burned out. Some people can work hours on end and be perfectly happy because they enjoy their job., explained Maslach. Actual burnout is a combination of exhaustion, depression and negative feelings about oneself. It has been shown that burnout is experienced by students as well as in all types of professions and occupational groups. Burnout among students refers to feeling exhausted because of students demand, having a cynical and detached attitude toward one's study, and feeling in competent as a student. The objective of the current study is to investigate students' burnout level of Faculty of Education, Celal Bayar University. Burnout was assessed with a modified version of Maslach Burnout Inventory (MBI) for students.

Key words: Undergraduate students, burnout

### SPIRITUAL WELLBEING OF INSTITUTE OF EDUCATION, IIUM STUDENTS' AND ITS' RELATIONSHIP WITH COLLEGE ADJUSTMENT.

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Problem Statement: Spiritual well being is the utmost gift from God or Creator to the human being who is having a close relationship with Him. By having it in oneself will keep human in a right track as vicegerent on earth. It gives oneself an inner strength where he or she will understand the purpose of his creation and lead life as what has been taught by Islam to each human. As the students who are the first time staying at the hostel may find their life in college is difficult experience whereby they have to stay with strangers and try to make friends with them and at the same time they have to make sure to deal with their routine as the students without parents' guidance. Thus, in dealing with adjustments in many aspects of hostel life ones need to have a good inner strength or so called 'spiritual well being' in order to sustain and become persistence to survive.

Therefore, this study is trying to see whether the spiritual well being of an individual is related to his or her college adjustment in order to attain a good academic achievement. Purpose of Study: This study is going to find out the spiritual well being of INSTED students and its relationship between spiritual well-being and college adjustment among them.

Research Methods: This is a quantitative research employ survey design. Sample were derived from four fields namely; Guidance and counseling, Teacher English as a second Language and Islamic Education students'. In analyzing the data the researcher used descriptive, Pearson and Manova.

Findings: Research findings revealed that students' from Islamic Education who scored higher in spiritual well being can adapt well with college life.

Conclusions: This study will benefit parents, counselors, teachers and policy maker to focus more on programs or approaches that can develop and strengthen spiritual well-being of college students so that they can perform better in their academic achievement.

Keywords: Spiritual well-being, college adjustment and college students

#### TEACHER'S MENTAL HEALTH

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Problem Statement:

Mental health is a knowledge and an art which helps to make themselves compatible with their environment by creating some psychologically and correct methods and choose better solution to solve their problems

Purpose of Study:

The purpose of the present research is Comparison mental health habitual and atypical students' teachers and assessment relation between religious attitude and mental health.

Research Methods:

the population of this study was all habitual and atypical (educable mentally retarded) students' teachers in Rafsanjan city. using of census method. Measurement tools in this research was (MHC and religious attitude) questionnaire that encountered of reliability and validity.

Findings:

The results showed that in mental scales, atypical students' teachers face with less mental health. Just in anger scale, This shows that atypical students' teachers take lower marks. This shows that they are more patient. in physical scales, teachers of retarded students have less mental health.

Also results of t-test showed that there is a significant different between teachers of habitual and atypical students just in loneliness scale ( $p < 0.005$ ) But there aren't significant different among of anxiety, restlessness, nervousness, hopelessness, anger scales And there is significant relation between religious attitude and mental health

Conclusions:

it's suggested that education organization should pay more attention to the teachers' mental health. Spatially teachers of retarded students and also provided recreational facilities, free consulting and financial aids for them

Keywords:

mental health, religious attitude, groups, teachers

#### ENHANCING WELL-BEING AND HAPPINESS AT WORK WITH LOVE-BASED LEADERSHIP

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The common goal of this research is to enhance employees' happiness at work by supporting their individual strengths and creating productive work communities ready for change. The emphasis is on an individual employee. The purpose is to understand how love lies at the core of changing work communities, innovative leadership, the principles of individuals' vocational and human resource development, new vocational training models, and design of work communities. In this presentation, the essence of love-based leadership will be discussed based on the theoretization of the research group that started working at the University of Lapland in 2011.

A theoretical framework on which this research is grounded on will be introduced together with the main results of the research project. The main concept of this research is love-based leadership contemplated with an interdisciplinary approach.

A particularly salient focus in this work is to determine how the select scientific approaches might be used in elaborating research models for re-thinking and designing caring working environment, the psychosocial well-being of employees and work communities, and for developing the models of decision making for caring leaders. The fundamental presumption of this research is that positively sensitive practices of caring leadership, design, and professional training and by taking individual virtues and strengths as well as needs – that is love – into consideration result in happy work communities.

Keywords: Love-based leadership; human strengths and virtues; happy work communities; well-being; love

#### PROFESSIONALS' STRESS VULNERABILITY AND SELF ASSESSMENT PERFORMANCE AT VIG INTERACTION

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Problem Statement: The project “Promoting Relational Competences in Early Intervention (EI) through the Video Home Training/Video Interaction Guidance (VHT/VIG) Method” intends to address the need to promote professional development, in particular, the skills essential for a focused family-centered, based on forces and on relationships, ecological and reflective intervention. Bailey and McWilliam in 1993 reported that the technicians of EI of the future will mainly have the ability to think, make decisions and solve problems, and, therefore, it is essential that their practices are supervised. This supervision should be seen as a process of facilitating professional growth through joint reflection, and that can and should be used to improve professional practices, develop new skills, and provide continuous learning, and here comes the association with the method VIG, also applied as a method of supervision.

Purpose of Study: to promote communicational competences in EI professionals through VIG.

Research Methods: The study involves an intervention group (Aveiro's EI structure): one specialist in VHT/VIG strengthens, EI supervisors and professionals, whom strengthen parents to strengthen their children by VHT/VIG method; and two control groups (EI structures of Coimbra and Portalegre). In order to assess the variables identified in home visitors, we will use the questionnaires 23 QVS (Serra, 2008) and Parameters for Self Assessment of Performance in EI, in an Experiential Perspective (Santos, 2007). In the intervention group, by comparison to the control group, professionals are expected to exhibit higher EI competences and lower stress vulnerability. The project will be held for 3 more years, after a pilot-study period of preparing and testing procedures and organization matrix; it involves 3 moments of gathering data, T0, T1 and T2. It's funded by the Science and Technology Foundation (COMPETE: FCOMP-01-0124-FEDER-014395).

Findings: data from pilot study, and data from T0, collected from first semester of 2010 and 2011, have been them statistically treated and analyzed, by using SPSS software. So, between pilot-study (2010) and pre-intervention (T0), the EI professionals exhibit lesser competences and lower stress vulnerability in 2011, data in 3 districts, which will be discussed. We're now collecting data on T1; until October 2012.

Conclusions: Not applicable

Keywords: Early Intervention, VHT/VIG, professionals

#### STRENGTHS, DEPRESSION SYMPTOMS AT RISK CHILDREN FAMILIES' UNDER VIDEO HOMETRAINING AND VIDEO INTERACTION GUIDANCE (VHT/VIG) INTERVENTION

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Paula Santos, Departamento de Educação, Universidade de Aveiro, Portugal

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**Problem Statement:** To guarantee the quality of the intervention, reflexive supervision facilitates mutual understanding in parent-professional relationship and, indirectly, in parent-child interactions. Assuming that in VHT/VIG the video-feedback works by showing dyadic and/or group interactions which allows consciousness of self competencies of how to enrich and develop basic communication, reinforcing them on professionals, parents and children, and that their core values – partnership with families, intervention in home context, focusing on existing relational competences and respect for cultural and social diversity – are common to EI (Early Intervention), the method presents itself as a path of excellence for promoting EI competences.

Portuguese studies refer empowerment in parents with risk children, through intervention that promotes parents-child interaction, as in Feliciano (2002), in which mothers of premature babies reduced depression symptoms and improved self-esteem and perception, and Coutinho (2004) in which mothers increased maternal competencies perception.

**Purpose of Study:** It's a main goal to promote competences in families with children at risk, through VHT/VIG. Compare data of families, in pilot-study and T0, and looking for significant differences, in three districts, after two years' intervention (T1 and T2).

**Research Methods:** We designed a longitudinal quasi-experimental study, that involves an intervention group (Aveiro's EI): one specialist in VHT/VIG strengthens, EI supervisors and professionals, who strengthen parents, whom strengthen their children; and two control groups (EI of Coimbra and Portalegre). Variables and dimensions in families will be assessed through Depression Scale Centre for Epidemiologic Studies (CES-D) (Fagulha & Gonçalves, 2003), Family Strengths (Serra, et al., 1990), and Family Needs Inventory (INF) (Bailey & Simeonsson, 1990). The project will be held for 3 years, after a pilot-study (2010); involving 3 moments of gathering data, T0, T1 and T2. It is funded by Science and Technology Foundation (COMPETE: FCOMP-01-0124-FEDER-014395).

**Findings:** Data were collected from the first semester of 2010 and 2011, and have been statistically treated and analyzed, by using SPSS software. Between the pilot-study (2010) and the pre-intervention (T0-2011), families shown better family strengths resources (not statistically significant), and lower perceived family needs (stastically significant) at intervention group

**Conclusions:** Not applicable.

**Keywords:** Early Intervention, family needs and strengths, depression symptoms, Video Interaction Guidance/Video Hometraining - VHT/VIG, parents empowerment

#### THE EFFECT OF RATIONAL-EMOTIONAL TRAINING ON MOTHERS' MENTAL HEALTH CONDITION OF MENTAL RETARDED CHILDREN

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Ms in Psychology and Education of Exceptional Children & Mahmood Panahi PhD in Psychology, assistant professor, Gonabad Payam Nor University of Gonabad

**Problem Statement:** Mental retardation in children is a basic problem for families that produce stress. These stresses influence negatively on mental health condition of their parents especially mothers.

**Purpose of Study:** The aim of the present study was to determine the effectiveness of rational-emoational training on mothers' mental health status of mental retarded children in exceptional center of Shahid Alavianin of Gonabad in the school year 2010- 2011.

**Research Methods:** The research method is experimental accompanied by post-test and pre- test control group. The numbers of sampled individuals were 40, (20 individuals as case group and 20 as control group) were chosen and sampled by using random sampling method. Primarily, in both group pre-test was performed by general health questionnaire (GHQ- 28) was performed. Next, the case group underwent cognitive-behavioral training for 10 forty- five – minute sessions. At the end of training, post-test was performed in both groups. The data gathered were analyzed using SPSS-16 software program and the independent T-test- differences between means.

**Findings:** The results suggested that there were significant differences between the variance of mean scores of general health and its components, namely, physical

complaints, anxiety, social, adjustment disorder and depression in the two case and control group ( $p < 0/05$ ).

Conclusions: According to the results, rational-emotional training has a significant positive effect on mothers' mental health condition of mental retarded children. Thus, as a decreasing stress strategy in these mothers recommend rational-emotional training programs by specialists for them.

Keywords rational-emotional training, mental health, mental retarded children

#### WHEN SOUTH MEETS WEST – THE COMBINATION OF STRATEGIC CONSTRUCTIVIST THERAPEUTIC APPROACHES AND INDIGENOUS KNOWLEDGE SYSTEMS TO PROVIDE FOR INDIVIDUAL CLIENTS' NEEDS

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Problem Statement: Adolescents in South Africa are faced with an increasing array of personal and social difficulties which they have to traverse on their way to adulthood. A particular problem is the cross articulation of the epistemologies of different belief systems.

Purpose of Study: This inquiry examines a case study of an adolescent whose life had become fragmented due to various traumatic events, which raised questions about the belief systems that framed his world. The way his strengths, which were deeply rooted within his personalised faith, could be employed to overcome trauma was investigated. This faith was not only based on westernised religious approaches, but also in a deeper connection with his forefathers and his understanding of life and death. Through-out the inquiry his case was examined as an instance/example of many such cases in South Africa.

Research Methods: With the use of narrative and ego-state therapeutic techniques, the Ericksonian principle of utilization was employed to support this client to overcome his personal trauma. He was encouraged to explore his life and the many roles he had to fulfil by means of symbols and drawings that were utilized during therapy. These various systems in his life world were analysed and the strengths of his deeply rooted spiritual connections, which had come to the fore during therapy, were employed as positive partners in the therapeutic process.

Findings: The client was able to successfully cross-articulate his personal belief systems, based on an epistemology of ancestral beliefs, with his life as a modern African young man. The connection that was made between his different worlds assisted him in unifying his personal 'selves,' thereby becoming a more integrated individual who was better equipped to deal with his life.

Conclusions: The case study exemplifies the possibility of a connection between modern psychology and traditional knowledge, signifying an innovative approach to addressing clients' needs in a society that comprises different knowledge- and belief systems.

Keywords: Indigenous knowledge systems, fragmentation, constructivist, ego-states, narrative therapy

#### PERCEPTIONS OF QUALITY OF LIFE IN CHILDREN WITH LEARNING DISABILITIES

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This study investigated the difference between children with Learning Disabilities (LD) and children without LD in terms of their perceived quality of life. Children with LD and children without LD matched in terms of age, gender, income level and GPA. Children ranging from ages 8 to 15 were selected purposefully from two districts of Istanbul ( $n=240$ ). Children's perceived quality of life was measured by the Questionnaire for Measuring Health-Related Quality of Life in Children and Adolescents – Revised Version (KINDL-R) Turkish Form and perceived quality of life of mothers, who had children with LD, was measured by World Health Organization Quality of Life Assessment (WHOQOL-BREF) Turkish Form. In addition, Learning Disabilities Screening Measure was used to gather data from classroom teachers about children with LD. Results of the study showed a statistically significant difference between self-perceived total quality of life of children with LD ( $M=53.2$ ,  $SD=12.9$ ) and quality of life of children without LD ( $M= 71.7$ ,  $SD=15.8$ ). Parents of children with LD also perceived their children with significantly lower quality of

life ( $M=56.8$ ,  $SD=13.3$ ) than parents of children without LD did ( $M=65.6$ ,  $SD=14.9$ ). Similarly, teachers of children with LD assigned lower quality of life scores ( $M=43.4$ ,  $SD=8.4$ ) than teachers of children without LD ( $M=60.8$ ,  $SD=13.9$ ). When the relationship between quality of life scores of children with LD and their mothers' quality of life was analyzed, a positive and statistically significant relationship was found ( $r=.44$ ,  $p<.001$ ). As a result, this study revealed that children with LD have lower quality of life scores than their peers without LD and that the difficulties they experience are observable in different domains of life quality.

Keywords

Learning disability, perceived quality of life

#### STUDY ON SUBJECT'S ASSESSMENT FOR STUDENTS' ACTIVE LEARNING IN A PRIVATE INSTITUTION

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This study is to evaluate the efficiency and the effectiveness on the application of the subject's assessment such as quizzes, group exercises and short presentation, mid-test, assignment and students' attendance were correlates with student's final examination results. The aim of this study traditionally to encourage and motivate student's active learning and have interest in the subject taught. It is thought to help the students to challenge themselves to work harder and focus more in the classroom. Furthermore, it also helps the lecturer to observe with the progression of each student. The rational of the subject's assessment is to embark on the student interest and to sustain their learning performance. Quantitatively, this study compared the subject's assessment marks with the final examination marks. Each mark of subject's assessment will welcome students' engagement with the subject taught and its association on their performance in achieving higher marks in the final examination. The respondents were students who enrolled for foundation programme at a private institution in Klang Valley, Malaysia ( $n= 80$ ). The findings showed the fact that there were no consistencies to reflect that the students' performances in their final examination results were actually related to the subject's assessment. The correlation obtained represents only weak relationship. Students were also required to give comments about the implementation of the subject's assessment. Surprisingly, most of them were satisfied and have positive remarks on the application of the subject's assessment. It is recommended that future research will focus more on how the subject's assessment method can be modified. This is in order to help students to get better result in their subject's assessment and final examination.

Keywords: Assessment, active learning, performance, efficiency, and effectiveness

#### THE DEVELOPMENT OF CLASSROOM ASSESSMENT SYSTEM IN MATHEMATICS FOR BASIC EDUCATION OF THAILAND

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 Angkana, Tungkasamit, Ph. D., Asst. Prof., Khon Kaen University, Faculty of Education, Thailand

As Khon Kaen University was classified to be the national research university of Thailand. The lecturers became integrating the Research-Based Learning to their practice. Most lecturers rarely had opportunities to carefully design authentic assessment in Research-Based Learning classroom. The purpose of this study was to improve lecturers' authentic assessment practice in Research-Based Learning classroom through continuing professional development in Khon Kaen University.

The professional development that aimed to improve lecturers' authentic assessment practices, therefore, needed to consider lecturers' conceptions of authentic assessment and the way in which their instructional goal might be demonstrated by students. The methodology of this study was the research and development involved 4 processes. It consisted of training, coaching, supervising, and mentoring. The quantitative data were analyzed by using descriptive statistics, and the qualitative data were analyzed by content analysis. The finding found that lecturers were changed in authentic assessment

practice for creating opportunities for lecturer to re-conceptualize their instructional goals, re-evaluating the extent to which lecturers' authentic assessment practices support those goals, and helping lecturers select, adapt, and design tasks to assess student learning. This study was a step toward greater understanding of what influences change in lecturers' authentic assessment practice that most of lecturers did not had before engaging the engagement.

Keyword: Research-Based Nexus, Higher Education, Authentic Assessment, Professional Development, Research University

#### THE EFFECTS OF IMPLEMENTING PEER EVALUATION IN AN EFL WRITING CLASSROOM IN PROMOTING ALGERIAN UNDER-GRADUATE STUDENTS' WRITING AUTONOMY AND POSITIVE AFFECT

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Problem Statement: Undergraduate students in Algerian universities in general, and at the Setif University English Department in particular find difficulties in writing in English as a foreign language, which is due to two main reasons: their negative affect towards writing (i.e., their high writing apprehension and low writing self-efficacy) and the lack of regular assessment. The latter is related to other factors, such as the large class size, multilevel classes, and the use of traditional methods of teaching and assessing writing that focus on writing as a product rather than a process. These factors have inhibited the students from working independently and from taking risks to develop their writing and critical thinking skills.

Purpose of Study: This paper aims at investigating the effects of using peer evaluation on the students' writing autonomy. It also examines the effects of this technique in promoting the students' positive affect, mainly decreasing their writing apprehension and increasing their writing self-efficacy.

Research Methods: Pre- and post-training surveys (Writing Apprehension Test (WAT) and Writing Self-Efficacy Test WSET), writing tasks, and peer evaluation rubrics.

Findings: The results of the study showed that unlike the control group, the subjects in the study group demonstrated positive attitudes and an acceptance towards providing and receiving peer feedback. Thus, by using peer evaluation, the subjects improved their written drafts and developed their critical thinking skills by evaluating their peers' essays and revising their own pieces (after getting peer feedback). The process of reading, rethinking and revising has, hence, enabled the students develop their writing autonomy. Moreover, their involvement in social interaction, as writers and readers, has enhanced their positive affect. In other words, the subjects experienced lower levels of anxiety and acquired a quite higher level of confidence in their ability to write.

Conclusions: Peer evaluation can be an effective technique of revision for students to improve their writing and critical thinking skills, hence, develop their writing autonomy. Moreover, involving students in the process of peer evaluation enables them to interact with each other as writers and readers, which helps them write more confidently and with lower levels of anxiety.

Keywords: Affect (Writing Apprehension, Writing Self-efficacy), EFL, Peer Evaluation/ Feedback, Process Writing

#### THE STUDENT AS A COMMENTATOR: STUDENTS' COMMENTS IN STUDENT EVALUATIONS OF TEACHING

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Karel, Van Roy, Lessius University College Mechelen, Belgium

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Problem Statement:

Student evaluations of teaching (SET) is the most widely used form of teacher evaluation at institutions for higher education. A SET survey instrument most often consists out of an amount of questions on which the student rates his teacher, supplemented with some open questions. Little research has focused upon the answers that are given to these open questions. Yet, students' comments seem to have a greater potential to influence instructors than statistical reports (Alhija & Fresko, 2009). In this presentation we focus on the content of these comments.

Purpose of Study & Research Methods:

At the Lessius University College Mechelen 3742 SET-surveys were collected, from these surveys 2352 were received with a positive comment and 2245 with a negative comment. An inductive approach for qualitative data analysis was applied, a codebook was constructed by analyzing a part (228 positive, 224 negative) of the comments. On another sample (494, positive, 470 negative) the Kappa value was calculated and showed good inter-rater reliability  $Kappa=.77$  for positive comments,  $.81$  for negative comments. The codebook consisted out of 3 main categories (the teacher, the course (evaluation, general and course material) and the context) and 26 subcategories (codes).

Findings:

When the direction of the comments is not taken into account, the categories where students most commented upon are: first the link with practice during teaching, second the build-up of the lessons and third whether the content of the course was relevant or interesting.

When the direction of the comment is taken into account, it shows that negative comments deal more with the evaluation, and the feasibility of the course when compared to positive comments. Positive comments focus more on the teacher and his teaching: eg. use of didactic materials and methods in class, attitude towards students.

Conclusions:

The descriptive statistics show that students deem the link with practice during teaching as very important. During the presentation we will look further into this and also link the comments with certain student, teacher and course characteristics (e.g. department, teacher score and student grade expectations). For example students from teacher training department focus even more on the link with practice during teaching and the use of the didactic method than other students. A more detailed explanation of the codebook and most commented categories will be given.

Keywords: student comments, student evaluations of teaching, quality assurance, higher education

#### AN INVESTIGATION INTO STUDENTS' PERCEPTIONS AND APPLICATION OF FEEDBACK AS A FUNCTION OF YEAR OF STUDY

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Problem Statement:

Assessment is a key tool in both directing and quantifying students' consequential learning. Students and teachers commit considerable effort and resources to ensure learning and teaching is aligned with planned assessments. Although feedback received on assessments is acknowledged as key to the learning process, the comparative attention students pay to this component is less well established. Moreover whilst the content and purpose of feedback is envisaged to alter as students' progress in their discipline, an assessment of changes in the perception and application of feedback during this progression has not been previously investigated.

Purpose of Study:

The current cross-sectional study measured 1st (190), 2nd (125) and 3rd (127) year undergraduate Psychology students' relationship with feedback. The objective was to explore if the patterns of engagement and contentment with received feedback are similar or differ across years.

Research Methods:

A comprehensive questionnaire including open ended questions and 45 Lickert scale items was devised to record students' views on a variety of aspects of feedback. The questionnaire was administered to 1st, 2nd and 3rd year undergraduate Psychology students at Keele University (UK) (approximately 75% response rate).

Findings:

Overall findings indicated that most students do engage with, utilise and value the feedback received. However a clear distinction in some aspects of the data emerged between students at the start and end of their degree. First year students reported that the feedback was appropriate and that they were able to apply it without additional guidance to improve; overall they were very satisfied. In contrast, third year students were notably dissatisfied with the content, provision and perceived use of the feedback received.

#### Conclusions:

Our across years comparison has revealed some disconcerting patterns in the manner in which students engage with feedback across years of study. The key finding is although 1st year students use and engage with the feedback process near optimally, by the third year this positive trend is reversed in many aspects. Here we discuss potential causes for this change together with suggestions of how to maintain senior students' engagement in the feedback process.

#### Keywords:

Feedback, assessment, across years

### EVALUATING ELECTRONIC LEARNING SUPPORTS

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#### Problem Statement:

Over the last few years, e-learning has become an integral part of tertiary education, not only within the framework of the distance, but also, to a large extent, of the full-time study modes. Along with its large-scale deployment, numerous problems rose, which resulted in the formulation of new requirements on the quality of thus provided education.

#### Purpose of Study:

The paper presents the procedure for verifying and optimizing electronic learning supports' evaluation system in virtue of a research investigation performed.

#### Research Methods:

The research investigation performed was therefore conceived as multi-phase. The first two phases of the research were focused on verifying the electronic learning supports' evaluation system, using factor and cluster analyses. The third and fourth phases of the research were aimed at optimizing the system of evaluation by means of multidimensional and parametric statistical methods.

#### Findings:

The main outcome of the research investigation performed and described in the paper presented was to find and define evaluation criteria, rules, and requirements applied to the evaluation of up-to-date educational materials (electronic learning supports). These are based on the application of hypermediality and interactivity, which are themselves incorporated in modern electronic 'learning' environments, necessary for the effective implementation of distance education through e-learning.

#### Conclusions:

Having carried out a theoretical analysis of the systems of the evaluation of e-learning and distance learning courses and texts in use, we came to a conclusion that the existing rating systems, which are based primarily on the assessment of text features, are not always convenient, as they do not put enough stress on the trends towards modernization.

Therefore, an optimized system of evaluation of educational materials for distance learning and e-learning was designed and developed. Thus created system of evaluation was subject to a verification process consisting in applying multivariate statistical methods. A conclusion can therefore be formulated. Using multivariate statistical methods, the proposed optimized system of evaluation of the educational materials for distance learning and e-learning proved to be suitable and convenient.

#### Keywords:

electronic learning support, distance learning, e-learning, assessment, evaluation criteria, factor analysis, cluster analysis, evaluation system

### PEER-ASSESSMENT IN A WIKI: THE EFFECT OF STRUCTURED PEER FEEDBACK ON THE PROCESS AND PRODUCT OF GROUP WORK

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#### Problem Statement:

Recently, collaborative learning has been highly praised (Janssen, et al., 2010), as peers actively work together to achieve a common goal. In this respect, peer-assessment (PA) can have an added value in higher education (Topping, 2003). Empirical evidence suggests the use of wikis as an ideal tool for supporting online collaboration and PA activities (De Wever et al., 2011). Since Strijbos and Weinberger (2010) emphasise on the benefits of offering structure in a CSCL-environment, the present study questions the

added value of providing a structured peer feedback form (S-PFB) in wiki-based learning environments.

Purpose of Study:

The present study examines the added value of S-PFB in wiki-based learning environments in higher education by focusing on: 1) students' peer feedback preferences, 2) receiving peer feedback, and 3) giving peer feedback.

Research Methods:

First-year bachelor students in pedagogical sciences (N = 177) were divided into groups (n = 38) of five to collaborate on one wiki. As shown in figure 1, each group member had to contribute to the wiki by solving provided questions regarding three course topics and by giving three times peer feedback on the contribution of one group member. After submitting their group work, all participating students had to complete a questionnaire including 5-point Likert items evaluating how they perceived the peer feedback process.

Findings:

Introducing S-PFB was found to improve students' critical attitude towards providing peer feedback (M=4.20, SD=0.720 in the S-PFB condition compared to M=3.90, SD=0.715 in the control condition;  $t(155)=2.584$ ,  $p=.011$ ). The findings also showed significantly higher critical attitude towards receiving peer feedback (M=3.81, SD=0.702 in the S-PFB condition compared to M=3.56, SD=0.748;  $t(154)=2.184$ ,  $p=.030$ ).

Although no differences with respect to how profound and detailed the given feedback is, were found (M=3.40, SD=0.805 in the S-PFB condition compared to M=3.19, SD=0.762 in the control condition;  $t(155)=1.633$ ,  $p=.104$ ), analysis however revealed that the S-PFB group (M=3.16, SD=0.833) perceived the received peer feedback as more profound and detailed than the control group (M=2.86, SD=0.698;  $t(153)=2.372$ ,  $p=.019$ ).

Conclusions:

This study showed that students using S-PFB have a stronger critical attitude towards both providing and receiving peer feedback. Furthermore, these findings indicate that students consider received peer feedback to be more profound and detailed, when their assessor used S-PFB to construct feedback.

Keywords: Peer Assessment, Peer Feedback, Wiki, CSCL

#### EXPLORATORY STRUCTURAL EQUATION MODELLING (ESEM): APPLICATION TO THE SET-37 QUESTIONNAIRE FOR STUDENTS' EVALUATION OF TEACHING

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Dimitri Mortelmans, University of Antwerp, Faculty of Social and Political Sciences, Belgium

Francis Van Loon, University of Antwerp, Faculty of Social and Political Sciences, Belgium

Problem Statement:

Since the introduction of instructor rating scales in 1915, students' evaluation of teaching (SET) has become a widespread means for mapping teaching competence (for both formative and summative reasons). SET-instruments therefore should be (re-)tested extensively on their psychometric value. SET-designers usually use confirmatory factor analyzing (CFA) techniques. However, Marsh et al. (2009) argued that, especially in psychological instruments, the established factor structure is not represented well by means of CFA-approaches. The recent ESEM-methods (Asparouhov & Muthén, 2009) therefore integrate the advantages of exploratory factor analysis (EFA, using factor loading matrix rotations) and CFA (access to all usual SEM parameters).

Purpose of Study & Research Methods:

This paper contains a re-validation of the SET37-questionnaire (Mortelmans & Spooren, 2009) by using both a CFA- and an ESEM-approach and allows a comparison of the outcomes of both approaches concerning the instrument's dimensional structure.

Findings:

Both approaches provide a good fit to the data. Still, the ESEM-model suggests a better fit than the corresponding CFA-model. The factor loadings in the CFA-solution are very

high, whereas the nontarget loadings are necessarily set to zero. Factor correlations are high and exceed .50 several times. This might be interpreted as a threat to the discriminant validity of the various dimensions in the instrument as they appear to measure the same construct. The correlations between the factors for the ESEM-solution are smaller, with the strongest correlation being .38. Moreover, the factor loadings of the items on their posited indicators are much lower and more realistic. Their loadings on other factors, which are set free in the ESEM model, are low and suggest their unidimensionality.

Conclusions:

In sum, both models fit the data adequately and provide further evidence concerning the multidimensional structure of the SET37-questionnaire. Still, the ESEM-approach takes into account the typical EFA-structure of many measurement models in psychology and educational sciences, and provides results that are more in alignment with the basic theoretical assumptions of these models. These assumptions allow factor indicators in SET-instruments to have (low) loadings on nontarget factors. It is recommended to use ESEM validation procedures when mapping the validity of SET-instruments.

Keywords:

Students' evaluation of teaching, ESEM, Higher Education, Quality Assurance

#### CONTRIBUTION OF STUDENT'S PERCEPTION TOWARD TEACHER'S GOAL ORIENTATION AND STUDENT'S GOAL ORIENTATION AS A MEDIATOR IN TEST ANXIETY ON ELEMENTARY'S FINAL EXAMS

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Problem Statement: Test anxiety has become a problem in education. Its impact can be detrimental; it can even threaten students to fail in academic area. Goal orientation is the purpose of individual to engage in activities and achievement. In the classroom teacher has goal to create learning activities so that students get the expected achievement, this is called teachers' goal orientation which will be perceived by students and later influence student personal goal orientation.

Purpose of Study: to see the contribution of student's perception toward teacher goal orientation and student's goal orientation as a mediator in test anxiety on student's final exams

Research Methods: Multiple Regression

Findings: the performance goal orientation is positively, directly and indirectly related through student's goal orientation that serves as a mediator with test anxiety. Whereas, student's perception about mastery goal orientation and work avoidance are negatively related, directly or indirectly, through student goal orientation with test anxiety.

Conclusions: The result suggested to apply mastery teacher's goal orientation in the classroom so that student can adopt goal orientation and it will be expected to reduce test anxiety.

Keywords: Test anxiety, student's perception, teacher's goal orientation, student's goal orientation

#### WHO PARTICIPATES (NOT)? A NON-RESPONSE ANALYSIS ON STUDENTS' EVALUATIONS OF TEACHING

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Francis Van Loon, University of Antwerp, Faculty of Social and Political Sciences, Belgium

Problem Statement:

Students' evaluation of teaching (SET) is the most common and sometimes sole way of assessing teaching quality at universities. Online SET nowadays has become the established means for gathering students' opinions. The reasons for this shift towards online SET are obvious: greater accessibility to students, no disturbance of class time, accurate analysis of the data, guaranteed student's anonymity, less susceptible to faculty influence, lower costs and less time consuming for administrators.

Still, online response rates are low compared to the more traditional paper-and-pencil questionnaires. Students are among a heavily surveyed group, and selection effects might bias SET-outcomes. As a consequence, one could call into question the reliability and the validity of online SET.

**Purpose of Study:**

This paper contains a non-response analysis on SET-data from the University of Antwerp (2478 questionnaires, 895 students, 24 courses) and takes into account several course, teacher and student characteristics that might influence a student's decision to participate in an online SET-procedure. This makes it possible to sketch a profile of respondents and non-respondents.

**Research Methods:**

Cross-classified multilevel logistic regression analysis is used to evaluate which characteristics at the student level and the teacher/course level are significant predictors of a student's decision to participate.

**Findings:**

At the student level, course grade, program level, and the number of course evaluations a student was asked to complete are significant predictors for his/her participation.

Student's gender and study domain are not significant. At the teacher/course level, teacher's gender, teacher's academic rank, and class size revealed no significant effects. The model parameters show that almost all variance is explained at the student level.

**Conclusions:**

The results show that chiefly student characteristics influence a student's decision to participate in a SET-survey. Besides, this study might have important implications for the use of (online) SET. Stakeholders should take into account that student's performance, student's level and the number of evaluations play an important role in the decision to engage in SET-procedures. Therefore, the sample of students responding to the evaluations might not be representative for the complete population.

**Keywords:**

Students' evaluation of teaching, non-response, Higher Education, Quality Assurance, Multilevel Modelling

## THE STUDENT- EVALUATOR OF THE TEACHER. A CASE STUDY IN THE UNIVERSITY OF PLOIESTI, ROMANIA.

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Romania

**Problem Statement:**

Within the context of searching the best ways of improving quality of the academic system by the administrators of higher education, teachers' evaluation by the students has also started being used in our university yearly.

**Purpose of Study:**

The present paper aims at studying the University of Ploiesti academic staff's attitude towards the introduction of such an evaluation method of their activity and its effects (motivating or not/even inhibitory sometimes) on the teaching/learning process and the students themselves.

**Research Methods:**

The method used was the survey based on a questionnaire. It was administered to 50 teachers working for the University of Ploiesti in various faculties: technical, economic sciences and socio-human sciences.

**Findings:**

We identified the main teaching staff's attitudes towards the introduction of such an evaluation method in their teaching activity and we delimited its effect on the teachers' motivation to increase the quality of their professional skills, thus obtaining the consequences of applying such a method on the relation between academic teaching staff and students.

#### Conclusions:

We identified the main teaching staff's attitudes towards the introduction of such an evaluation method in their teaching activity and we delimited its effect on the teachers' motivation to increase the quality of their professional skills, thus obtaining the consequences of applying such a method on the relation between academic teaching staff and students.

Keywords: evaluation, academic teaching staff, students

#### DEVELOPMENT OF THE TEXTBOOK EVALUATION INSTRUMENT

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##### Problem Statement:

Textbooks may improve thinking and reinforce learning in science provided that they meet the student's learning needs. Research indicates that textbooks play an important part in the instructional process; therefore, selection of an appropriate textbook is a process that needs attention and special consideration. Reviewing the literature indicates the need for more and specific criteria to evaluate textbooks.

##### Purpose of the Study:

The purpose of this study was to develop valid and reliable instrument used in evaluation of science textbooks.

##### Research Methods:

The instrument was developed by reviewing the literature deeply and including all the expectations that experienced teachers expressed in the pilot study. The development and evaluation process lasted three semesters in collaboration with 82 pre-service physics teachers, who met four hours a week. This whole procedure increased the construct and content validity of the instrument.

##### Findings:

The instrument has 131 criteria under the following seven categories: physical characteristics, content, explanation and language, activities, instructional support, organization, and illustrations. There are 14 criteria under the category of physical characteristics. Some of them are related to the print, cover, durability, paper quality, and page design. Thirty-seven criteria under the content category evaluate the relevance with the curriculum, scientific accuracy, appropriateness with the level of students, and importance of the interaction between science, technology, and society. The explanation and language category has nine criteria, such as structure and entity of text, conceptual density, and prevention of alternative conceptions. The activities category consists of 21 criteria, such as relevance with the topic, and emphasis on scientific process skills. Twenty-one criteria under the instructional support category are related with providing a sense of purpose, engaging students with relevant phenomena, promoting student thinking about phenomena, and enhancing the science learning environment. Organization of the material within the chapters and some critical textbook features, such as a list of symbols of units, and an accurate and complete index, can be analyzed under the organization category within 16 criteria. Finally, textbook illustrations can be examined using 13 criteria as to their relevance with the topic, and usefulness in teaching.

##### Conclusion:

The criteria developed in the instrument would provide an empirical base in analysis of science textbooks.

Keywords: Textbook evaluation, instrument, science

#### A JOURNEY TO EXCELLENT: A CASE OF ULU LUBAI NATIONAL PRIMARY SCHOOL IN LIMBANG SARAWAK, MALAYSIA

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Socio-economic status (SES) plays a significant role in influencing student achievement and school performance. Previous studies comparatively showed that students of high SES background will perform better than students from low SES background which subsequently affects on the overall performance of the school in. However, the relationship between these two aspects cannot be viewed in the context of the Ulu Lubai National Primary School, which is located in the remote corners of Limbang District, in Sarawak, Malaysia. Hence, the focus of this article is to investigate the fundamental

efforts and factors that contribute towards driving this school to be one of the high performance schools in Malaysia. A case study using interviews, observations and document analysis. This school honored many awards at the district, national and international level as a result from the determination and commitment given by the headmaster and teachers as well as the parents and local communities. In this article, the view from the headmaster, teachers and the local community were highlighted from the perspective of their collaborative efforts and visions which relatively provides finer insight of previous finding on the importance of communities' involvement in order to enhance the school effectiveness and excellent.

Keywords: socio economic status; society involvement; high performance school; Malaysia

#### A SOUTH AFRICAN PRINCIPAL'S PERCEPTIONS OF CHANGES WITHIN THE SCHOOL AFTER IMPLEMENTING INVITATIONAL EDUCATION: A REFLEXIVE PHOTOGRAPHICAL STUDY

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 This study explored a South African principal's view of the changes made as a result of implementing invitational education (IE) within a particular primary school. The school began implementing the IE approach after being nominated for the international award for Invitational Education. The case study was informed by two types of literature: leadership that supported school development and IE as an innovative approach to teaching and learning within schools. A qualitative, visual ethnographical method of research was used to explore the following research question: Which intentionally inviting changes were made in the school under the leadership of the primary school principal? The principal in the study was requested to take at least 20 pictures to show the changes made in the school since implementing IE. Data were collected by means of these photographs, the principal's sketches describing these photographs, a photo-elicitation interview, and various e-mails to clarify certain issues. The results of the Inviting School Survey-Revised and the portfolio submission for their inviting school application also served as valuable data. The interpretive paradigm, with its focus on experience and interpretation, was used as the approach for this particular study. The findings primarily focussed on intentionality in the IE model: Human potential is best realised by places, policies, processes and programmes that are specifically designed to invite development and are designed by people who are personally and professionally inviting with themselves and others. As a result the following main categories emerged from the data analysis: People: a focus on care; Places: a change in the physical setting; Policies: adjust the functions of the school; Programmes: develop people through appropriate initiatives; and Process: organise the context in which education takes place. It was evident from the findings that IE requires a commitment to certain educational goals if changes within the school were to be implemented successfully.

#### RECONSTRUCTION OF INFRASTRUCTURE FOR QUALITY ASSURANCE IN PUBLIC SECONDARY SCHOOLS IN NIGERIA.

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 Problem Statement: The nationwide tour of schools by the Federal Minister of Education in 1997 was an eye opener to the level of decadence of infrastructure in the Nigerian educational system. He stated that the basic infrastructure in schools such as classrooms, laboratories, workshops, sporting facilities, equipment, libraries were in a state of decay. The physical condition of most schools was reported to be pathetic. From then till now, it has been observed that the situation has not improved; rather, a steady but rapid decline has been maintained. It is no longer debatable that there is a decline in the quality of education currently offered in most public schools in Nigeria due to lack of infrastructure.  
 Purpose of Study: The purpose of this paper was to examine the factors responsible for the dearth in infrastructure and the resultant effects on the provision of quality secondary education.

Research Methods: The paper adopted a descriptive survey research design. Twenty secondary schools were selected through simple random sampling from two local governments and ten subject teachers purposively selected from each of the schools. Two research instruments were developed for the study; a 20-item questionnaire and a checklist. The questionnaire was designed to investigate the extent to which the dearth of

infrastructure has hampered the delivery of quality education. The checklist took stock of infrastructure in terms of availability and quality in the schools.

Findings: Findings showed that a vast majority of the schools sampled lack even the basic infrastructure and where there are, they are obsolete and outdated. Teachers seemed helpless in the precarious situation they have found themselves but are very willing to deliver if adequately equipped with the right tools for their trade.

Conclusions: Secondary school graduates as the pivot for tertiary education will determine to a larger extent the quality of manpower needed to drive the nation's economy. Adequate funding with utmost priority should be accorded the education sector as an indispensable means of ensuring delivery of quality education.

Keywords: Infrastructure, reconstruction, decadence, quality, manpower, funding

#### QUALITY AND EFFECTIVENESS IN GREEK PRIMARY SCHOOL

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Christina Koutouvela, National and Kapodistrian University of Athens, Faculty of Primary Education, Greece

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#### Problem Statement:

The term of effectiveness and quality in education is gaining ground worldwide. This term is accompanied by various factors, defined by various criteria and characterized by a large number of theoretical and practical approaches.

#### Purpose of Study:

Purpose of this study was to investigate the views of teachers and headmasters about the effectiveness levels of greek primary school. In particular the questions posed for investigation were related to: a) school plan for effectiveness, b) physical environment, c) teacher behavior and d) the school's system. This is a prototype research, for the greek standards, as there is not a large number of research highlighting the importance of those concepts on the one hand and reflecting the reality of greek primary school, on the other hand.

#### Research Methods:

The research methodology was organized by: a) literature review relevant to the effectiveness and quality in education and ways that ensure it, and b) field research which was based on the questionnaire «Checklist for the Assessment of the Quality of Classroom and School Climate», (Creemers & Reezigt, 2005) that teachers and headmasters completed in Greece.

#### Findings:

This scientific study stems from the urgent need to investigate the effectiveness levels of greek primary school, the results of which will be used as a resource to ensure the quality of the educational and teaching process. The findings revealed that a major factor affecting the effectiveness and quality of a school is the teaching staff, whose attitude directly affects the school effectiveness. Research results based on the questionnaire completed by headmasters and teachers showed that there is a direct dependence of ensuring the quality and effectiveness of a school with the following criteria: a) school plan for effectiveness, b) physical environment, c) teacher behavior and d) the school's system.

#### Conclusions:

In conclusion, there is scope for improvement of the provided pedagogical and teaching work, as seen from the results of our research, which we are confident that will be taken seriously into account from the educational policy makers in Greece.

#### Keywords:

Quality in education, school effectiveness, school improvement, quality assurance

#### STRESSFUL SITUATIONS IN SCHOOL AND THEIR INFLUENCE IN MOTIVATION IN GIFTED ADOLESCENTS

Petra Holešovská, Masaryk University, Czech Republic

Stress experienced nowadays every person including children, youth and also gifted students. School environment is typical for stressful situations through testing and marking, social environment in school and outside school. To stressful situation can get each individual and everyone sees the same stressful situation otherwise which affects an individual's school performance and motivation- positively or negatively.

Research has relational descriptive study character. Research sample is gifted youth in two high schools in Brno, Czech Republic and study was realized in 2010-2012. The study based on quantitative and qualitative methods as questionnaire (stressors), IQ tests, BIG Five and SVF 78, structured depth interview.

From the research study (realized in 2011 in Brno, Czech Republic) shows that intellectually gifted youth need support and motivation from teachers and parents.

Adolescence is critical period of life in which an individual may cease to be interested (for any reason) in an activity in which they excelled (Dočkal, 2005). It is known that work with intellectually gifted adolescent is complicated because of giftedness and specific period of life (adolescence). The research study from 2011-2012 demonstrates which factors influence school motivation including stressors, social environment in school and outside school, personal characteristics.

Stress can influence school performance and also development of giftedness. Therefore it is very important to engage in gifted adolescents because gifted have special needs in school as well as students with learning difficulties. Gifted people are our future

Keywords: Stressful situation, stressors, motivation, giftedness, youth

#### INTEGRATED MANAGEMENT MODEL FOR LEARNING ORGANIZATION ON SUFFICIENCY ECONOMY IN SMALL SCHOOLS, THAILAND

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The purposes of this study were: 1) to study Integrated Management Model for Learning Organization on Sufficiency Economy in Small Schools, 2) to synthesize the indicators of Integrated Management Model for Learning Organization on Sufficiency Economy in Small Schools, and 3) to propose the Integrated Management Model for Learning Organization on Sufficiency Economy in Small Schools. This research was conducted in three phases as follows: The first phase was documentary analysis. The second phase was confirming and verifying model and indicators by collecting empirical data. The third phase was connoisseurship focus group discussions for confirming and verifying the findings from the second phase.

The target group of this study included small schools under the Office of Khon Kaen Primary Educational Service Area. The key informants consisted school administrators, teachers, students and school boards. Data were collected by using an In-depth Interview for the teachers, school administrators, students, and school boards. Data obtained from in-depth interview, observation, documentary analysis, and focus group discussion, were analyzed by using Content Analysis, and presenting in descriptive form.

The research findings were as follows:

1. Integrated management covered to the combination of many factors relating to administration as a whole for usefulness and success in implementing various activities of school including components as: the school administrators, teachers, students, administrative factors, environmental condition in school and community.

2. Components and indicators of integrated management model for learning organization on Sufficiency Economy in small schools, according to empirical data collection, consisted of the administrators, teachers, students, administrative factors, environment in school and community. There was an additional factor from documentary study as Environmental Condition in School. Each aspect of component consisted of more detailed and obvious which could be practiced.

3. The model of integrated management for learning organization on Sufficiency Economy in small schools by connoisseurship, found that, every expert confirmed 6 components as the researcher's findings including: the school administrators, teachers, students, administrative factors, environmental condition in school.

Keywords: Sufficiency Economy, management model

ORGANIZATIONAL COMMITMENT AND ACADEMIC PERFORMANCE (CASE STUDY:  
STUDENTS AT SECONDARY SCHOOLS FOR GIRLS)

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Problem Statement:

Educational system is the most effectual point to progress and develop for people of society, and schools need insurable teachers as an operational patterns to make reality for each of these progress. Meanwhile their performance and those factors effecting for those performance are very important for educational systems.

Purpose of Study:

Purpose of this research is commonly examining the organizational commitment for teachers against performance of students in governmental secondary school for girls.

Research Methods:

The operational presented research is being descriptive by the way that has been written. The statistical population of this study is 195 persons from teachers of secondary school for area 6 in Tehran that 125 persons has been accidently selected as samples.

Research has been done by organizational commitment standard questionnaire of Allen & Meyer and questionnaire for demographical and examination the averages of mark of students. This research has been done to examine performance of students. All gathered data have been talked and analyzed by Pearsons correlation co-efficiency, Test Hypothesis, non-parametric Spearman correlation Analysis of multiple regression (Stepwise Regression).

Findings:

Results have been shown significant and positive relation between organizational commitment, normative commitment, emotion commitment and educational performance for students, but there is no significant relation between continuously commitment and educational performance for students. Also there is significant and negative relation between general commitment and educational degree for teachers, but there is no significant relation between their age and work experiences.

Conclusions:

According to the study, results could be improved by all types of organizational commitment that increase educational performance in the educational field.

Key world:

Organizational Commitment, Academic Performance, Secondary Schools Students

SEARCH AND IMPLEMENTATION OF INNOVATION IN EDUCATIONAL  
INSTITUTIONS

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Problem Statement:

Problem of innovation is a major component in the development of professional educational institution. Innovational activities not only excite a competitive process but also determine multifunctional aim: preparation of qualified specialists of appropriate level and profile, whose competence and advance knowledge of profession meet the world standard.

Purpose of study:

To estimate the intensity of innovational activity, and identify the factors which contribute and prevent the spread and development of innovations.

Research methods:

Following methods were used: method of theoretical analysis, interview, and analytical and statistical data processing. Collection of initial information was carried out on the basis of gathering the informative database with the help of checklists and questionnaires. These activities had been carried out at the State Women University and Kazakh University of International Relations and World Languages.

**Findings:**

In the process of evaluation of the quality of the innovative activities, following results were taken: 5% of the respondents consider that the innovational activities are carried out at a high level; 37% - it is mostly at a high level; 49% consider that they are carried out positively only in some fields, in others not; 6% considers that the activities are carried out at a low level; 3% of the respondents state the fact that the innovational activities are not carried out at all. According to expert's assumptions, the above-mentioned data is overestimated.

One of the main negative factors that block the implementation of the innovative activities, according to the expert's view, are the contradictions between the possibilities and the real 'status quo' of the issue among the pedagogical community in accepting everything new.

**Conclusions:**

The analyses of findings show: potentially effective activities are carried out in a limited sphere and changes slowly. Limits for modernisation imply the lack of appropriate technologies and absence of full conditions to overcome them. Organisation of innovative activity should be based on: comprehensive scientifically proved based program; the relationships among the participants of the process should account on the principals of partnership; they should be highly motivated, and be ready for any positive changes in educational process.

**Keywords:**

Innovational activities, intensity, factors

**EVALUATION AND MONITORING OF INNOVATION IN SCHOOL: A CASE STUDY**

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**Problem Statement:**

Since 2010, a project concerning social and emotional learning was introduced in Ticino's (the Italian speaking part of Switzerland) primary schools.

On one side, an actual and recurrent issue in the international debate (e.g. Luppescu, 1998), is that lots of innovation projects in school are not coordinated or evaluated.

On the other side, the need to get clear and well defined information, with regard to the final results and the progress of projects, drives to design systems of evaluation aiming at scientifically-soundly informations..

**Purpose of Study:**

The purpose of the study is to evaluate and monitor a project of innovation that involves students and teachers of Ticino's primary school.

**Research Methods:**

Research design refers to the framework of mixed methodologies (Tashakkori e Teddlie, 2010). Different instruments were used for getting information from students and teachers. Among teachers, data were collected through diaries, focus groups, questionnaires, observations in the classrooms and interviews.

Among students, data were collected through questionnaires, observations in the classrooms and evaluations of teachers. Concerning students, a control-group has been implemented in order to detect effects related to the subjects natural development or to the intrinsic motivation of teachers.

**Findings:**

The project is currently at the end of the first cycle of training and intervention. We have figured out that results generally match expectations. The evaluation and monitoring system allowed researchers to carry out some adjustments to the project design, in order to prevent potential problems. Students that participated to the project, obtained significantly better scores in recognizing emotional expression. Teachers engaged in the second year of formation, have shown a growing satisfaction related to the modifications made to the process.

Conclusions:

Regarding the initial aims, the evaluation and monitoring system has shown to be suitable. The presence of consistent data allowed to interact with the head of the project responsible in order to stimulate rapidly those needed modifications. During several presentations we will approach some practical and methodological problems of a process with a double aim, namely evaluation and monitoring. The use of multi-methods and multi-researchers system has shown to be an unavoidable richness for an evaluation that pursues objectives of comprehension too.

Keywords:

Evaluation, mixed methodologies, school innovation

#### THE DEVELOPMENT OF STANDARDS, FACTORS, AND INDICATORS FOR EVALUATING THE QUALITY OF CLASSROOM ACTION RESEARCH

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According to the encouraging of the Ministry of Education, it was found that the teachers conducting classroom action research widely in Thailand. But, the number of research studies or classroom action research were not indicators of research quality as well as objective in conducting research truly. The purpose of this research is to develop standards, factors and indicators for evaluating the quality of classroom action research by using Delphi Technique and Connoisseurship Model including two phases. The first phase, Document analysis was performed to synthesize the tentative standards, factors, and indicators for evaluating the quality of classroom action research. The second phase, the appropriateness of tentative standards, factors, and indicators for evaluating the quality of classroom action research was investigated. The key informants comprised of 9 scholars who involved in classroom action research. Two of rating scale questionnaires were used as research tools. Statistical techniques used in the analysis of the data obtained included mean and inter-quartile range. For research findings, the standards, factors, and indicators for evaluating the quality of classroom action research were obtained including 4 standards, 18 factors, and 57 indicators. Standard of researcher's basic knowledge has 4 factors 10 indicators. Standard of research process has 10 factors 32 indicators. Standard of research value has 3 factors 11 indicators. Standard of researcher's ethics, morality, and code of conduct has 1 factor 4 indicators.

Keywords: evaluating the quality of classroom action research

#### STUDENT ENROLLMENT AND SUCCESS IN COLLEGE: AN ANALYSIS OF THE POSTSECONDARY ENROLMENT OF THE INTERNATIONAL BACCALAUREATE'S DIPLOMA GRADUATES

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Problem Statement:

With the emergence of the knowledge economy, there is a growing demand worldwide for higher education to prepare highly educated workforce. Together with the increasing demand for access and completion, there are concerns with student preparedness for postsecondary education. In the United States in particular, several programs offered during high school focus on preparing students for succeeding at postsecondary level. One of these programs is the International Baccalaureate's Diploma Programme (DP). The DP is currently offered in the U.S. (in more than 750 schools) and other 139 countries (in more than 2,300 schools). Although the interest in the DP as preparation for higher education is growing, there is limited research regarding DP graduates' postsecondary enrollment patterns.

**Purpose of Study:**

The purpose of this study was to examine patterns of postsecondary enrollment and completion of the IB 2005 Diploma Programme graduates. In addition, this study sought to investigate the relationships between academic performance in the DP and enrollment and retention in the U.S. higher education institutions.

**Research Methods:**

In this study, we performed statistical analyses using data obtained from two sources: the IB's data system and the National Student Clearinghouse system. We tracked the postsecondary enrollment of the 2005 DP cohort and we obtained detailed enrollment and graduation data for 2005-2011 on 9,654 students, which formed the sample for this study. Analyses included Chi-square tests, t tests, and ANOVAs.

**Findings:**

Preliminary findings showed that 92% of the 2005 DP graduates enrolled in higher education institutions. Moreover, 84% of these students graduated by 2011. The analysis to be completed in the July 2012 will provide insights into the relationship between student gender, socio-economic status, DP academic performance, school's legal status, and student first year retention. Gender differences and differences in academic performance will be explored in relation to student postsecondary enrollment and completion.

**Conclusions:**

A large majority of the IB's Diploma Programme graduates in the U.S. enroll in college, are well-prepared for the academic demands of postsecondary education, and complete successfully postsecondary degrees.

**Keywords:** higher education; retention and graduation; International Baccalaureate

## EDUCATION AND REFORM TOWARDS LEARNER-AUTONOMY: BETWEEN REALITY AND MYTH

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**Problem Statement:**

In this reflection, our question is based on whether a link really exists between the three key concepts: education, reform and learner autonomy, or it is just a myth. All the paper puts focus on this questioning to raise awareness about why do educational reforms seem to fail when putting reforms into practice.

**Purpose of Study:**

In this paper, our aim is to link the essence of education to reform and draw a conclusion whether reforms could foster autonomy in our learners or not, taking the Algerian higher education as a case.

**Research Methods:**

To back up our view, we questioned twelve advanced students (Master I and Master II) of English as a Foreign Language (EFL) about their views on education and administrative practices. We used with this sample online journals based on six open ended items where a thematic analysis of the content was followed.

**Findings:**

Results showed that most of the participants still find educational reforms non suitable and are far from administrative practices. Autonomy in our learners is still unachieved although reforms put focus on it

**Conclusions:**

All in all, our educational reform should implement learners' abilities as autonomous individuals. We ended the work with a trial to suggest elements that make up the concept of reform from our own conception.

**Keywords:**

Education, reform, autonomy, administrative practices

### SCHOOL-BASED MANAGEMENT (SBM), OPPORTUNITY OR THREAT (EDUCATION SYSTEMS OF IRAN)

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#### Problem Statement:

School-Based Management (SBM) is features educational system in recent decades. SBM refers to increase of involvement of parents, students, teachers, officials, principals and beneficiary groups of the community and local organizations may increase the independency, responsibility and accountability of school. As a result, a key characteristic of SBM can be anticipated to improve student academic achievement and other school outcomes as these local community claims closer monitoring of school staff, better student appraisal, a closer match between the school's requirements and its policies, and a more effective use of resources.

#### Purpose of Study:

The purpose this research is study of implementing School-Based Management in Iranian Education System.

#### Research Method:

In this research, have been tried school-based management characteristics reviewed, and with the use of theoretical principles and methods field study and library with Iranian education system is adapted. Also, this applied study is done on the basis of descriptive survey method.

#### Conclusion:

The findings of the research indicated that, for implementation school-based management, indicators such as management of education system, curriculum, budget, educational content, the role of principals, teachers, educators, students and other factors in Iran should be reconsidered.

Keywords: School-Based Management, Teaching, Learning, Education, Student's

### MEASUREMENT MODEL OF EVALUATION UTILIZATION: EXTERNAL EVALUATION

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In Thailand, external evaluations are evaluated by The Office for National Education Standards and Quality Assessment (Public Organization) (ONESQA). The finding of external evaluation is useful for the improvement of education. Evaluation helps stakeholders to find out what works and what doesn't. Done well, it provides a road map for an organization to improve the processes, participant outcome, and to have a bigger impact on the organization and the community. Therefore, evaluation utilization is the basis of external quality assessment in basic education. However, one weakness of external evaluation utilization is inadequacy with regards to the indicators of measurement model. The objectives of this research were to develop the indicators of measurement model of external evaluation utilization, and to test the congruence of developed model with empirical data. This research used questionnaires with 5 level rating scales. Samples were selected by multi-stage random sampling and included 1,200 teachers and administrators from 100 basic schools in the Northeast of Thailand. Data collection was done during the second semester in academic year 2011. Data analyses employed descriptive statistics and model validation using Mplus. According to the findings of this study, the indicators of measurement model consisted of conceptual use, symbolic use, legitimate use, and instrumental use. The measurement model was in congruence with empirical data. The results provided guidance for measuring evaluations from a utilization-focused perspective, which oriented around an evaluation's intended users and intended use.

Keywords: Measurement Model, Evaluation Use, External Evaluation, Indicators, Basic Education

THE ADMINISTRATION OF STUDENT SUPPORT SYSTEM IN THE EDUCATION  
EXTENDED SCHOOL UNDER THE OFFICE OF KHON KAEN PRIMARY  
EDUCATIONAL SERVICE AREA 4

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Problem Statement : According to the core curriculum of Basic School 2008, specified the things students should know and practice in the learning standard and indicator including: knowledge and competency, ethics and morality, desirable value. The Office of Khon Kaen Primary Educational Service Area 4 implemented work to serve the Office of Basic School Commission and supported the student support system of Secondary Schools, and Extended Schools in implementing the sustainable student support based on action plan in moving the student support system. Therefore, the researchers were interested in studying the administrative system in student support system of the Extended School, how the situation and problem would be, and to find guidelines for administration of student support system to achieve goal in practicing based on the policy further.

Purpose of Study : 1) to study the situation and problem of student support system, and 2) to study the guidelines of administration of student support system.

Research Methods : descriptive research, population included 826 administrators and teachers in the Education Extended School. Data were collected by using the Questionnaire and Focus Group Discussion.

Findings: 1) For situation of administration in student support system in the Extended School, in overall and each aspect, the practices were in "High" level, ranking in order from high to low as: the preparation and planning for implementation, the implementation according to plan, the evaluation, and the supervision, monitoring, and following up aspects. But, the problem was in "moderate" level for both of overall and each aspect, ranking in order from high to low as: the preparation and planning for implementation, the supervision, monitoring, and following up, the implementation according to plan, and the evaluation aspects. 2) For the guidelines in administration of student support system, both of administrators and teachers should understand their own roles and function, school context should be analyzed, policy of student support system of Ministry of Education and the Office of Educational Service Area should be known and comprehended, the work plan should be performed. The school should organize corner or special room for counseling, or personal corner for talking. Moreover, the administrators should be provided the instrument and document as well as the Evaluation Scales for implementation. Besides, the administrators should monitor, control, and care closely in order to encourage morale as well as suggest and solve the teachers' problem. The school should conclude and report the findings of implementation in student support system of each year to administrators and original affiliation.

Key words: System, Student support, Extended school, Administration

TOWARDS UNDERSTANDING THE POSITIVE EFFECT OF PLAYING VIOLENT  
VIDEO GAMES ON CHILDREN'S DEVELOPMENT

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Problem Statement: In the literature, playing the violent games still considers as double-edged sword (Agina & Kommers, 2008). On one edge, the focus was on the aspect of using video games in teaching, social settings, and improving human-computer interfaces (e.g., Malone 1981; ...). On the other edge, the focus was on the negative outcomes and later effects (e.g., Griffiths & Hunt 1998; ...). However, the literature clearly lacks investigating the positive effect of playing violent games on children's development processes when children act and react alone and without human's external regulation. Purpose of Study: Given the fact that the world is clearly unable to stop the production of the violent games as avoiding children to play violent games is almost impossible, the present study aimed towards understanding the positive effect of playing violent games on children's development to clarify what the future research should highly take into

account. Stated differently, the present study was an attempt towards clarifying the importance of embedding the violent arousal as a process of learning.

**Research Methods:** Hundred children (50 boys, 50 girls) who, almost, daily played violent games were specifically selected. Each child was given one hour to play with "CAR-RACING" and "THE-PUNISHER". After the session, a Friendly-Chat-Questionnaire, through nonhuman's external regulator, was achieved with each child where all children's utterances were recorded and tabulated. An extra meeting with children was achieved after the entire session.

**Findings:** Children's self-regulation and thinking-aloud verbalization were affected by the game hero's gender; both were fluctuated even among the same gender where boys showed higher level of violent arousal. Children also showed high level of self-regulation when engaging them as design-partners that confirmed Agina and Kommers, 2008.

**Conclusions:** Despite the negative effect of playing violent games, violent arousal has positive effect on children's development especially self-regulation and thinking aloud to express their mind's content. Thus, the most significant question for the future research on children's development is that: How can the violent arousal be safely transferred into children's learning settings to enable children to be "Violent-Arousal-Learners" through "Violent-Arousal-Learning"?

**Keywords:** Violent Games; Violent Arousal learners/Learning; Self-Regulation; Thinking Aloud; Children's Development

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According to Jordan et al. (2006), most researchers agree that number sense in young children can be defined as the ability to subtilize small quantities, to discern number patterns, to compare numerical magnitudes and estimate quantities, to count, and to perform simple number transformations. Number sense, as assessed by NSB - Number Sense Brief Screener (Jordan, Glutting et al., 2008), is a powerful predictor of later mathematics outcomes at the end of first and third grades (Jordan et al., 2010). The results of Jordan et al. (2010) are in consonance with those of other investigations, suggesting that weaknesses in number competences concerning to counting, number relationships, and basic operations underlie most mathematics learning difficulties (e.g. Gersten et al., 2005; Geary et al., 2007; Landerl et al., 2004).

With this study we aim: 1) to adapt the NSB - Number Sense Brief Screener (Jordan, Glutting et al., 2008) for the Portuguese population in order to identify early learning difficulties of mathematics; 2) to analyze the predictive capacity of the battery at the end of first grade; and 3) by a longitudinal and qualitative study, to follow the mathematics learning trajectories during the first and second grade.

After kindergarten and at the moment of first grade initiation we measured number sense in Portuguese public schools' children (n=854, average six years old). The differentiation between low, middle, and high achievement allowed us to split the working sample.

Participants from the three achievements groups were drawn randomly and later correlational studies between NSB and student's mathematics performance allowed us to ascertain the predictive capacity of the battery. At the present moment we are on the process of the multi-year longitudinal investigation of children's mathematics development. The preliminary results suggest that first-grade lower performance NSB group exhibits weak counting procedures, weak number knowledge (e.g. identify numbers in a numerical sequence), and inaccurate verbal problems' resolution. Presently we are extending the number of participants; nevertheless, the findings indicate that screening early number sense development is useful for identifying children who will face later math difficulties which support the previous studies of Jordan et al. (2006; 2007; 2008).

**Keywords:** Number Sense, Learning Difficulties, Mathematics, Early Assessment, Adaptation

### EXECUTIVE FUNCTION, ADOLESCENT DEVELOPMENT AND MATHEMATICAL COMPETENCE: IMPORTANCE OF QUANTITATIVE AND QUALITATIVE ANALYSIS IN EDUCATIONAL PSYCHOLOGY

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**Problem Statement:** The multi-component model by Baddeley states that the executive cognitive functioning, which continues its development in late stages of adolescent development, is on the base of early mathematics learning.

**Purpose of Study:** To study the possible relation among capacity for attention processes, working memory and cognitive flexibility with respect to mathematics academic performance and the age of students.

**Research Methods:** Cognitive exploration was carried out by means of the application of the following tests: Stroop Interference Test, Trail Making, A and B Tests, and Letter-Number Sequence subtests related to Wechsler Adults Intelligence Test (WAIS). The case study consisted of students from the fourth academic year of Compulsory Secondary Education at Antares School (Reinosa, Spain), an educational centre which, with a reduced number of students, encourages a better follow-up process and control of students and therefore, a more personalized education programme (N=41; Average Age=14,93; SD=1.52). The subject of Mathematics' numerical grade was elaborated by means of the arithmetic mean from the last two academic assessments. For data quantitative treatment, appropriate statistical procedures were used (central tendency, Pearson correlation, T for independent samples, etc.).

**Findings:** Quantitative results showed a direct relation between age and those results in working memory as well as numerical denomination speed. At the same time, we gathered noticeable levels of correlation among the results from the different analysed cognitive functions. Besides, values that significantly associated mathematical results and some of the studied functions were noted (denomination speed and cognitive flexibility) only in students in their first academic year.

**Conclusions:** The development of some higher cognitive functions seems to link to the neuromaturative process in adolescents, despite their academic performance in Maths. Mathematical competence might be associated to these functions, after merging the different quantitative data of these with qualitative interpretations by means of considering both intra-subject (motivational) and institutional variables (assessment criteria based on behavior and not exclusively intellectual criteria), which influence the final assessment of the subject.

**Keywords:** Cognitive Function, Adolescent Development, Mathematical Competence, Educational Psychology

### SOCIAL AND EMOTIONAL LEARNING RESEARCH: INTERVENTION STUDIES FOR SUPPORTING ADOLESCENTS IN TURKEY

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**Problem Statement:** Over the past decade in Turkey, an increasing number of studies have reported on the social and emotional learning (SEL) needs of adolescents, yet relatively few studies have examined interventions for pro-actively supporting the social and emotional development of youth. Based on evidence from international research on the impact of SEL programs on students' academic achievement, further attention is needed to understand the qualities of preventative programs for supporting adolescents' social and emotional learning.

**Purpose of Study:** This study examines intervention research on social and emotional learning programs in secondary schools of Turkey. It discusses the research questions, sample populations, and research methods that have been used in formal studies published between 2000 and 2011.

**Research Methods:** Using a systematic review of the literature, this study focuses on quantitative and qualitative empirical studies. The sample of articles reviewed were published in English and Turkish journals, for national and international audiences.

**Findings:** Overall, 14 intervention studies were identified that had examined school programs on SEL-related topics. These topics included values development, conflict resolution, anger management, self-esteem enhancement, peer mediation, cognitive-behavioral therapy, and several classroom-based interventions within subject area teaching. Results suggest gaps in the publication of high quality research on intervention

programs for supporting social and emotional learning in secondary schools of Turkey, along with inattention to how such programs influence academic achievement.

Conclusions: With increased attention given in Turkey to the integration of constructivist student-centered approaches to learning and teaching, the social and emotional well-being of students becomes ever more critical to address. Experimental studies are beginning to show significant changes in particular variables due to these SEL programs. Meanwhile, more qualitative studies could be helpful to highlight the complex aspects of program development along with detailing the challenges and perspectives of school participants and program developers.

Keywords: social emotional learning; secondary education; systematic literature review; Turkey

#### INDIAN PERSPECTIVE ON CHILD'S RIGHT TO EDUCATION

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Problem Statement: A Theoretical Perspective on Inclusive Education in India

Purpose of Study:

The education system does not function in isolation from the society of which it is a part. Unequal social, economic and power equations, deeply influence children's access to education and their participation in the learning process. This is evident in the disparities in education access and attainment between different social and economic groups in India.

There were an estimated eight million 6 to 14 year-olds in India out-of-school in 2009. The world cannot reach its goal to have every child complete primary school by 2015 without India. In 2010, India implemented the Right to Education Act (RTE), to legally support inclusive education. Today, 18 crore children are taught by almost 57 lakh teachers in more than 12 lakh primary and upper primary schools across the country. This notable spatial spread and physical access has, however, not been supported by satisfactory curricular interventions, including teaching learning materials, training designs, assessment systems, classroom practices, and suitable infrastructure.

The present paper attempts to:

- Understand the Indian perspective on child's right to education
- Analysing the feasibility of RTE and highlighting the challenges in its implementation in India.
- Presenting Case Studies to describe the present Indian scenario in education for the marginalised children in two progressive states of India.

Findings:

In this study, the common issues that emerged, in deterring inclusion in two states of India were:

- Attitudinal barriers
- Lack of awareness of the legal provisions and subsequent schemes
- Accessibility of schools being meagre
- Lack of necessary infrastructure
- Lack of trained staff
- Instability of teachers
- Adaptation of curriculum and materials
- Lack of control systems

Conclusions:

India has taken ownership for inclusive education by establishing legal provisions for the same. In its first year of implementation of RTE, several challenges have surfaced. At the same time two extremely progressive states in terms of governance and finance have initiated programmes albeit with challenges that have the potential to show a way for the rest of the country. The case studies presented demonstrate the partnership between the government and the common man together can make the desired difference.

Keywords:

Child's right, Inclusion, Right to Education, Indian Perspective

#### OUTCOMES OF ADOLESCENCE IN ROMANIA

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**Problem Statement:** In their recent monitoring report, UNESCO (2010) and UNICEF (2011) point out to adolescents as a worldwide age group at risk of being left out of school and with insufficient learning skills to realize their potential, which severely impede on their "economic self-sufficiency, and stable and gratifying personal relationships. The narrowing opportunities, the uncertainties in Romanian society and the economical depression impede on adolescents' chances and increase the pressures on them to meet school requirements.

**Purpose of Study:** Our study analyzes (1) how adolescents construct and understand the process of becoming an adult in Romania, what criteria they have for entering adulthood, and (2) explore how a combination of psychological factors can boost successful transition from adolescence to young adulthood.

**Research Methods:** Sample consisted of 500 adolescents. The outcomes were measured using a questionnaire based on SSP (Richman and Bowen), which was completed and adapted by the research team. It includes variables of Self-esteem; Optimism; Control; Personal Efficacy, Personal Well-Being, The Capacity for Intimacy And Social Bonding.

**Findings:** Results indicate that: (1) the majority of adolescents do not consider themselves prepared for adulthood, (2) in preparation of adulthood, most important criteria include: financial and personal independence from parents; (3) factors which facilitate successful adaptations are: self efficacy, control and positive social bonding. A strong optimism about the future, including career, relationships, finances, and overall quality of life are positively related to successful entry in the transition period.

**Conclusions:** The specific stage of emergence from adolescence to young adulthood requires a reexamination of vulnerability, taking into consideration the value of psychological factors like Optimism and the Future orientation as a strong resiliency factor during this period.

**Keywords:** adolescents, outcomes, Romania, entry into adulthood

#### MEASURING ADOLESCENT'S PERCEIVED SOCIAL COMPETENCE IN CAREER EDUCATION: A LONGITUDINAL STUDY WITH PORTUGUESE STUDENTS

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**Problem Statement:** Social competence is a multidimensional construct that plays an important role in adolescents' career development, since it allows them to establish positive relations with adults and peers, receive information and feedback important to career exploration and decision making-processes, and to face the day-to-day challenges, adopting appropriate behaviors in their social relationships.

**Purpose of Study:** This study aims to present and discuss Portuguese adolescents' perceptions about their social competence to deal with interpersonal situations in career education situations.

**Research Methods:** Participants were 880 adolescents, 512 girls (58.2%) and 368 boys (41.8%), aged 11 to 20 years old ( $\mu=14.40\pm 1.49$ ), attending the 8th (N=495), 10th (N=198), and 11th (N=187) grades, at elementary and secondary schools, in the northern, central and southern Portugal. Adolescents' were administered the Perceived Social Competence in Career Scale (PSCCarS; Candeias, 2008; adapt. by Araújo, Taveira & Candeias, 2008), as part of a broader longitudinal project titled "Career and citizenship:

personal and contextual conditions for ethical questioning of life-career projects” . PSCCarS is a self-report instrument which consists of six subscales related to hypothetical interpersonal situations in the career context and two subscales related to poor and excellent performance in those social situations. PSCCar-S was administered in three different assessment moments, with an intermission of six months each.

Findings: Results indicate statistical significant differences in double date, lead a group, friend counsellor, and parents’ meeting situation’ subscales, and also in the poor performance subscale, when comparing the T1 and T2, and the T1 and T3 assessment moments. Statistical significant differences were also found in double date and lead a group situation’ subscales, and in poor performance, considering boys and girls, and also in the double date situation’ subscale considering the 8th, 10th and 11th grades.

Conclusions: Implications are discussed for the development of educational and career guidance and counselling interventions within scholar contexts.

Keywords: Social competence, career education, adolescents, longitudinal design

### THE CORRELATION OF PERCEPTION ON THE ROLE OF FATHER WITH ACADEMIC ACHIEVEMENT IN SENIOR HIGH SCHOOL STUDENTS

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#### Problem Statement:

Learning is a process undertaken by school students to achieve learning outcomes and academic achievement with a good value. Perceptions about the role of fathers is one important approach in achieving a good academic achievement so that it will lead to a belief that is better for students, for their self and their abilities will lead to moral support for students in developing the direction of interest, as well as good achievement school's academic.

#### Purpose of Study:

The purpose of this research is to test empirically the correlation between perceptions of the role of fathers with academic achievement in senior high school students.

#### Research Methods:

The method used in this research is a quantitative approach. The sample of population in this study were senior high school students in Jakarta, second grade and aged 15-16 years, and still have a father. The data was collected using a questionnaire to measure the scale of perceptions about the role of fathers and the documents of the report card to measure academic achievement.

#### Findings:

Based on data analysis performed using bivariate correlation coefficient of correlation  $r$  of 0.925 with a significance of 0.000 ( $p < 0.01$ ). This means there is a significant positive relationship between perceptions about the role of fathers with academic achievement in senior high school students.

#### Conclusions:

These results indicate that the hypothesis which says there is a relationship between perceptions about the role of fathers with academic achievement in high school students are accepted. Based on these results, there is a significant positive relationship between perceptions about the role of fathers with student academic achievement in high school, where the more positive perceptions about the role of fathers, the higher their academic achievement, and vice versa increasingly negative perceptions about the role of the father, then also will lower of their academic achievement. Additional results are known that the perception of the role of fathers in the category of average or moderate, while the high academic achievement, seen from the empirical mean in the variable of academic achievement.

Keywords: Correlation, perception, role of fathers, students academic achievement

### RESEARCH OF SELF-EVALUATION OF CONTEMPORARY KAZAKH ADOLESCENTS AND ADOLESCENTS OF OLDER GENERATION

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Problem Statement: Independent variable, admittedly stipulated separate differences in measured values of self-evaluation level of contemporary Kazakh adolescents is the time

factor itself, which divided two generations, taking into account important events in the country life and receiving of the state independence.

Purpose of Study: Research of private structure of contemporary Kazakh adolescents self-evaluation.

Research Methods: Method «Self-evaluation-25» (V. N. Kunitsina).

Findings: For comparison study of contemporary Kazakh adolescents self-evaluation peculiarities with generation, which adolescents age coincided with the Soviet Union period development of the country, it was involved as a control group, the group of adults. Differences on self-evaluation level between the experimental and control groups are taken place.

$U_{emp}=46.5 < U_{crit}$ ;

$U_{crit} 0.005=72$ ;

$U_{crit} 0.001=56$

Between distribution of self-evaluation indices in the control and experimental groups are having place differences, statistically proven for 0.01 % level.

Average arithmetic value of the modal indices of self-evaluation level in the control and experimental groups are equal to 10.0 and 10.3.

Conclusions: Self-evaluation level of the Kazakh adolescents of older and contemporary generation is quite high (average 83% from 100%) with tendency to rise at young generation.

As per higher and lower average values of self-evaluation level in the structure of self-evaluation there is no doubt similarity according to all marked 6 qualities («foxiness», «inspection», «understanding», «faultlessness decisions making», «knowledge of him/herself», «proud for his/her nation»).

Contemporary Kazakh adolescents have raised self-evaluation approximately to 16% (modal value 11,7 belongs to contemporary adolescents and older generation has value equal to 1.9).

Contemporary adolescents self-evaluation peculiarities are in 1) in higher level in comparison with adolescents of older generation; 2) in structural similarity with previous generation, that is evidence of succession and difference on self-evaluation between two adolescents generation.

Keywords: self-evaluation, contemporary teenager, adolescents of older generation, private structure of self-evaluation, independence

#### PARENTS IN RELATION TO AN ELEMENTARY SCHOOL: NEEDS AND ATTITUDES

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Problem Statement: The principle theme of the research is detection of mutual relationships, needs and attitudes between parents and teachers in primary schools.

Parents significantly influence the educational attainments of children and their particular attitudes and expectations are reflected in the everyday life of the school. Functional co-operation promotes learning and gaining experience while working to prevent school failure.

Purpose of the Study: The aim of the research survey is to identify the needs, attitudes and expectations of parents in relation to specific elementary schools. The survey also tries to find out what factors mostly influence parents' attitudes and needs to specific schools and how parents' expectations vary depending on age of their child.

Research Methods: This is a comparative quantitative research survey, for which purpose a questionnaire of our own design was chosen. Participants of the survey were parents of pupils from two elementary schools (the questionnaire was administered to 1st and 5th grades). A deliberate choice was made.

Findings: The issue of the functioning of primary schools has recently been addressed in various research projects. A comprehensive picture of the current form of Czech school is provided by an extensive multiple case study of Czech elementary school (Dvorak, Stary, Urbanek, 2010), which was carried out in five different types of Czech primary schools in the years between 2007 and 2009. Interesting results are provided by the Institute of Education Research and Development at Pedagogical faculty of the Charles University in Prague (Walterova et al., 2010). It found that neither the parents nor the public require

intensive co-operation, but the ability to arouse children's interest in learning. In our paper are presented and compared needs, attitudes and expectations of parents towards the particular schools.

Conclusions: The survey findings will serve as the basis to build a positive co-operation in particular schools and as a basis for further innovation of contents of co-operation with parents in primary education.

Keywords: needs, attitudes, expectations, co-operation, primary education

RELATIONSHIP BETWEEN PARENTING STYLE AND ADOLESCENTS' ALCOHOL CONSUMPTION IN ENUGU STATE, NIGERIA: IMPLICATIONS FOR COUNSELLING  
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Problem Statement: The crime rate in Nigeria, especially in states within the South-East zone, is very high and most of these crimes and anti-social behaviours were carried out by adolescents or youths. Many Nigerian adolescents indulge in such anti-social behaviour and crimes under the influence of alcohol. A person's behaviour is the resultant effect of a combination of factors, both hereditary and environmental and many a times, behaviour problems could arise from any one or more of these factors. Such behaviour of Nigerian adolescents that engage in alcohol consumption with reckless abandon calls to question the parental influence on their children behaviour. One is then bound to wonder if this problem of alcohol indulgence originates from the kind of parenting in their various homes.

Purpose of the Study: The purpose of this paper is to find out if the parenting style adopted in families can be linked with the youths' drinking habits with a view to directing counselling services to their homes.

Research Method: This was a survey research with a sample of 1200 adolescents, drawn from senior secondary classes and tertiary institutions in Enugu State of Nigeria. The instrument for the study was questionnaire, designed by the researcher. Two research questions were answered while one hypothesis was tested using a chi square.

Findings: It was found that adolescents from authoritarian families had less inclination to alcohol consumption as against those from authoritative and permissive families. It was also found that adolescents in urban cities take to alcohol more than those in rural areas. Conclusion: It was therefore, concluded that the parenting style adopted in families has significant relationship with the children's alcohol consumption.

Keywords: Adolescent, parenting style, alcohol, Counselling

LOW SELF-ESTEEM, PREMISE OF DEPRESSION APPEARANCE AT ADOLESCENTS  
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Problem Statement:

We often know what to do to create a good image to those around us, but it's much harder to convince ourselves we have a good opinion about us. The depression is a problem facing increasingly psychologists lately especially among young people. The first step towards self-knowledge starts on their own qualities, strengths because they are true resources that we can rely on. The studies have shown that when they confronted with failure, people with low self-esteem were more pronounced negative emotional reactions than people with high self-esteem in identical situations. The humiliation, lack of motivation, embarrassment are some of the typical emotional reactions they live.

Purpose of Study:

The study consists in sharing knowledge of factors that influence and / or maintain a low self-esteem that can lead to problems of depression among adolescents. The awareness of the family and school needs intrinsic and extrinsic motivation of students to a better school and social integration. When family and teachers have a positive attitude towards the needs of the young, it sprouts confidence, school performance and quality of personal life.

Research Methods:

Methods used: observation, survey questionnaires based on parents, teachers and children, personality tests, case studies.

Findings:

The teenagers are evaluated on a wide range of sizes, differing personal relevance. The depression illustrates the close relationship between the young and intimate interpersonal interactions and the maintaining of self-esteem. This can be seen as desperation resulting from the inability of an individual's internal objects of grace mirroring needs, identification and idealization.

Conclusions:

The focusing of student attention, through encouragement, appreciation, increases self-esteem and thus motivation to learn. The increasing rate of extracurricular activities, increases the integration of children in the group of students and thus decreases the risk of depression, family having a particular importance in reducing it.

Keywords:

self-esteem, depression, intrinsic motivation, school performance

#### THE IMPACT OF TEACHERS' BELIEFS ON GRAMMAR INSTRUCTION AND STUDENTS' GRAMMAR COMPETENCES

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The success of second-language education is affected by the mother tongue skills of the students. (Kellerman & Smith, 1983; Perdue, 1993) Within mother tongue education, active grammar knowledge is of an indispensable nature (Norris & Ortega, 2000; DfEE, 2000; Keith, 2001; Dean, 2004) but it needs additional classroom attention to lift students to the required level. It is however widely acknowledged that a teacher's classroom behavior and teaching practices are influenced by his teaching beliefs (Zeicher & Tabachnick, 1981). With regards to grammar education, teacher beliefs can be influenced by two approaches that have dominated the field of grammar education. First, the traditional approach which supports explicit instruction, exercises and drills in parsing, indentifying parts of speech and clause analysis (Yarrow, 2007). Secondly, the communicative approach which focuses on functional linguistic usage in communicative situations (Ellis, 2001). However, it is still uncertain which impact these different 'teacher beliefs' have on the grammatical knowledge of students. We asked various teachers (n=8) in the final year of secondary education to fill out a survey on their beliefs concerning grammar instruction. This questionnaire consisted of two parts. The first data was collected by using an adapted questionnaire developed by Burgess and Etherington (2002), the second part contained open ended questions. The statistical analysis of the first set of questions was confronted with the qualitative analysis of the second part. In addition to this survey, the pupils of the teachers questioned were tested on their grammatical knowledge (n=290). The grammar knowledge test was reviewed and approved by a panel of experts. This paper will examine the relationship between the teachers' beliefs and the pupils' results and will hence focus on the impact of teachers' beliefs on grammar instruction and second-language teaching.

Keywords: grammar education, teacher beliefs, second language teaching

#### IMPACT OF PERSONAL FEATURES OF THE TEACHER ON COPING BEHAVIOUR OF THE STUDENTS

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The representation level of the teacher in the inner world of the students is influencing to the success in the study activities (Liimets H.I.). Because they are real companions to students in the learning process, as in the temporal aspect, as well as in content, the question arises about the possibility of their impact on particular coping behavior of students.

According to hypothesis following methods were used in the research: 1. Frydenberg, E., Lewis, R. Adolescent (Coping Scale - ACS), adapted by Krukova T. N. "Scaling of regulatory and personal relations" Mislavskiy Y. A. Processing was carried out by using of factor analysis. The result revealed the following relationship: Students in Group 1 teachers are reflected in both subjects with a high value in the inner world of students, enabling them to achieve, aspirations and self-esteem, as well as close to the I image. The students are characterized by a mobile style of coping with a high focus on problem

solving and high level of self-control (egotism). For students in Group 2 teachers reflected as a pleasant personality and accepted, directing their achievements. The style of coping is characterized for the desire for harmony and overcoming psychological defense. In the third group of students the teachers are presented as constraints and do not support their claims, and self-esteem. They are characterized by egocentric style of coping characterized by a predominance of psychological defense mechanisms (withdrawal, Jonah complex, etc.). In the fourth group the teachers are presented in a contradictory version: as supporting their claims and self-esteem and criticizing. The style of coping is characterized by a predominance of the emotional components and the avoidance of responsibility.

Thus, the measure of the representation of teachers and the nature of their reflection in the inner world of students significantly affect not only the success in studies and in the ways of coping mechanisms reflecting the ratio of personal growth and psychological defense.

Key words — personalization (representation); coping behavior; overcoming; psychological defense

#### TEACHER DEVELOPMENT PROGRAM TO ENHANCE LEARNING COMPETENCIES IN SMALL SIZED PRIMARY SCHOOL IN THAILAND

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The purpose of this study was to conduct the teacher development program which enhances learning competencies in small sized primary schools through the research and development process. On account of the needs for school learning reform, teacher professional development and empowerment can lead to better administration and success in learners. The procedure include: 1) Reconnaissance and needs assessment from teachers in 120 primary schools. A quantitative survey design using questionnaire was conducted in the year 2010. 2) Checking theoretical framework and program construction by experts from the leading Thai universities and Ministry of Education. 3) Verifying and revision of the program by 17 experts 4) Construction of the tools for assessment and 5) Program implementation and evaluation at 30 primary schools in The Northeast of Thailand.

The results showed that there were three quality projects 1) Tripartite collaborative action for teacher professional development project 2) Applying Cognitive Load theory for designing the learning process project and 3) show and share learning for networking project. Key success factors consisted of instructional leadership, clinical supervision, empowerment, and participatory performance appraisal system. In conclusion, the process of teacher development program could be summarized as RESIPPAE, : Reconnaissance, Empowerment, Self study, Intensive seminar, Practice (Internship), Project based approach, Action research, and Evaluation.

Keyword : teacher professional development, learning competencies, development program, Primary School

#### EFFECTIVENESS META COGNITION STRATEGIES ON IMPROVEMENT FUNCTION IN CHILDREN WITH SPELLING LEARNING DISABILITIES

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Problem Statement: interesting discussion been is in the field of learning disabilities and attention of the experts, is the Spelling learning disabilities. Many studies show that some students with learning disabilities who are meta cognitive failures.

Purpose of Study: The purpose of this research was to determine the efficacy of meta cognitive strategies on improvement in Spelling learning ability among male students with Spelling learning disabilities in grade 3 elementary schools.

Research Methods: Quasi-experimental experimental design associated with pretest and posttest with control group. For this purpose, 40 disabilities male student in the spelling In the third grade of primary in Isfahan city between may to September 2011 Selected by multistage sampling method and 20 subjects randomly in tow groups control and experiment were replaced. In order to identify disabilities children in spelling, The teacher, scores and academic achievement of students suspected to Spelling learning disabilities

Evaluation and The spelling learning ability test and Some of diagnostic criteria derived from DSM-IV-TR was performed on them And also for more accurate identification of clinical interview with the Wechsler intelligence test for children (WISC) was performed. After selecting the subjects and the pretest measure of spelling ability, The experimental group received 15 sessions of 45 minute meta cognitive strategies training. The control group did not receive any training. After completion training to experimental group, the Spelling learning ability test, was administered to both groups.

Findings: Analysis results showed that there were significant differences in mean scores of spelling ability in experimental group.

Conclusions: The results suggested that meta cognitive strategies training to students with learning disabilities, especially in spelling, their performance was improved.

Keywords: Meta Cognitive Strategies, Spelling learning Disabilities, elementary students

#### DIAGNOSIS OF PEDAGOGICAL PROFESSIONAL DEFORMATIONS: A VIEW FROM KAZAKHSTAN

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##### Problem Statement:

The professional deformations of educator are teacher's personality changes that occur during the execution of his professional activities and that negatively affect both the person itself, and activity executed by him, as well as other areas of his life. Lasting more than thirty years education reforms in Kazakhstan, it becomes necessary early warning and prevention of teachers professional deformations.

##### Purpose of Study:

We have carried out a study aimed to investigate the exposure to professional deformation of educational sphere operators.

##### Research Methods:

The study involved 60 teachers of secondary-schools in Almaty and 51 teachers of Al-Farabi Kazakh National University.

Age of respondents has varied in range from 22 to 65 years. Years of job experience have varied from 1 to 40 years. To identify the exposure to professional deformations of teachers who have participated in the survey, we have used the following methodologies - of V.Boiko "Investigation of emotional burnout" and the method of «MBI», developed by C.Maslach, and K.Jackson (modified by N.Vodopjyanova). Interpretation of results is carried out for three phases - "stress", "resistance", "exhaustion" - and on 12 symptoms that characterize these phases.

##### Findings:

By the method of V.Boiko, we found the following results: that most formed phase for the secondary school teachers is the phase of the Resistance. Phases of "stress" and "exhaustion" are unformed (60% and 50% respectively), or are in the formative stage (35% and 45%). Formed Resistance Phase is observed in 24% of university teachers. Formed Exhaustion phase is absent. However, there is a tendency of formation of all three phases.

##### Conclusions:

On the basis of the results of application of the «MBI» method, developed by C.Maslach, and K.Jackson (modified by N.Vodopjyanova), it is found that teachers of both education represented organizations have a high level of emotional exhaustion. This may be due to the fact that the educational activity requires huge emotional expenses, as it is of the "people-person" professional kind. The other indicators have showed that the level of burnout among the university educators is much smaller.

##### Keywords:

Professional deformations; pedagogue; diagnosis; emotional burnout

#### INCLUSIVE EDUCATION IN THAILAND AFTER 1999 NATIONAL EDUCATION ACT: A REVIEW OF A PRE-SERVICE TEACHER EDUCATION SYSTEM

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In Thailand after 1999 National Education Act. , education policy of the government moved to the target of Education for All. In 2008 and early 2009 reviews were conducted in seven project countries but not in Thailand. Some major gap were identify such as the gap between pre-service teacher education and what follows throughout the teacher's career, as well as the gap between the best and the worst practices of inclusive right-based education in the region.

This study aims to identify both the gaps and omissions with regards to the inclusion of human rights, gender equality multilingual mother-tongue-based education, inclusive of marginalized, underprivileged groups, as well as special education, with policies, curricular material and pedagogy of pre-service teacher training institutes in Thailand. The study was carried out with both qualitative and quantitative methods. The data were obtained from the two parts of data collection: documentary study and an analysis of curriculum of sixteen teacher training institutes in four regions.

It was found that: 1) the policy analysis revealed that the Ministry of Education launched supporting scheme to strive to Education for All, 2) the pre-service teacher training policy revealed that there was no explicit item related to rights based, opportunities, limitation of students to attend schools, gender promotion, or mother tongue based multilingual education. There were few universities provided clear issues in human rights education, 3) provision of knowledge, formation of attitude, behaviors and skills necessary for a thoroughly understanding and practice of a right- based teaching were integrated into special education and inclusive education courses. All sixteen sampling institutes offered a course or two in Special Education and Inclusive education, and teaching material and pedagogical aspects, stressed issues in education for special needs. In conclusion, every in-service teaching institute provided special education or inclusive education course. It was believed that experiences from the course would help students develop attitude, value and respect towards persons with special needs. As for issues of gender education, human rights education and mother tongue based multilingual education, it was still the gap between pre-service teacher education and practical work among school teachers.

Keywords: inclusive education, pre-Service teacher education curriculum

#### EXPLORING THE LIFE ORIENTATION TEACHER'S ROLE IN ADDRESSING THE EMOTIONAL NEEDS OF HIV/AIDS AFFECTED LEARNERS IN THE INTERMEDIATE AND SENIOR PHASES

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The study explored the role of the Life Orientation teacher in addressing the emotional needs of HIV/AIDS affected learners in the Intermediate and Senior Phases. The study was conducted in Gauteng Province urban schools in South Africa. The sample in the study consisted of five orphaned learners in the Intermediate- and Senior Phases, all affected by HIV/AIDS; two care-givers, two social-workers and two teachers who were teaching these learners. Learner-participants were purposefully chosen because they were all affected by HIV/AIDS in one way or the other. Individual interviews were used. All ethical considerations were adhered to by gaining consent from all participants. Amongst the findings identified learners were scared, felt isolated, angry, rejected and needed a haven. The findings revealed that the training that Life Orientation teachers receive regarding HIV/AIDS was insufficient to address the emotional needs of HIV/AIDS affected learners. Another factor that emerged from the findings was that the overcrowded classrooms due to the learner-teacher ratio and other factors such as time constraints and teacher workload have made it difficult for Life Orientation teachers to support those learners effectively. Thus, these factors impede the effective functioning of the role of the Life Orientation teacher. The study suggests that more teachers should receive the necessary training to better their skills on how to respond to the emotional needs of the learners with regard to HIV/AIDS.

Keywords: Emotional Needs, Life Orientation Teacher, Orphans, Affected Learners, HIV/AIDS

#### AN ETHNOGRAPHIC STUDY OF A GROUP OF HASSIDIC WOMEN, AND IT INQUIRES INTO THE ROLES, USES AND FUNCTIONS THAT LITERACY PLAYS IN THEIR LIVES

Sharyn Sepinwall

This paper is based on an ethnographic study of a group of Hassidic women, and it inquires into the roles, uses and functions that literacy plays in their lives, as evidenced in the following areas:

- v The link they make between their secular and religious worlds
- v Their delineated and complementary gender roles
- v The challenges of modernity and feminism

In the paper, I document the unique educational journey of a group of women in a post-secondary English language setting while recognizing that Yiddish is their primary and first language. This inquiry represents one of the few inquiries into a unique generation of Hasidic women. In particular, the women in my study are members of the first generation of Hasidic woman ever to pursue a post secondary education beyond high school.

Using the metaphors of being seen and heard, I explore the public and private spheres of these women and the roles they perceive they play in influencing their own lives and the lives of others. Among the questions I explore are the following:

- v How are literacy-related knowledge and skills acquired or expected in one context required or valued in another?
- v Does the Hassidic woman graduate of post-secondary school studies feel her intensive study and advanced secular education was meaningful?
- v Do values surrounding women's education present a conflict to the image of the ideal woman who stays home to take care of her ever-growing family?

One stereotypical assumption about Hassidic women is that of subjugation and oppression. My ethnographic study explores what these women do as opposed to what they are prohibited from doing. I explain what it is in their lives that make them appear to be so content and serene.

I believe that the participants in my inquiry have indeed discovered in their tradition and religion a deep understanding of the "feminine" which speaks to them on the most profound levels of an appreciation and empowerment as women. I argue that just because we cannot read oppression in their words does not translate into an assumption that the women must be deceiving themselves. Instead, their self-reports indicate that they have put themselves within a system that values them no less than men and perhaps even more. This does not mean they do not encounter tensions and struggles in their attempts to balance the religious and secular components of their daily lives. However, I learned, that, from their perspectives, their ways of thinking, living, believing, doing and valuing quite simply offer them something very wonderful in return

#### ETHNICITY AS A FACTOR IN TEACHER EXPECTATIONS OF STUDENTS IN READING AND MATH

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#### Problem Statement:

Whether student ethnicity affects teacher expectations has been debated for a number of years. Most studies have included White and ethnic minority students, but social class has been a confounding variable. Hence, the conclusion has often been that expectations are based on social class rather than ethnicity.

#### Purpose of Study:

The purpose of this study was to examine the role of ethnicity in teachers' expectations in maths and reading of students from five different ethnic groups, controlling for achievement.

#### Research Methods:

Teachers (n=96) of students aged 6-12 years were asked to estimate the level of achievement they believed their students would achieve by the end of the year in math (n=1577) and in reading (n=1591). At the beginning of 2011, data was collected on student ethnicity and on a standardized reading and math test. For reading, 732 students were New Zealand European, 276 Maori, 227 Pacific island, 219 Asian and 132 Other.

For math, 706 students were New Zealand European, 274 Maori, 242 Pacific island, 224 Asian and 131 Other. An analysis of covariance was used to assess whether teachers have higher expectations for some ethnic groups than others controlling for achievement.

Findings:

Results indicated that in reading, there was not a statistically significant difference in teachers' expectations by ethnicity. However, in maths, teachers' expectations were significantly higher for Asian students compared with every other ethnic group (New Zealand European, Maori, Pacific Island, Other), controlling for achievement. So teachers expected Asian students to perform at higher levels in math than their achievement suggested they would.

Conclusions:

Previous research has indicated that teachers' expectations can be influenced by stereotypes. This study found that teachers' expectations were higher for Asian students in math than was warranted, accounting for achievement. This may be due to the stereotyping of Asian students as being successful in this curriculum area. Consideration of expectations is important since when teachers believe students to be capable they tend to provide more opportunities for learning, leading to success. It is important that all students are challenged such that they are also presented with challenging learning activities.

Keywords:

Teacher expectations, ethnicity, reading, math, elementary students

#### PRE-SERVICE PHYSICS TEACHERS' INTENTIONS TOWARD CLASSROOM ASSESSMENT

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Problem Statement:

The successful implementation of new assessments in science education requires science teachers to acquire expertise in their design, classroom use, and evaluation. Knowledge, beliefs, intents, and actions of the assessment interpreter and user are the factors that affect classroom assessment.

Purpose of the Study:

The purpose of this study was to investigate pre-service teachers' intentions toward classroom assessment.

Research Methods:

The participants of the study were 26 pre-service physics teachers who were in their last year of the teacher education program. Survey research design was implemented for the study. Before administration of the survey instrument, the participants successfully completed the assessment course. The valid instrument consisted of three sections. Section I comprised 46 distributed under the cognitive levels of assessments, types of assessments, evaluation criteria, and grading subscales. Section II measured pre-service teachers' instructional practices, such as lecture and collaborative learning with 11 statements. There were 15 items in Section III assessing the internal difficulties that pre-service teachers experienced related to their assessment skills. A five-point Likert-type scale was used in all the sections. Intentions were mainly categorized as traditional, transitional, and constructivist to examine the participants' tendency. The participants' intentions were validated with a questionnaire composed of open-ended questions.

Findings:

The instrument was found to be reliable. Findings showed that the pre-service teachers had tendency to measure higher order thinking skills and reasoning. They stated that their usage of questions prepared by someone else was rare while their usage of performance assessments was extensive. They did not compare one student's performance with other students' performance whereas they took one student's increasing performance from the beginning into account. In addition, the pre-service teachers gave little value to oral exams and high value to individual attitude, effort, and interest. Findings presented that the pre-service teachers did not have much difficulty while giving feedback to students although they had some struggle in evaluation of portfolios. They did not prefer to use group work without collaboration. On the other hand, they would like to implement laboratory activities often.

Conclusion:

The common results from the research pointed out that pre-service teachers valued performance-based assessment and could integrate their instruction with their assessment. Therefore, it can be concluded that pre-service teachers' intention toward classroom assessment was close to constructivist.

Keywords: classroom assessment, intention, pre-service teachers

#### CHALLENGE OF EMPTY SPACE. MULTIMODAL INTERACTION IN DRAMA LESSONS

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Problem Statement:

1) What challenges do teacher trainees face during multimodal interaction in drama lessons?

2) What solutions do teacher trainees find for these challenging interaction situations?

Purpose of Study:

The challenges of multimodal interaction between a teacher and a student were examined, thereby developing teacher education of drama.

Research Methods:

Stimulated recall-interviews were conducted with the help of a stimulus. The stimulus was a video recorded during teacher practice sessions in spring 2011. The interviewees (N=7) were students studying to become class teachers. The interviewer and the interviewees watched previously selected video clips together and discussed the classroom interaction.

Findings:

The preliminary results show that multimodal interaction, verbal and non-verbal communication, in drama lessons is challenging for teacher trainees. Non-verbal communication (stiffness, artlessness in expressions and gestures) and presence in educational situations (anticipating, situational sensitivity and engaging students' attention – functions have not become automatized, the teacher trainee watches himself from the outside) were considered problematic issues. Teaching skills (teachers' feelings of inadequacy – the teacher was constantly thinking about the passage of time, inconsistency in instructions – a lack of routines, structure and clear framework) were defective, influencing the teacher's ability to pay attention to students (teacher could not get a student's attention, teacher did not have time to give attention to a student). Freedom of the drama work (the loose drama contract, which was not adopted as part of the drama work, the teacher did not clearly show what was and was not allowed) was also regarded as a challenge.

Conclusions:

The teacher trainees found the interaction in drama work to be challenging. Drama work is free form of education, making controlling the group or a student more difficult. The interviewees felt inadequacy with regard to their own actions, their limited subject knowledge, inoperative non-verbal communication and lack of teaching skills. The feeling of inadequacy was also connected to the management of student's and group. The teacher trainees experienced the interviews as useful to the development of their pedagogical thinking. Through reflection of their actions, they found solutions to the challenging interaction situations in drama education. Our findings support the use of video analysis of teaching situations as part of research-based teacher education aimed at developing inquiry-orientation in the teaching-learning process.

Keywords: Drama education, communication, teacher education, teacher trainee, Finnish teacher education

#### CONCEPTIONS OF TEACHING IN THE CLASSROOM AND BLENDED TEACHING AMONG COLLEGE PROFESSORS

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Problem Statement:

Education policy in Mexico formulates the transit of a paradigm which goes from an education centred on teaching to an education focused on learning, and the incorporation of technologies of communication and information into the courses. The design and implementation of the courses is influenced among others by the teachers' conceptions of teaching and learning, and the roles of the teacher and the student. Therefore, this switch of paradigms requires congruent conceptions that may favour their successful implementation.

**Purpose of Study:**

The purpose of this study was to analyze the conceptions of classroom and mixed teaching in professors of college courses.

**Research Methods:**

The study design was mixed with the participation of 129 participants who responded in a questionnaire to the questions: What is the teaching in the classroom? and What is mixed education?. An analysis of content was performed and later, data were worked with descriptive statistics.

**Findings:**

In the conception of teaching in the classroom, 29% of responses were associated with the conception focused on teaching, 48% focused on learning, 5% were unclassified responses and 18% did not respond. 11% of teachers expressed the classroom context in their conceptions of teaching in the classroom. In the conception of mixed teaching, the category centered on teaching obtains the 63%, the learner-centered 12%. 19% were unclassified responses with 25% of explicit rejection to the use of technology and 6% did not respond. Teachers showed different combinations of teaching conceptions. Classroom was a combination of teaching focused on teaching and learning with a trend toward the latter and blended learning was strongly focused on education. It was associated with the use of technological resources sometimes negatively.

**Conclusions:**

The results showed a combination of teacher-centered conceptions of teaching and learning in conjunction with data from previous studies. Moreover, in the case of our country, these findings are indicative of the need for training teachers in the design and implementation of hybrid courses that include concepts of teaching and learning aligned to each of these types of education for an effective achievement in the transit in these paradigms.

**Keywords:**

Conceptions of teaching, classroom teaching conceptions, conceptions of blended learning

## THE POTENTIAL OF TEACHER EVALUATION FOR TEACHERS' ORGANIZATIONAL COMMITMENT

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**Problem Statement:**

Teacher evaluation has been implemented in many countries as a mean to improve teaching. However, there is a general criticism toward teacher evaluation which states that it does not contribute to teachers' improvement (Stronge, 2006). In this regard, there is a need to study teachers' reactions to teacher evaluation empirically. Often the affective reactions (e.g. organizational commitment) of teachers are forgotten, although these affective reactions are expected to have an impact on teachers' willingness to change or improve their practice (Ebmeier & Nicklaus, 1999).

**Purpose of Study:**

Our study wishes to explore the relationship between teacher evaluation as a human resource practice in education and the organizational commitment of teachers and indirectly, teachers' professional learning activities as a result of teacher evaluation. In order to study this relationship, we focus on the influence of supervisor characteristics and evaluation system characteristics.

**Research Methods:**

Data were collected in 32 secondary schools from 414 teachers in Flanders (Belgium) through a survey. We performed a path analysis to test our model.

**Findings:**

Results indicate that both supervisor and system characteristics influence the organizational commitment of teachers. Also, these characteristics indirectly influence the undertaking of professional learning activities as a result of teacher evaluation. Our model (see Figure 1) shows a good fit (CFI=.96, TLI=.91, RMSEA=.076, SRMR=.041).

Conclusions:

Our results confirm the importance of the supervisor in teacher evaluation. Previous research (Ebmeier & Nicklaus, 1999) identified the support of the supervisor as crucial for teachers' affective reactions. Our study elaborates on this finding by identifying specific supervisor characteristics (credibility and availability). Also, the importance of the teacher evaluation system cannot be underestimated. If teachers feel satisfied with the system and if good information sources are used, this is beneficial for teachers' organizational commitment which influences the undertaking of professional learning activities.

Keywords: Teacher evaluation, school leadership, organizational commitment

#### DOES INDUCTION YEAR PROGRAMME SUPPORT NOVICE TEACHERS' INTRINSIC MOTIVATION?

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Beginning teachers frequently experience difficulties starting their careers at school and in many cases, leave the profession during their first five years. A support programme for novice teachers, the Induction Year Programme, has been running now for nine years in Estonia, but we do not know how it has influenced novice teachers' intrinsic motivation for their work. Teachers' motivation is of fundamental importance as it not only predicts their own well-being and job satisfaction but also students' outcomes and engagement. It is widely known that teachers show higher level of stress and a lower level of motivation than those in other professions.

The main aim of this research was to evaluate the possible impact of Induction Year programme on novice teachers' intrinsic motivation. The present study measured novice teachers' level of motivation in six subcategories such as enjoyment, perceived competence, perceived choice, pressure, effort and relatedness with colleagues. The sample was formed of 64 novice teachers who participated in Induction Year Programme in 2010/2011. The Intrinsic Motivation Inventory (Ryan, 1982; Deci, Eghrari, Patrick, & Leone, 1994) was used twice - at the beginning of the school year which was also the beginning of novice teachers' professional career and at the end of their first school year. The results indicate increasing high level of intrinsic motivation and significantly diminishing negative factors such as pressure and tension. Relations with colleagues were considered very important and the score grew along the year as well. These findings tell us that novice teachers come to school with positive attitudes which remain the same or even improve by the end of the first year. The Induction Year Programme may have contributed to such positive outcomes. In addition, this study gave us an idea for the future research to explore the survival of beginning teachers whose Induction year support has ended.

Keywords: Induction year, novice teachers, intrinsic motivation

#### CONTINUING PROFESSIONAL DEVELOPMENT: VIEWS AND BARRIERS TOWARD PARTICIPATION AMONG MALAYSIAN PHARMACISTS

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Problem Statement: A growing number of evidence shows that pharmacists need to keep up to date with new knowledge, skills and pharmaceutical concepts through continuing professional development (CPD) in order to deliver optimum services. However, little is known about the views on the successful participation of CPD among the pharmacists, particularly in the Malaysian context.

Purpose of Study: This study aimed to examine the pharmacists' views on their preferred CPD activities and perceived barriers to successful CPD participation.

Research Methods: A questionnaire was devised using key themes identified in the literature. Adjustments and refinement of the questionnaire were carried out following the pilot phase. The questionnaires were distributed to all government pharmacists in Malaysia. The questionnaire contained items on: demographics, perceived benefits and

importance of CPD, opinions on preferred CPD activities, and perceived barriers to practicing CPD.

Findings: Out of 3876 questionnaires distributed, 1133 returned the questionnaires, providing a response rate of 29.2 per cent. The majority of the pharmacists (92%) believed that engaging in CPD would improve their performances in their current role. Surprisingly, about 0.3 per cent of the respondents did not see the benefits of participating in CPD. Almost 90% of the respondents were likely to participate in CPD activities traditionally associated with continuing education such as workshops and conferences attendance and in-house training. They were however, less likely to participate in un-structured CPD activities such as reading journal articles, presentation at scientific meetings and participating in research work. Factors such as current job constraints, lack of time and learning opportunities, accessibility in terms of travel and cost as well as quality of courses provided were all identified as the main barriers to participation.

Conclusions: The findings provide insight in the understanding of the type of CPD activities in which the pharmacists were likely to participate in as well as their perceived barriers to successful participation in CPD. These data should help the employers and governing bodies to address these issues before the implementation of mandatory CPD for pharmacists in Malaysia.

Keywords: survey, questionnaire, CPD, opinions

#### COMMUNICATION – THE MAIN COMPONENT OF TEACHING COMPETENCE

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Problem Statement:

The new education law in Romania (Law 1/2011) highlights from the perspective of the aim of our paper, two important ideas: the need to personalize learning paths for students, also it is mentioned that the professionalization of teachers it has to be focused on general and specific skills. The essential skills in developing useful learning processes and a trustful relationship between teachers and students are organize in the communication area. Based on effective communication models it is necessary to emphasize the need for training teachers on those techniques which are useful for improving communication with students.

Purpose of Study:

The aim of our study was to analyze the perceptions of those involved in educational act on its quality in terms of teacher-student communication. Another purpose was to identify training needs of teachers on this dimension of teaching competence.

Research Methods:

The study conducted during the academic year 2011-2012 included a number of 150 subjects, organized in three categories: students, parents and teachers. The methods we used were inquires based on surveys: Focus Group (a number of 11 FGs) and individual interviews (15 interviews).

Findings:

Quantitative interpretation was followed by a factorial analysis that revealed in detail the communication parameters as a professional skills for teachers. Subjective perception was strongly differentiated by categories of responders: parents, students and teachers. The first two categories believe that teaching skills in communication are a part of pedagogical vocation, while teachers consider that the most important role in the level of communication skills is based on education. The teacher could overcome these challenges both through development their professional competencies and the development the emotional competencies of their own and of their students

Conclusions:

The teachers need to be more aware about their roles within community and also they need to cope with lots of demanding of an uncertain society. This social pressure could bring out emotional challenges and risks, which were revealed even the study has not an explicit aim on this. According with the results we emphasize the need of communication training programs for teachers starting with pre-service education and in service activities, too.

Keywords: communication skills, reflective teacher, teacher training, students

## TEACHER QUALITY IMPROVEMENT PROGRAM: EMPOWERING TEACHERS TO INCREASING A QUALITY OF INDONESIAN'S EDUCATION

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With consider to the national assessment of Indonesian's teacher competencies which was conducted in 1999, it was found that less than 25% of Indonesian teacher of primary education fulfills the standard of competencies required. Based on this report a program, named Teacher Quality Improvement (TQI) which focuses on increasing teachers competencies was designed. This consists of a ten days in class teacher training program then followed by 3 months in the classroom mentoring.

This research investigated an effectiveness of TQI program. Three groups consisted of 29, 29, and 28 of teachers have been trained and mentored. They are primary schools' teachers from Klaten (Central Java) and Yogyakarta area. Teachers' competencies was measured by asking students about their perception on teachers' attitude and behavior, teachers' self perception on their competencies, and the headmaster perception on teachers attitude and behavior. Data collected before and three months after the training. Questionnaires used to collect the data was a Students Perception Toward their Teachers' Scale (SPTT), a Teachers Perception Toward their own Competencies Scale (TPTC), and a Head-master's Perception on Teacher's Competencies Scale (HPTC) were delivered. In addition to these measurements, the Kirkpatrick's training evaluation model were applied to evaluate the training process.

Data analysis found interesting results. In term of competencies, it was found that teachers' competencies are significantly increased ( $p < 0.01$ ). Before the training, teachers' score of competencies is 53,89 then three months after the training was increased to 80,47. In addition to this result, it was reported that after the training, both teachers and students perceived on teachers' attitude and behavior are better than before the training. However, this finding did not supported by head-masters in that they perceived teachers' attitude towards schools and behavior were decreased. An interview were also conducted to students, teachers, and head-masters. The discrepancies between those three groups will be discussed.

Key words: Competence, Teacher, Training, Quality improvement

## GRAPHS AND DYNAMIC MODELING AS A MOTIVATING TOOL IN TEACHING PHYSICS

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Problem Statement:

The use of digital technologies contributes to increase pupils' and students' motivation in physics education at all levels of school education. Motivation of students is necessary especially in technical fields, where the number of candidates is rapidly decreasing. However, lack of interest often comes from misapprehension of natural phenomena and processes. Moreover, the students are not equipped with a sufficient mathematical apparatus and their knowledge is not sufficient for understanding the issue. It is applied into teaching of dynamic modeling in PHP as a supporting motivational tool. Dynamic modeling offers us a link to pedagogical, didactic and technological resources in physics education.

Purpose of Study:

The aim of the research test was to diagnose the problem of theoretical knowledge application into a professional practice and to propose some tool to gain better results in teaching physics.

Research Methods:

Our study is based on observation of pupils during the teaching of physics at elementary schools. We tested some approaches using dynamic modelling in teaching physics. All of the proposed procedures were verified in practical teaching and compared with the control group.

Findings:

Pupils are "computer-connected" constantly but for obtaining the theoretical knowledge in the field of technical sciences, they don't have the needed mathematical apparatus for

understanding the elemental physical phenomena. On the basis of observation during the teaching of physics and mathematics in schools it was discovered that the students are not able to sufficiently work with the graphs. Even if, they can be informed e.g. via graphs about the physical laws in the nature, they don't have enough knowledge about that.

Conclusions:

The paper presents a study diagnosing some key problems in understanding physics. We consider dynamic modelling as an effective tool for understanding the functioning of real-world phenomena. Tasks created in the frame of this work are especially focused on removing typical students' mistakes during the work with graphs. Motivational models appropriate for teaching the kinematics and dynamics are placed on the public accessible web site.

Keywords:

dynamic modelling; graph; ICT learning

#### EMPIRICAL STUDY ON PRIMARY SCHOOL TEACHERS' ATTITUDES TOWARDS INCLUSIVE EDUCATION IN JAKARTA, INDONESIA

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Problem Statement:

Empirical research revealed that teachers' attitudes play a crucial role in successful implementation of inclusive education. Teachers with positive attitudes showed their willingness to accommodate the learning needs of students with special needs. On the contrary, negative attitudes could inhibit social participation and academic achievement of students in inclusive settings. Other studies have shown that teachers' attitudes towards inclusion related to their demographic characteristics, such as teaching experiences and academic background. Despite the fact that the idea of inclusion of students with special needs has become increasingly the focus of Indonesian government policy, empirical evidences on teachers' attitudes towards inclusive education and its relation to their demographic characteristics is still scarce.

Purpose of Study:

The study was set up to examine primary school teachers' attitudes towards inclusive education in Jakarta, Indonesia.

Research Methods:

A total of 208 teachers from three special schools, four inclusive schools, and six regular schools participated in this study. The schools were purposively sampled across five regions of Jakarta. The questionnaire that comprised the three components of attitude, namely cognitive, affective and behavioral components, was developed based on some previously existing instruments and recent development of Indonesian inclusive education.

Findings:

Factor analysis on the attitude scale failed to confirm the differentiation of three components of attitude. Based on our Indonesian sample and in line with other literature, two components were found, namely a Cognitive-Affective and a Behavioral component. The findings also showed that all groups of teachers were in favour of inclusion and their attitudes seem to be related to their teaching experiences and training on special education. In addition, although teachers were less positive on the Cognitive-Affective component, they showed strong willingness to include those students in the classrooms.

Conclusions:

Attitude of Indonesian teachers towards inclusion is related to their prior experiences. Besides, we notice a discrepancy between the Behavioral and the Cognitive-Affective components of attitude. These results question the extent to which inclusion is really put into practice. Therefore, observational research into real classroom activities is required.

Keywords:

inclusive education; teachers' attitude; primary school; Indonesia

#### TEACHING (STILL) MATTERS: EXPERIENCES OF DEVELOPING A HEUTAGOGICAL ONLINE MODULE AT UNISA

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**Problem Statement:** How can new technologies be used to enhance learning communities in an online programme?

**Purpose of Study:** This article explores the utilisation of heutagogical principles in a new online programme at the University of South Africa (UNISA). Based on principles of self-guided learning, heutagogy magnifies the role of the student. The article also sheds light on how UNISA's online module maximises the effectiveness of heutagogy.

**Research Methods:** The researchers observed the formulation of an innovative heutagogical module. They used documentary analysis to trace the development of the module and investigate its potential.

**Conclusions:** Online learning is beginning to make indelible inroads in South African higher education institutions. Although in its incipient stages in a few institutions it shows much promise for the future student who will study away from the actual university. Higher education institutions perceive the need to be of service to a large number of students who are not necessarily in the vicinity of the campuses. It then appears that the "new" universities will be incomplete without the introduction of effective online programmes. These programmes will be part of the future university and will ensure student productivity while also responding to the calls for massification.

**Keywords:** Andragogy; Heutagogy; Responsive University; Constructivist Learning

#### ACADEMIC MOBILITY AND PROFESSIONALISM OF HIGHER SCHOOL STAFF IN UKRAINE: EVALUATION AND ASSESSMENT

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**Problem Statement:** Academic mobility as the mostly developed form of internationalization in educational sphere assists an individual integration into the international educational community. It provides a possibility to use educational experience of the world leading countries, supports intercultural competences' development, increases university staff chances to professional self-realization and cultivating professionalism in teaching, researching, (self)managing in educational process.

**Purpose of Study:** to find out a correlation between the level of professional mastership of university teachers and their professional, personal and psychological readiness to active and conscious inclusion into the process of international academic mobility; to compare an effectiveness of "mobile" teachers' professional activity with those ones' who are "immobile"; to define empirically the factors which positively influence the intensity of mobile processes in academic field and barriers (social and interpersonal) which block these educational processes' development.

**Research Methods:** Interview, Case-History Method, Diagnostic of Professional Self-Esteem (modified Dembo - Rubinstein)

**Findings:** A sample of our complex research consisted of 700 Ukrainian university teachers from different regions. Only 23 % of them have an experience in real academic mobility. We have defined that active and conscious participation in mobility process allows university teachers to develop their professionalism, realize aims and satisfy definite needs: widening interdisciplinary competences; receiving some special instrumental knowledge and skills through increasing qualification and research at the leading universities; meeting with scientific and educational traditions which are kept and developed in different establishments, regions, countries. In this context mobility can be perceived as an innovative activity of the university teachers. We have assessed a very low level of psychological readiness (active and positive relation to the new approaches in profession and to Self as a professional) to their participation in the processes of academic mobility and low level of professional self-esteem in immobile teachers.

**Conclusions:** Lack of higher school teachers' professional competence and experience in mobile international activity and low level of their professional self-esteem lead to frustration, coping behavioral strategies, blocks concerning further professionalism development in teaching and researches in modern conditions which can not allow them adequately feel and behave as a subject of international academic community.

Keywords: academic mobility, higher school staff, professionalism, psychological readiness, professional self-esteem

#### TEACHER TRAINING FOR SCHOOL SELF-EVALUATION

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##### Problem Statement:

Culture of evaluation at social micro-level among schools is gradually developing with the scholastic autonomy system. Embedded evaluative experiences at the level of school context (meso and/or micro level) are done contemporary to that at national and international stages (macro level). Teachers usually become enrolled as voluntary evaluators. Having motivation and using appropriately evaluative tools and language are two aspects perceived as necessary by teachers.

##### Purpose of Study:

Our paper shows a case study about a teacher training organized in some primary and middle schools of Genoa. The purpose of the training process was to improve teacher expertise in standardized evaluations of student performances on reading literacy. The main hypothesis is that for a successful training on how to realize tests on students performance it is useful to embed the stages of social research involving teachers using action research. Creating a model of teacher training can help to combine both emic and etic methodological perspectives to facilitate the articulation of the training process and its methodological issues. As the matter of fact aspects such as defining the theoretical framework, individuating the literacy and its dimensions and indicators to be evaluated, selecting sample, building evaluative tools and establish how to administer them, elaborating and analyzing results are relevant.

##### Research Methods:

This research is based on the approach of action research involving the teachers and the principals of two Genoese school networks. The project was financed by the Province of Liguria and by the involved schools. The main implications are practice:

- to develop evaluation culture in the schools, improving sensitivity for systematical evaluative researches and combining the usefulness of that at macro level (national and international) with that of school;
- to allow school agents, such as teachers, to be able to do school self-evaluation and to use effectively evaluative results;
- to empower evaluative skills of teachers.

##### Findings:

We realized a model of teacher training. Actually the involved schools are implementing a new edition of teacher training to empower school self-evaluation. At the same time, other Italian districts have decided to embed this model to promote teacher learning on self-evaluation at school.

##### Keywords:

Teacher training; School self-evaluation; Culture of evaluation

#### IMPACT OF DEMOGRAPHIC VARIABLES IN THE DEVELOPMENT OF PROSPECTIVE TEACHERS' EFFICACY BELIEFS TOWARDS INCLUSIVE PRACTICES IN THE CONTEXT OF PAKISTAN

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This study was carried out to find out the role of demographic variables in the development of efficacy beliefs of prospective teachers enrolled in a teacher education program towards inclusion. The sample consisted of 194 prospective teachers enrolled in a one-year teacher education program at a government university in Pakistan. A standardized instrument measuring efficacy towards inclusive practices was employed to gather data from prospective teachers enrolled in a teacher education program.

Prospective teachers enrolled in special teacher education program held more efficacious views on using inclusive and collaborative instructions in managing disruptive classroom behaviour of students with disabilities. In the same way, prospective teachers with high levels of training, experience, confidence and a high degree of knowledge about policies relevant to disabled children had a stronger sense of efficacy towards implementing the

inclusive practices on each of the three factors: efficacy for inclusive instruction, efficacy in collaboration and efficacy in managing behaviour.

Key words: efficacy beliefs, inclusive instruction, collaboration, behaviour, prospective teachers, teacher education program.

#### LEXICAL NEGATION IN THE CZECH INITIAL EDUCATION PRACTICE – NEGATIVE IMPERATIVES IN THE TEACHER'S MOUTH

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Problem Statement:

The cognitive psychology research state the direct relationship between thinking and other cognitive processes. Change to positive thinking influences change toward experiencing positive emotions, positive interpretation of events, evocation of positive memories. External manifestation of thinking is speech. The negative formulation may be a manifestation of negative thinking setting. This paper focuses on the exposure of lexical negative verbs in the teachers speech. Language instruments allows that the same ideas can be formulated more than one way. The positive reformulation may indirectly support the positive thinking of teachers with all its proven positive impact on all participants in education.

Purpose of Study:

To realise the analysis of verbal behaviour of teachers in initial education in the Czech Republic. Research questions: How many lexical negative imperative verbs are using by teachers? Which negative verb imperatives occur most frequently? What percentage of returned verbs can be positively reformulated?

Research Methods:

Frequency analysis of the Czech National Corpus SCHOLA2010. Corpus contains transcript of spoken language from 204 lessons of 47 teachers acquired in 115 different classes all over the Czech republic.

Findings:

There were identified 9377 lexical negative verbs, 429 of them in the form of imperative. Top ten imperatives are "not to": fear (49 occurrences), forget (44), write (23), do (12), say (10), be (8), talk (7), break (7), give (6). All founded imperatives can be (from the lexical point of view) positively reformulated, with maintaining the meaning.

Conclusions:

Analysis of teaching process in initial education in the Czech Republic in terms of lexically negative imperative verbs, suggests that Czech teachers do use negative imperatives unnecessarily. The article discusses some of the psychological consequences of these findings.

Keywords:

Lexical negation, negative verbs, imperatives, teacher's verbal behaviour, corpus, positive psychology

#### WHO IS NORMAL? alias TEACHER'S PERSONAL CONSTRUCTS OF NORMALITY

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Problem Statement:

This study is based on the framework of folk psychology, which focuses on research of internal, subjective and unconscious (implicit) constructs. Implicit theories are established in the mind and forms the basis for decision making and behavior. The theme of normality is the content of the principle of education: the aim of education is to afford the opportunity to comprehensive life starting point for students, both personal and professional that is called to be "normal." This paper presents partial results of the wider project of implicit theories on normality among helping professions supported by Czech science foundation ref. no. GA406/07/1397.

Purpose of Study:

This study presents the results of the teacher's implicit theories of normality. Research question is: Which descriptors are used by teachers in the assessment of others in terms of normality?

Research Methods:

Research sample: students of primary and special education (N=99). The paper presents findings on implicit concepts of normality obtained from the analyses of repertory grid method (the adaptation of Kelly's rep grid test).

Findings:

Most popular descriptors on normality are: physical characteristics (69 %), altruism (69 %), work (55 %), fairness(54 %), ideology (52 %), personal wishes (51 %) and competences (50 %). At the bottom of the popularity ranking are: culture, housing and finance, which did not use even one tenth of respondents (and despite the fact that in rare cases have reached high weight).

Conclusions:

Teachers are typically using personal and social categories for describing normality: normal person behaves in accordance with the rules of good behaviour, normal person is good at something what others can appreciate (cooking, knitting etc.), normal person desire for something or have goals that motivate him/her still go ahead, normal person believe in something and is not extremist and normal person have a job. These characteristics may also lead teacher's educational activities, efforts and influence on pupils to educate them as (or into) normal people.

Keywords:

Folk psychology, implicit theories, normality, teachers, rep grid test

#### TEACHER'S WELL-BEING AND EFFECTIVENESS: THE ROLE OF THE INTERPLAY BETWEEN JOB DEMANDS AND JOB RESOURCES

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Chiara Panari, University of Parma, Faculty of Psychology, Italy

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Franco Fraccaroli, University of Trento, Faculty of Cognitive Sciences, Italy

Problem Statement:

Teaching has been recognized as a highly demanding profession, usually characterized by an excessive workload, lack of suitable resources, constant changes within the profession, an inadequate salary and difficult interactions with students (Santavirta, Solovieva, & Theorell, 2007). Recently, scholars have started to investigate how the combination of stressful and motivating job characteristics influences negative (e.g., burnout) and positive (e.g., work engagement) aspects of well-being (Bakker & Derks, 2010). Particularly, it has been hypothesized (Hobfoll, 2002) that resource gain acquires its saliency in the context of resource loss. This suggests that job resources become more salient and gain their motivational potential when employees are confronted with high job demands (e.g., workload, responsibilities, changes within the profession) because they can help goal accomplishment.

Purpose of Study:

The aim of the present study was to investigate the interplay between job demands (e.g., interaction with students, changes within the profession) and job resources (e.g., opportunity for professional development), by using the general framework of the Job demands-Resources (JD-R) model (Bakker & Demerouti, 2007).

Research Methods:

Participants in the present study were part of a larger study examining organizational well-being. A well-validate questionnaire was filled out by 439 Italian teachers (56% women), working in secondary schools (average age was 43.4, SD=9.6).

Findings:

Our findings are consistent with, and expand, earlier research on the interplay hypothesis in the JD-R model, which showed that several job resources (e.g. opportunity for professional development) can buffer the impact of job demands on different outcomes of employees' well-being (e.g. engagement) and organizational effectiveness (e.g. identification). These findings suggest that teachers facing demanding working conditions can be helped by offering them the right resources. Particularly, it seems important to offer them training opportunities.

Conclusions:

Taken together these findings shed some light in the understanding of the mechanisms that are involved in fostering well-being among Italian schoolteachers: school organizations should consider essential dimensions of job resources, in order to increase work engagement and thus to contribute to better teachers' well-being and effectiveness.

Keywords: Interplay, Job Resources, Schoolteachers, Work Engagement

ADDRESSING THE COMPLEXITY OF NEW TEACHER LEARNING: AN  
EXPLORATORY ANALYSIS OF COMPREHENSIVE INDUCTION ONE YEAR ON.

Frances Langdon University of Auckland

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Comprehensive induction is regarded as essential to teacher learning and development. Yet there are few measures of perceptions of those constituent groups responsible for the quality of teacher induction. This investigation examined perceptions of how 12 comprehensive induction characteristics were sustained over time in five New Zealand schools, using a survey and a sample of 116 participants: comprising four constituent groups: mentors, beginning and classroom teachers, and school leaders. A series of ANOVA tests showed there were no statistically significant differences between perceptions of induction and mentoring across schools when measured at the end of 2010 and 2011; perceptions of induction were maintained over time. However responses of key constituents within schools differed with regard to perceptions of new teacher induction. Post-hoc Tukey tests showed that whenever statistically significant differences existed, school leaders reported stronger perceptions of induction than those of classroom teachers, mentors, beginning teachers, and other staff. These differing perceptions of constituents within schools tended to cluster around work conditions (e.g. students' selected for beginning teachers' classes and planning time to suit to beginning teachers' stage of development); and standards (e.g. standards used by principals and mentors to assess beginning teachers were clear; evidence was required to assess beginning teachers' ability to meet national standards). Such findings could contribute to the enhancement of programmes that may improve the quality of beginning teacher learning in three key areas. First, at a strategic level, results may give rise to recommendations for practice or decisions regarding resourcing and professional development for leaders, mentors and beginning teachers. Moreover, when used as a self-evaluative tool at the school level, the results could facilitate discussion and goal setting to improve induction and mentoring. Of course, these goals rest on the further investigation and development of this theoretically-robust measure of comprehensive induction and mentoring programmes.

THE IMPACT OF EDUCATIONAL POLICY ON VOCATIONAL TEACHER)

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**Problem Statement:** In the light of current economic situation and changes in the world of work the importance of vocational education is increasing. For developing vocational education a range of scenarios and trends proposed by theorists are taken into account. Development plans for vocational education and European policy documents emphasize vocational education as a key to stronger economy. However, analyzing the development plans, reports and the actual situation in schools, one can ask – are the trends really included into documents and does the implementation follow the plans? It is not known whether or how teachers perceive the goals of vocational education policy and do they support educational policy.

**Purpose of Study:** Purpose of this study is to find out how development trends in educational policy are perceived by vocational teachers and how it impacts teaching?

**Research Methods:** During the study following research methods were used: text analysis, in-depth interviews with vocational teacher and observation of school practice.

**Findings:** As a result of this study the picture of how vocational teachers perceive the implementation of vocational policy is drawn. In response, a suggestion to policy makers and implementers will be proposed.

**Conclusions:** As a conclusion it shows that the goals of vocational policy are important for teachers and teachers perceive that policy's affect on their work. At the same time only those, who have longer teaching experience perceive the affect of their own activities on educational policy. The situation, where teachers with less teaching experience are the ones, who try to reach policy goals with their actions and where policy is affected mostly by teachers with longer working experience, shows the trend where the wish of reach policy goals replaces with the wish of changing policy. In this context policy makers should consider with opinion of non-experienced teachers, as this is the group who is

actually the promoter of educational policy. Instead of leaving this group out from the policy, policy makers should involve them as partners in educational policy.

Keywords: policy of vocational education, vocational teachers, vocational education, educational management

#### INSTRUCTOR AND COURSE CHARACTERISTICS TO DISTINGUISH THE BEST AND THE POOREST COLLEGE INSTRUCTORS

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**Problem Statement:** The existing literature indicates that although there are identifiable themes consistent across studies to define an effective college instructor, there are differences of the students' opinions of the best instructors based on culture, beliefs and experiences. Still, in spite of uncountable number of research on the topic in the world's literature, only a countable number of them conducted within Turkish culture.

**Purpose of Study:** The purposes of this study were to determine which instructor and course characteristics and teaching dimensions best discriminate between the instructors who received the highest evaluations and instructors who received the lowest evaluations by incorporating both quantitative and qualitative methods.

**Research Methods:** A total of 23814 students across the university evaluated 630 instructors on a scale developed to evaluate students' perception of instructors' performance. Students were also asked to respond to an open ended question to provide their own impressions of the instructor. Based on evaluations, 27 instructors whose evaluations were 1 standard deviation above the mean and 32 instructors whose evaluations were 1 standard deviation lower than the mean for three consecutive semesters were classified as the best and the poorest instructors. Then, students' evaluations were analyzed through discriminative functional analysis and written statements analyzed via content-analysis technique by using a combination of manual and computer-assisted methods (N Vivo9).

**Findings:** Quantitative analyses indicated that although course and instructor's characteristics were weak in discriminating the groups, all teaching dimensions (effective teaching, class interaction, relationships with students, contribution to generic skills, exams and evaluation, and organization and planning) were very useful in discriminating the best and the poorest instructors. Also, qualitative analysis revealed 4 themes consistently distinguishing two groups: Lecturing, relationship with the students, knowledge and expertise, and exams and evaluation.

**Conclusions:** This study replicates the existing literature on teaching effectiveness with culturally different and a large sample. It also adds support the notion that there are teaching behaviors such as lecturing skills, respect and interest toward students, fair evaluations and demonstrating expertise that really draw the distinction between good and poor teaching and therefore could assist the improvements efforts of teacher education.

Keywords: Instructor effectiveness, college teaching, poor teaching

#### DEVELOPING STUDENT TEACHERS TO BE CRITICAL REFLECTIVE PRACTITIONERS

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**Problem Statement:** Post graduate students at a university are required to do an assignment based on a workplace learning model. They have to identify learners who experience learning difficulties at schools of the students' choice. Students then have to assess learners' reading, mathematics or perceptual skills after which they plan and execute an intervention strategy to address particular needs of the learner. However, while marking the assignments it was clear that some of the students did not apply the theoretical knowledgebase to the implementation of support to the learners they have identified. In some cases little or no indication is provided of how learners were assessed. Little or no indication of continuation of support once the assignment was done.

**Purpose of Study:** To introduce B Ed Honours (Educational Psychology and Learning Support) students to reflective journaling. Students need to reflect in and on activities in the workplace context in order to gain a

Ø deeper understanding of module content

- Ø a broader appreciation of the discipline, and
- Ø an enhanced sense of own learning processes.

#### Research Methods:

A qualitative research methodology was used. Data was collected through reflective journals kept by students during the course of the assignment (reflecting in action) and a semi-structured group discussion ("social construction" – reflection on action). Data analyses identified themes that capture recurring patterns which mirror commonalities and differences essential to this study (Brown & Clark, 2006).

Findings: Although met with resistance at first, students in this project experienced the benefits that being consciously reflective holds for both themselves and for the learners they taught.

Conclusions: The role of higher education institutions should be to prepare prospective teachers to become reflective practitioners - Teachers that continually reflect on their actions [methodologies/ strategies & techniques...] can improve teaching in practice.

Keywords: reflective journaling; teacher training; reflective practitioners

#### THE DEVELOPMENT OF THE DEALING WITH CHALLENGING INTERACTION (DCI) METHOD TO EVALUATE TEACHERS' SOCIAL INTERACTION SKILLS

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Taru Lintunen, University of Jyväskylä, Faculty of Sport and Health Sciences

Problem Statement: Evaluating teachers' social and emotional learning (SEL) by observing or analyzing videotapes is challenging, especially when the target group is large. In addition, the professional practice of teachers goes way beyond the classroom and therefore it is difficult to capture exactly the right moments, when behaviour of interest occurs.

Purpose of Study: We wanted to investigate whether SEL could be evaluated by using Dealing with Challenging Interaction (DCI) method. It includes paper cases about school situations with students, with parents and with colleagues. Seven cases that comprise DCI consist of a description of a common event at school and a question where the respondents are asked to describe in a few lines their possible reactions to that event.

Research Methods: Participants were 70 teachers from three schools. Teachers from two schools participated in the Teacher Effectiveness Training (TET) which intends to improve teachers' SEL according to the program developed by Thomas Gordon. The teachers participating in TET were class teachers (n=21) from one elementary school and subject-matter teachers (n=23) from one secondary school in Finland. The third group comprised subject-matter teachers (n=26) from one Finnish secondary school who did not participate in TET. Latent class analysis was used to cluster the participants according to their SEL level.

Findings: On the basis of content analyses the results were quantified and reduced into ten SEL categories. Latent class analysis grouped the participants into three clusters (SEL ideal, SEL moderate, and SEL ignorant) according to their answers to the DCI questionnaire differentiating the skilful and less skilful teachers. All the teachers of the comparison group, who did not participate in TET, were classified to the SEL ignorant cluster (n=26). This result supported the discriminant validity of the measure. In addition, the results of the supplementary instrument were equivalent to the cluster analysis maintaining criterion oriented validity.

Conclusions: The DCI appeared to be a reliable and valid tool for measuring teachers' SEL. The DCI method captures the various aspects of interaction situations and it is flexible for modification in different contexts.

Keywords: social and emotional learning; teacher training; Teacher Effectiveness Training; evaluation method; Dealing with Challenging Interaction

#### EXPERIENCED TEACHER EVALUATION THROUGH PERFORMANCE APPRAISALS: IS CONSISTENCY POSSIBLE?

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Problem Statement:

Teacher performance appraisals can have a wide variety of intents. One of the three functions of the Ontario performance appraisal is “to provide for fair, effective, and consistent teacher evaluation” (Supporting Teaching Excellence, 2002, p.3). By seeing a performance appraisal as a management mandated system focused on competency, administrators are able to view the definitions of duties, and standardization of performances, in a manner to which they have been previously accustomed (Yates, 1989). This element of comfort is important, as it may be necessary for the administrator to use the performance appraisal to make negative personnel decisions. Given the potential serious consequences of a poor performance appraisal, objectivity and consistency in implementation is vital. Without consistency, it is no longer fair or effective.

Purpose of Study:

This study examines the implementation of the performance appraisal. It sought to answer: Is the performance appraisal being implemented in a fair, effective, and consistent manner.

Research Methods:

Applying Grounded Theory, the data collection occurred in a “zigzag process – out to the field to gather information from interviews, analyse the data, back to the field to gather more information, analyze the data, and so forth” (Creswell, 1998, p. 57). Two rounds of interviews occurred in this manner before saturation arose, establishing the central phenomenon.

Findings:

Consistency was not present. This became an intervening condition, affecting the central phenomenon and the strategies chosen by the teacher when evaluated.

Conclusions:

As long as the process as outlined by the ministry of education is not followed, and administrators applied alternate expectations and procedures, the performance appraisal cannot be used to determine the competency of teachers. There is a need for administrator training and a system to assess the assessor.

Keywords:

Teacher evaluation, Principals as assessors, Grounded Theory

#### IF YOU HAVE, GIVE; IF YOU LACK, SEEK: ORGANIZATIONAL SOCIALIZATION PROCESS OF NOVICE TEACHERS IN MALAYSIA

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Problem Statement: Previous studies acknowledged the importance of organizational socialization in determining positive work outcomes. The path from socialization to performance execution is not a direct one. There is lack of empirical evidence to support the role of workplace learning, wellbeing and adjustment as significant mediators which link novice teachers’ organizational socialization and their performance.

Purpose of Study: The aim of the study is to explicate the relationship between the factors that aid in novice teachers adjustment to the profession, school and classroom. It extends previous work by proposing and analyzing the plausible path that help clarify the relationship between organizational socialization and task performance of new teachers, through the mediation of several other outcomes of organizational socialization, namely, workplace learning, wellbeing and adjustment.

Research Methods: The study employs survey research to gather data from a sample of 138 new teachers in the Northern Peninsular Malaysia. Data were analyzed using SPSS version 16.0 and AMOS 16.0.

Findings: The findings indicated that the hypothesized path model, which maps out the plausible relationships between new teachers’ organizational socialization and task performance, mediated by workplace learning, wellbeing and adjustment, fits the data adequately

Conclusions: The path model suggests the importance of providing new teachers an avenue for positive socialization and learning experience in their workplace in order to facilitate their sense of wellbeing and, then, ensure their adjustment in the new workplace. Consequently, instead of focusing on their insecurity and anxiety in the new classroom, these novice educators can direct their energy towards effective, efficient and enthusiastic teaching.

Keywords: Socialization, teachers, novice, learning, wellbeing, performance, adjustment

#### MENTORING TEACHERS IN PRISON EDUCATION – EXPERIENCES IN TREE CORRECTIONAL FACILITIES IN BELGIUM

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Els Gillijns, Taxandria cvo Turnhout, Prison education, Belgium

This study on the experiences in tree correctional facilities in Belgium suggest that a specifically developed mentoring program for new teachers in prison education will contribute to the quality of their practice, not merely their retention in a special environment as a correctional facility. Moreover, the experiences of the last five years of the Taxandria cvo Turnhout shows that an ongoing, comprehensive mentoring program could go a long way toward achieving the broader potential of mentorship in prison education. This program builds the instructional leadership of experienced teachers who serve as mentors and engage all educators in ongoing professional development and program innovation--toward the ultimate improvement of the correctional programs.

Keywords: prison education mentor

#### LEADING CHANGE IN TEACHER EDUCATION IN AUSTRALIA THROUGH UNIVERSITY-SCHOOL PARTNERSHIPS

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Problem Statement:

Recent government reviews of higher education in Australia have highlighted the need for comprehensive reform across the tertiary education and training sector. Traditional approaches to teacher education have generally offered university courses in isolation from the school environment. Creative and innovative partnerships between universities, schools, employing bodies, and other educational institutions are now encouraged. To date, there is little research specifically focused on the impact and effectiveness of such partnerships to bring about positive change in teacher education.

Purpose of Study:

This research project aims to evaluate the impact and effectiveness of one university-school partnership between the Australian Catholic University and a large Catholic Secondary College situated in Canberra, Australia. The partnership, titled the Down South initiative, embeds secondary teacher education within a College learning environment to bring together teachers, academics, college students and pre-service teachers to create multi-dimensional layers of interaction for learning and research.

Research Methods:

The initiative draws on the theoretical perspectives of the communities of practice model, transformative learning and life-based learning. The research is predominantly qualitative and utilises some mixed-mode methods to capture formative and summative evaluative processes, including semi-structured interviews, focus groups and surveys. The focus is on the improvement of program design and implementation.

Findings:

The outcomes of this qualitative research study provide evidence for the effectiveness of the initiative to not only strengthen pre-service teachers' professional knowledge, practice and engagement but to also support the emergence of their professional identity through critical reflection and transformative learning.

The paper also highlights some of the challenges and changes that have occurred through the development and implementation of this initiative.

Conclusions:

Strong university-school partnerships have the potential to revitalise teacher education programs and to more effectively prepare pre-service teachers for schools of today and tomorrow. The program enables pre-service teachers to engage within their future professional environment in ways in which they are more likely to emerge from the experience with greater confidence, wisdom and judgment, and a deeper appreciation of the context and practice of the teaching profession.

Keywords:

University school partnerships, transformative learning, life-based learning, secondary teacher education

#### STIMULATING SELF-REGULATED LEARNING IN PRIMARY EDUCATION: ENCOURAGING VERSUS HAMPERING FACTORS FOR TEACHERS

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Problem Statement:

Self-regulated learners (SRL) can be defined as metacognitively, motivationally, and strategically active participants in their own learning (Zimmerman, 1990). SRL has become an important educational goal, since it leads to success in and beyond school (Zimmerman, 2002). However, SRL does not develop spontaneously (Winne, 2005) and a large number of learners encounter difficulties to regulate their learning (Perry et al., 2004). Therefore, research highlights the importance of designing primary school environments promoting SRL (Dignath & Büttner, 2008). Teachers play a crucial part in developing pupils' SRL. However, few teachers seem to effectively prepare students to learn independently and generally stimulate SRL only to a limited extent (Lombaerts et al., 2007).

Purpose of Study:

The study aims to explore (1) teacher actions in stimulating SRL in primary schools and (2) teacher, class, and school-level factors encouraging or hampering stimulation of SRL in class.

Research Methods:

162 primary school teachers from 17 Flemish schools completed a questionnaire assessing (1) demographics; (2) educational beliefs using the Beliefs about Primary Education Scale (Hermans et al., 2008); (3) actions in stimulating SRL using the Self-Regulated Learning Inventory for Teachers (Lombaerts et al., 2007), and (3) factors stimulating/hampering promotion of SRL using open-ended questions. To gain more in-depth information about the latter, semi-structured interviews (N = 5) were conducted.

Findings:

Corresponding to prior research, this study confirms that primary school teachers stimulate SRL only to a limited extent. The results show no significant effect of teachers' gender, age or teaching experience. Teachers holding developmental educational beliefs and acknowledging the value of SRL, report a higher occurrence of self-regulated learning practices. Also teachers in higher grades and teachers with smaller classes integrate SRL more often. At school level, a clear view on SRL and a school culture fostering collaboration among teachers and commitment to continuous improvement are reported as important stimulating conditions. Perceived pressure of time and work, and the diversity between pupils are regarded as the most important barriers to promote SRL. Implications for theory and practice will be discussed during the presentation.

Keywords: Self-regulated learning, Primary school

#### IMPULSIVITY DYNAMICS IN ROMANIAN TEACHERS' PERSONALITY

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Romania

Problem Statement: Teacher's personality in the educational environment was not too often analyzed by psychologists in the last five years. Teachers' behavior within schools is the result of their personality traits filtered by the methods they use according to their profession and by social norms. The article presents a psychological research on

teachers' personality, with a focus on impulsivity, a construct understood as the lack of planning and the tendency to act quickly, on impulse, without prior reflection.

**Purpose of Study:** The study aims the dynamics of the impulsivity in a sample of Romanian teachers and the correlations between the impulsivity and different traits of personality.

**Research Methods:** Within the study we used the Zuckerman-Kuhlman Personality Questionnaire (ZKPQ) which was designed for assessment of five personality factors representing an alternative model with five factors (the Alternative Five-Factor Model - AFFM). Within this model the factors are: impulsive sensation seeking, sociability, neuroticism-anxiety, aggression-hostility and activity. We used also other instruments in order to observe the dynamics and correlations between different aspects related to impulsivity.

**Findings:** Statistical analysis were conducted and specific comments were made referring to the results. The result is consistent with the assumption from which we started.

Differences between men and women are also shown.

**Conclusions:** Impulsivity dynamics in the teacher's personality and behavior could play a positive role in some cases, but also could be a negative trait in other cases, leading to ineffective behaviors. We consider there is no general principle/rule regarding the impulsivity in this specific profession (teaching) but specific principles depending on several factors.

**Keywords:** impulsivity; personality; teacher

#### A QUALITATIVE STUDY OF IN-SERVICE TEACHERS' EVALUATION BELIEFS

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**Abstract:** In the classroom, evaluation is traditionally seen as judgment to help teachers assess the educational outcomes. However, evaluation also plays an important role in the development of teaching and learning process as a key driving element. As evaluation is often used as a tool rather than a driving force, it offers little opportunity for these attributes (learning environment, behavior, competence and attitude) to develop. Thirty-one in-service teachers from Chinese developed, less developed and developing areas were interviewed to ascertain their beliefs of evaluation during the teaching and learning process. The in-service teachers define their evaluation in terms of who to evaluate, why to evaluate, what to evaluate, how to evaluate and when to evaluate. The responses closely align to the pre-service teachers' beliefs about evaluation as purported by He, Aelterman, Valcke & Zhu (2012). Implications of this research suggest that in-service teachers can and should have an integral role in designing a curriculum and systems relevant to the evaluation context if educational researchers are all concerned with their teaching philosophy.

**Keywords:** beliefs, evaluation, evaluation beliefs, in-service teachers

#### SIMILARITIES AND DIFFERENCES IN EDUCATION OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN THE CZECH REPUBLIC AND CENTRAL EUROPE

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The aim of the article is to compare selected aspects of education of pupils with special educational needs (namely mentally retarded pupils) in the Czech Republic with the situation in selected countries of Central Europe (Poland, Germany). The education of children with special educational needs generally, then it can be ascertained that the possibility of educating children with mental retardation regardless of their real physical age and physical development is in many ways comparable with the possibilities provided for children without mental retardation (intact children) in the age range from one to six or seven years of age (in relation to the extent of retardation). Should we consider the concepts of educational support for pupils with special educational needs, mentally retarded, then it is necessary to state that these must be sensible activities with a maximum respect for a child with mental retardation. It must be a focused and planned help and support which will lead to an achievement of psychic developmental stages attainable for a child with such a type of retardation. The development of a child with mental retardation is not as harmonious as the development of an intact two or three-

year-old child. However, there are certain partial abilities, possibilities, perceptions and skills which stick out over the general development and in some cases these almost reach the norm. The article describes topical changes in school educational systems and changes in the content of education.

#### ASSESSING THE DEGREE OF SPECIAL EDUCATIONAL NEEDS OF PUPILS AND STUDENTS WITH A DISABILITY WITH THE USE OF INTERNATIONAL CLASSIFICATION OF FUNCTIONING, DISABILITY AND HEALTH.

Jan Michalík, Palacky University, Faculty of Education, Czech Republic

##### Problem Statement:

Educational systems of most (European) countries reflect health disability of some children, pupils and students within the term „special educational needs“. This term has a different content in different countries. Mostly it reflects the impact of the „cause“ or „handicap“ on educational conditions.

##### Purpose of Study:

Within the article the application model International Classification of Functioning, Disability and Health will be introduced. It was brought to the Czech legislation and education environment by a team of numerous specialists from universities, consulting agencies and public administration.

##### Research Methods:

For verifying of the mechanism of assessing the degree of ECC an experiment was used.

##### Findings:

Basically, it focuses on children, pupils and students with health disability (so it doesn't address questions of socially disadvantaged children from Educational care centres) and mainly the fact that ICF methodology deals with four degrees of the Educational care centre children. The given degrees correspond with the relevant degree of special pedagogical support that a pupil has or must get.

##### Conclusions:

The article introduces mechanisms of assessing the degree of ECC including software solutions for capturing diagnostic results. It is obvious that the introduced model has a potential to be used in the international environment.

##### Keywords:

special education needs, special education diagnostics, education, child, pupil, student, health disability, pedagogue, consulting worker

#### THE CONTRIBUTION OF SPECIAL EDUCATION STUDENTS' CLINICAL WORK TO THEIR SENSE OF SELF EFFICACY: A PRELIMINARY RESEARCH

Talya Gur, Oranim Academic college, Special Education Faculty, Israel

Problem Statement: Oranim Academic College runs a unique training program for student teachers studying special education. During their work in the clinic, 3rd year students teach math and reading children who have difficulties in coping with their school studies. The work in the clinic is based on an integrative model that draws from educational theories that relate not only to proficiency skills, required for creating professionalism in teaching (D'Amato et al, 2005, Jimerson et al, 2007), but also to issues regarding effective teacher education (Darling-Hammond, 2006).

Purpose of Study: Many resources are invested in the clinic in order to create skilled and professional teachers. a) two courses in which students acquire knowledge regarding learning strategies. b). supervision by two lecturers experts in the area of learning disabilities. As a consequence of this intensive way of work we hypothesized that at the end of the year students' sense of self efficacy to work as teachers will be higher relative to the beginning of the year.

Research Methods: In order to investigate this question a quantitative preliminary research was conducted in which a questionnaire was administered at the beginning and at the end of the academic year to 3rd year students participating in the clinic (n=63).

Findings: Preliminary findings indicated that the students' expectations from the clinic were fulfilled to a moderate or large extent. Nevertheless, we did not find a significant difference in student teachers' sense of self efficacy as teachers before and after participation in the clinic.

Conclusions: This finding may be due to a ceiling effect. An additional explanation is that students feeling that they could advance their pupils was reduced as children's advance

in the clinic was not expressed in a notable enough way in their home class. These findings raise important questions regarding professionalization of special education. Future research will investigate if after experiencing a year's work as special education teachers the clinic's contribution to self-efficacy will be more obvious. In addition we will investigate the influence of changes regarding the connection to the home class on students' sense of self-efficacy at the end of the year.

Keywords: Effective Teacher Education, Self Efficacy

#### EDUCATIONAL OPPORTUNITIES FOR STUDENTS WITH SPECIAL NEEDS AT UNIVERSITIES IN THE CZECH REPUBLIC FOCUSED ON OSTRAVA UNIVERSITY

Renata Kovářová, University of Ostrava, Pedagogical Faculty, Czech Republic

The paper is focused on the educational possibilities of students with special needs at universities in the Czech Republic. Effective integration of pupils with special educational needs in kindergartens and primary schools started in the Czech Republic at the end of the last century. Now these persons growing up to the age of undergraduates and the actual need to create conditions for their effective study appears.

This is the reason why we have to deal with equalizing of study conditions of students with special needs on the field of tertiary education.

The paper presents academic and legislative resources and it focuses on the analysis of current situation at the universities in the Czech Republic.

One part of the contribution is information on ongoing project at the University of Ostrava. The project focuses on the active support on the field of tertiary education of students with special educational needs through innovation fields of study at the University of Ostrava in the Czech Republic. Innovation of the individual components of fields of study consist in the creating an inclusive environment, through the adaptation of selected subjects, adaptation of teaching and methodological materials, modification and adaptation of education in the relation to particular types of disability. The project also includes courses to improve teaching skills of academic staff at the University of Ostrava.

#### COMORBIDITY OF LEARNING DISABILITIES IN THE CONTEXT OF DOUBLE-DEFICIT HYPOTHESIS OF DYSLEXIA

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Vesa Närhi, The Finnish Association on Intellectual and Developmental Disabilities (FAIDD), Finland

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**Problem Statement:** According to double-deficit hypothesis (DDH) there are two deficits behind dyslexia, namely naming speed deficit (NSD) and phonological deficit (PD). The combination of these deficits (double-deficit) is thought to cause the most serious reading problems. While supported by many studies, two topics of DDH need further exploration. First, the deficits in rapid naming or phonological processing seem to lead to diverse manifestations of dyslexia depending on the regularity of the orthography explored. Second, the connections of NSD and PD may not be limited only to dyslexia but also to other learning problems like math disability or attention problems.

**Purpose of Study:** This study combines the research of double-deficit hypothesis and the comorbidity learning problems by exploring a) the DDH in an extremely regular orthography (Finnish), and b) the comorbidity of mathematical and attention problems in groups based on DDH.

**Research Methods:** A large sample of children (n=224, age 8-12 years) referred for evaluation of learning disabilities were divided in four groups according to DDH: double-deficit, naming speed deficit only, phonological deficit only, and no deficit. The assumptions of DDH as well as comorbidity of other learning problems were explored.

**Findings:** Preliminary results comply with the premises of DDH: both the prevalence and the severity of dyslexia was greatest in double-deficit group, which was not due to more severe NSD or PD in this group compared to single-deficit groups. In accordance to results found in other regular orthographies, naming speed was connected to reading speed whereas phonological processing was mainly connected to spelling accuracy. The deficit in either naming or phonological processing seemed to increase the probability of comorbid learning difficulties. However, this was equally true in double-deficit and single-

deficit groups, that is, the coexistence of NSD and PD increased only the probability of reading difficulties.

Conclusions: Double deficit hypothesis was supported in a highly regular orthography with separate roles of phonology and naming. Deficits in these skills also increased the probability of other learning problems, which should be taken into account when evaluating children with learning difficulties.

Keywords: double-deficit hypothesis, comorbidity, dyslexia, attention disability, math disability

#### SEXUAL ABUSE OF TEENAGERS WITH INTELLECTUAL DISABILITY: AN EXAMINATION OF SOUTH AFRICAN LITERATURE

Nareadi Phasha, University of South Africa, College of Education, South Africa

Problem Statement: As the literature continues to alert us about the increasing rates of sexual abuse among children in South Africa, one wonders how much is known about such an issue amongst the most marginalized members of the society, namely teenagers with intellectual disabilities. The non-South African literature suggests that individuals with intellectual disabilities face an increased risk of sexual assault as compared to their non-disabled counterparts, as they are often misunderstood in various ways, such as: being childlike, oversexed, promiscuous and/or sexually inactive. Paucity of South African research in this area prompted the focus of my paper.

Purpose of Study: This presentation reports on the findings, which I consulted for the study on care and support services for sexually abused teenagers with intellectual disabilities in South Africa. My intentions were twofold: to uncover what is known about the sexual abuse of teenagers with intellectual disability and to encourage debate as well as research in this area.

Research Methods: Only South African-based peer reviewed literature reported in English language and published ISI, IBSS and/or Department of Education in South Africa was consulted. The literature was sourced out from the libraries of the three largest universities in South Africa using the following words; disability, intellectual/ mental challenges; sexual abuse/maltreatment/violation and gender-based violence.

Findings: Unlike the Western countries which have advanced quite reasonably on the issues of sexual abuse amongst individuals with intellectual disabilities, in South Africa, the gap still needs to be filled. The plethora of child abuse sexual research that exists in South Africa has overlooked teenagers with intellectual disability. I was able to trace 7 sources on disabilities, of which two were focused on people with physical disability. Of the studies which were on intellectual disabilities, two were facilitated through a mental health facility. The studies revealed the existence of sexual abuse amongst teenagers with intellectual disability. I argue that that paucity of research in this area reflects the society's failure to acknowledge the existence of the problem. Therefore we cannot claim to understand the nature as well as the pattern of this form of abuse if we deny its existence in the general population.

Conclusions: There is a serious need to advance research in this area so as to avoid heavy reliance on the literature conducted in non-South African context. This is so because such South Africa is unique in terms of its social, economic, cultural and political histories. This is not to suggest that we cannot draw useful analysis and lessons from those countries.

Keywords: sexual abuse; intellectual disability; South Africa; literature

#### FAMILY CARING FOR A MEMBER WITH A SEVERE DISABILITY AS A SPECIFIC GROUP OF CLIENTS OF HELPING PROFESSIONS

Jan Michalík, Palacky University, Faculty of Education, Czech Republic

Problem Statement:

The success of educational and (especially) social services for family members who care for a seriously disabled person is significantly influenced by the situation in the family – perceived either with macro-social indicators or on the level of psycho-social nature of its members. Families caring for a member with severe disability represent specific group of client that needs to be educated, but among the educationalists is not known so far.

Purpose of Study:

In years 2010 and 2011 an extensive research was done in the Czech republic. The research mapped the situation in the mentioned families. The caring persons results were compared with the group of an intact population.

Research Methods:

The research combined the quantitative and qualitative research designs. Set of questionnaires measuring the quality of life and identifying many others indicators were used.

Findings:

The results confirmed that statistically significant differences in the answers of respondents in both groups related to the life quality factors were proved in the overall majority of the monitored markers.

Conclusions:

The gained results are presented in a well arranged manner with the aim to focus on the areas applicable in the work of pedagogues, special needs teachers, social workers, psychologists and therapists.

Keywords:

education, social services, support, helping profession, quality of life, care, disability, caring family, public support

#### THE INFLUENCE OF PHYSICAL ACTIVITY LEVEL ON THE CHILDREN'S LEARNING ABILITY OF DISABLED CHILDREN HAVING DIFFICULTIES IN LEARNING

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Problem Statement: The Influence of Physical Activity Level on the Children's Learning Ability of Disabled Children Having Difficulties in Learning

Purpose of Study: In this study; it was aimed to investigate the influence of physical activities on the children's learning abilities with making them gain orderly/regular physical habitual behaviours beginning at the beginning of childhood about the disabled students having learning difficulties.

Research Methods: The students studied on were chosen from the Elementary Schools' volunteer first stage students in Kars City. After having the legal permission all the students were informed about the content of the research. In this study the working group (sampling group) included forty disabled students having learning difficulties. The physical activity level was defined by "International Physical Activity Level Questionnaire" and the facts were put into groups such as; physically non-active, having low physical activity and having sufficient physical activity. Teacher Form "Recognising Learning Disabilities Questionnaire" was used to definite the students' learning disabilities. "SPSS 17.0" package program was used to evaluate the data handed statistically. "t" test was applied to find out the differences between physical activity level and learning ability.

Findings: Nearly 17% of the students were not found physically active, 71% of the students' physical activities were having lower level and only 12% of the students' physical activities were sufficient. It was understood that there were a meaningful difference between physical activity and learning ability ( $p < 0.01$ ). As a result it was found out that the more the physical activity level of the disabled students increased/developed the more their learning abilities developed/increased.

Conclusions: In this study it was understood and found out that there was a similarity between the physical activity levels and learning abilities. For that reason, the disabled students having learning difficulties must be helped and supported by making them have some more physical activities and possibilities.

Keywords: Physical activity, Learning Disabilities, children with disabilities

#### PROBLEM STATEMENT: PROVISION OF LEARNING SUPPORT TO LEARNERS WITH VISUAL IMPAIRMENT IN BOTSWANA: A CASE STUDY

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Purpose of Study:

Access to school continues to be problematic to most learners with disability, irrespective of the nations' commitment to scale up efforts to support them at various levels of education. For learners with visual impairment in Botswana, poor school performance continues to impede their chances to learn beyond grade 12 (Form 5). They can option available to them after completion of grade 12 is to join the centre [Rehabilitation and Development Trust for the Blind], a Dutch Reformed Church-based NGO, which admits them for either rehabilitation or for training in secretarial, switchboard operation, agricultural business management-related courses. The institution admits them regardless of their grades. In the light of the above, this paper will discuss the nature of learning support provided to learners with visual impairment in Botswana. Such efforts will be critiqued on the basis of inclusive educational policies and suggestions for strengthening such efforts and aligning them to the agenda of inclusive education as described in the international agenda would be provided.

**Research Methods:** Data for this paper was obtained by means of qualitative research strategies, which included: 3 months long observations of classroom sessions and individual interviews with learners with visual impairments (8); 5 specialists' teachers; Brailist. Teacher aide, 2 members of the management team, 3 ordinary teachers and resource centre staff member, 3 staff members from Rehabilitation and Development Trust and 3 parents of learners with visual impairments.

**Findings:** Data analysis was analyzed for content, whereby themes were elicited, and followed by categorizing of data. The findings of the study are described under the following four headings: (a) physical adjustments; (b) curricular adjustments, (c) pedagogical practices and (d) community support.

**Conclusions:** The paper concludes that appropriate educational support strategies should be put in place at school that learners with visual impairment if we are serious about seeing them accessing, participating and succeeding in institutions of higher learning.

**Keywords:** Botswana, learners with visual impairment, learner support, provision

#### FAMILY CARING FOR A MEMBER WITH A SEVERE DISABILITY AS A SPECIFIC GROUP OF CLIENTS OF HELPING PROFESSIONS

Jan Michalík, Palacky University, Faculty of Education, Czech Republic

**Problem Statement:**

The success of educational and (especially) social services for family members who care for a seriously disabled person is significantly influenced by the situation in the family – perceived either with macro-social indicators or on the level of psycho-social nature of its members. Families caring for a member with severe disability represent specific group of client that needs to be educated, but among the educationalists is not known so far.

**Purpose of Study:**

In years 2010 and 2011 an extensive research was done in the Czech republic. The research mapped the situation in the mentioned families. The caring persons results were compared with the group of an intact population.

**Research Methods:**

The research combined the quantitative and qualitative research designs. Set of questionnaires measuring the quality of life and identifying many others indicators were used.

**Findings:**

The results confirmed that statistically significant differences in the answers of respondents in both groups related to the life quality factors were proved in the overall majority of the monitored markers.

**Conclusions:**

The gained results are presented in a well arranged manner with the aim to focus on the areas applicable in the work of pedagogues, special needs teachers, social workers, psychologists and therapists.

**Keywords:**

education, social services, support, helping profession, quality of life, care, disability, caring family, public support

#### LIVING WITH AUTISM. EXPLORING THE EXPERIENCES OF SIBLINGS OF CHILDREN WITH AUTISM SPECTRUM DISORDERS

Georgia Pavlopoulou, Doctor of Education Candidate, Institute of Education, Department of Psychology and Human Development, University of London

Problem Statement: I am proposing a 'soft' research study in order to gain a deeper understanding of lived experiences, perceptions and support needs of typically developed children growing with their siblings within family context.

What is it like to grow up with a child with autism?

What have been the experiences of siblings in living with a brother or sister with autism?

What are their pleasurable interactions, what are their stressful/negative interactions?

Purpose of Study: Relationships with siblings are potentially among the longest relationship that an individual will ever experience (Cicirelli, 1982). Developmental research for more than 30 years now has highlighted the importance of sibling relationship in terms of the child's social, emotional and moral development (Dunn, 2005). Sibling interactions are essential and powerful components of child development. However, Coles (2006) argues that we are still on early stages of finding a theoretical framework about sibling relationships. One of the reasons of the neglect of sibling relationships in psychological theories and clinical practice might be the preoccupation with parents. This study will aim to go beyond the 'disability position' which focuses on the impact of autism assuming that autism is the dominant factor and will adopt a shifting focus on the experience of the sibling relationship. The underlying concern of the current project is how as professionals we may address the needs not only of the child with autism but also the needs of the typically developed sibling which lives with the child with autism.

Research Methods: The participants are 6 children from 9 to 11 years old with siblings with low functioning autism. For the data collection the researcher will conduct semi structured interviews, directed by siblings' ideas. The data will be analysed using interpretative phenomenological analysis, a distinctly psychological qualitative approach. For the purpose of this project we will draw upon the notion of mentalizing (Fearon, Tager-Flusberg, Fonagy et al., 2006) to conceptualise the answers of the siblings and the experience of the researcher. Mentalising is a dual process as we hold our mind in the mind of the person and think about thinking.

Findings: research in progress

Conclusions: in progress

Keywords: autism, sibling bond, mentalizing, interpretative phenomenological research

#### STRESS MANAGEMENT TOOLS FOR PREVENTING BURNOUT PHENOMENON AT TEACHERS FROM SPECIAL EDUCATION

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Problem Statement: Literature has often discussed the relationship between teaching profession and a high level of stress. Personal work style, unmotivated students, maintaining discipline in the classroom, time pressure and school tasks, the need to adapt to changes in educational system, assessments of others, self-esteem and status, the school administration, role conflict and/or role ambiguity, inadequate working conditions are only few determinants identified.

Purpose of Study:

Our study aims are to specify the relationship between defense/coping mechanisms in different conditions of stress developed by special education teachers and the burnout phenomenon.

Research Methods:

Scales for identify the satisfaction at work and the sources of professional dissatisfaction, a Romanian tool to identify the level of stress and the defense mechanisms used and the Maslach Burnout Inventory

We applied the mentioned methods for a group of 120 teachers in special education, 40% in Bucharest and 60% of the province (30% rural and 40% in small towns).

Findings:

Our previous studies have shown high levels of exhaustion emotional and interpersonal relationships depersonalization as symptoms of burnout, pregnant at teachers at age groups 23-30 years and 31-40 years. Identifying coping strategies used by teachers from special schools allows specifying of the issues that requiring improvement. On that basis we can develop staff training programs and one example of this intervention we propose as a result of our research.

Keywords: special education teacher, coping strategies, stress management, burnout, personal development tools, quality of life, quality of work

#### THE STUDY OF THE EMOTIONAL FEATURES OF PERSONALITY BEHAVIOR

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Problem Statement: Nowadays, the actual practical role of emotions in professional teaching activity is not clearly evaluated, ambiguous and sometimes contradictory. Teachers and future teachers specially are not prepared to possible emotional overload, do not form deliberately his relevant knowledge, skills, personal qualities needed to minimize and overcoming emotional difficulties of profession. Many teachers with high degree of burnout.

Purpose of Study: The research on teachers skills to assess the consistency, adequacy and sociability his own psycho hygienic "self-image."

Research Methods: V.V. Boiko questionnaire "Psycho-hygienic I - image". The degree of emotional burnout was determined by means of a questionnaire of American Psychologists K. Maslach and S. Jackson, adapted by N.E. Vodopyanova.

Findings: Our statistical analysis of research has shown that there are differences in peculiarities of the changes of psycho-hygienic «I-image" at eight teachers' states with high and low degree of emotional burnout. Thus, 26.6% teachers with a high degree of burnout showed hypothermic rigidity, it indicates that psycho-hygienic "I-image" is in communicative terms, although probably, the subjects of pedagogical process feel some discomfort. Dysthymic rigidity of "I-image" showed 17.3% of sample. In his psycho-hygienic "I-image" personality with willingness demonstrates negatively stained states and can not respond on positive situations, which leads to a decrease in sociability of personality and trust to him. Euphoric rigidity showed 16.8%, these teachers wastes their emotional energy inefficiently, practically living on the maximum of its manifestations. Meanings of emotions are overwhelmed, their image becomes uncommunicative. The types of acceptable rigidity of I-image are identified at 29.9% of teachers with acceptable degree of emotional burnout. It is shown in the fact that emotional states are little changed in accordance with the meaning of effects. Emotions insufficiently informed the partners about the events experiences. Emotional states retain communicative form in joint activity. Normal variability of "I-image" showed 28.3% that means that response reactions to life situations are adequate and retain the communicative form.

Conclusions: The results of this study indicate that psycho-hygienic "I-image" of teachers with low burnout different with consistency, adequacy and sociability compared with the "I-image" of teachers with a high degree of motional burnout. Therefore, as prevention of burnout it is appropriate conducting special workshops with the psychological unloading and training methods and techniques of self-regulation, ability to change adequately the psycho-hygienic "I-image" to internal and external influences. Such preventive work will help to maintain emotional health of individuals.

Keywords: psycho-hygienic "I-image", The emotional aspect of pedagogical communication, The degree of emotional burnout

#### PROMOTING MINDFUL STUDENT BEHAVIORS TO FACILITATE ACADEMIC SUCCESS

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Holly, Seirup, Hofstra University, Associate Professor, USA

This study investigated the mindful student characteristics that predict academic success. Mindfulness is beneficial for students because it allows one to divert attention away from hindering cognitive distortions and instead pay attention to the present moment in a non-judgmental way, (Kabat-Zinn, 1994). This allows the individual to more objectively evaluate what needs to be done to achieve a valued goal while dealing with the

possibilities of failure. In the current study, mindful characteristics were identified as positive constructs of hope, gratitude, and problem solving. At the heart of each of these constructs is the sensitivity to the intricate process of goal attainment as well as the recognition that benefactors are a necessary component to maintaining success. To investigate these mindful characteristics, undergraduate students (N = 478) from a private university in the Northeast United States participated in the study. Two discriminating samples were identified: students enrolled in honors college (N = 267) and those on academic probation (N = 211). Participants' mindfulness was measured through a packet of self-report surveys (hope, gratitude, and problem solving). Hope was measured using the Dispositional Hope Scale (DHS; Snyder et al., 1991), gratitude was assessed by the Gratitude Questionnaire – 6 (GQ-6; McCullough, 2002) a counter measure of gratitude, Academic Entitlement (AE; Greenberger, Lassar et al., 2008) and finally problem solving was measured by the Problem Solving Inventory (PSI; Heppner & Petersen, 1982). A MANOVA was performed to identify differences between the student populations on the mindful measures. Student group was entered as the independent variable and gratitude, academic entitlement, hope, and problem solving served as the dependent variables. The results indicated that a significant effect was produced,  $F(6, 365) = 24.6, p < .01$ ; partial  $\eta^2 = .29$ . Students from honors college displayed higher scores across each construct when compared to those on probation. Promoting mindful awareness in students who are struggling to fulfil academic goals may be the first step toward successful intervention.

Keywords: Hope, Gratitude, Problem Solving, Achievement

#### RELATIONSHIP BETWEEN MATERNAL PARENTING STYLE AND CHILD'S AGGRESSIVE BEHAVIOR

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**Problem Statement:** Aggressive behavior is a problem in any society. Aggression is further defined as destructive, injurious, hostile and often caused by frustration. Knowing the factors that influence aggressive behavior as well as how aggression is expressed are vital to developing an understanding of it.

**Purpose of Study:** The research purpose is to look into the relationship between maternal parenting styles and child's aggressive behavior.

**Research Methods:** In a correlation study, 380 individuals who were selected using cluster sampling among from male & female high-school students of Tehran was tested with regard to the parenting styles and aggressive behaviors.

**Findings:** Analyzing the acquired data demonstrated that mother's authoritarian parenting is positively correlated with adolescents' aggression; however, authoritative parenting style is negatively correlated with adolescent's aggression. The results also revealed that mother's indulgent parenting is negatively correlated to adolescent's aggression.

**Conclusions:** The results presented in this study was explored that maternal aggression is reversely correlated to child's aggression, results obtained on liberty was found to correlate negatively to aggressive behavior, It can be observed that mothers sometimes unconsciously teach their offspring to apply dictatorial and coercive strategies to achieve their goals. They may display some unnecessary behaviors such as criticizing and castigating and then exhibit avoidant behaviors to escape unpleasant situation. There is strong emerging evidence for the capacity of functional and well-adjusted families to successfully moderate various developmental threats and reduce the chances of maladjustment in children at risk..

Keywords: Parenting Styles, Aggression, Authoritarian Parenting

## THE RESPONSIBILITY AND RESPONSIBLE BEHAVOURING CONCEPT ACCORDING TO UNIVERSITY STUDENTS

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### Problem Statement

The concept of responsibility used in the life very often became a subject of many disciplines. One of these disciplines is Psychology. According to existentialist psychology we are responsible for our life, behaviours and the failures of behaviours. And also according to the existentialism, it is discussed and accepted that the responsibility is the basing condition for development. Although it is used very often, it is observed that it is confused with the other concepts in daily life.

The variety of meaning loaded onto/into the concept of responsibility, makes it difficult to describe its functional meaning, put into behaviours and measuring it. For that reason, it is important for the university students to know how they describe and what meanings it carries. Explaining the meaning the concept has is very important to contribute the later researches.

### Purpose of the Study

The main aim of this study is to find out the meaning of responsibility and responsible behaviour loaded by the university students.

### Research Method

In this study descriptive searching method was used. The data handed analysed by using content analysing technique. In this study the students chosen from Kafkas University Education Faculty randomly were asked the two questions of; "according to you, what is the responsibility?" and "Would you please define the responsible behaviour?" The students were given the papers including the two questions and they were wanted to answer them. In the end of the research the data handed were analysed with the help of content analysing method.

### Findings

The data handed are ready for the step of analysing

### Conclusion

At the end of the research the necessary suggestions will be prepared and written

### Keywords

Responsibility, responsible behaviour

## INFORMATION BEHAVIOUR OF GIFTED CHILDREN: A QUALITATIVE STUDY

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 Jana Marie Havigerová, University of Hradec Králové, Faculty of Education, Czech Republic

Mariana Šimíková, Masaryk University, Faculty of Arts, Czech Republic

### Problem Statement:

The study focused on differences in information behaviour between intellectually gifted and average children in the preliterate age.

### Purpose of Study:

The main objective of the study was to examine how information behaviour, especially in the form of asking questions, is expressed in gifted children in the preliterate age, and how it differs from information behaviour in children with average intellectual abilities. In order to meet the pre-literacy condition, participants were chosen from children starting their first year of school (aged 5 to 7).

### Research Methods:

Wechsler Intelligence Scale for Children (WISC-III); the Information Behaviour Questionnaire for Parents (Havigerová, 2011); the Information Behaviour Questionnaire for Children (Havigerová, 2011); individual structured interview focusing on information behaviour.

### Findings:

The obtained data were analyzed qualitatively, using methods of content, frequency and linguistic analysis. During the analysing process all questions generated by the gifted group were compared to the questions generated by the average group according to previously established criteria. The results of the pilot study clarify what kind of information behaviour gifted children probably engage in during experimental situations

where information needs are activated, but also whether there might be a connection between the readiness to ask questions and the level of intellectual ability, and whether this readiness could be a good predictor of information behaviour.

Conclusions:

No direct connection was found between the children's level of intellectual ability and either their response latencies in the stimulus situation, or the number of spontaneously generated questions. Gifted children's responses more likely reflected their level of interest aroused by the stimulus material. Preliminary results suggest that questions asked by gifted children in response to a single stimulus encompass greater thematic diversity compared to average children, who prefer to stick to one single aspect (e.g. external appearance) of the stimulus.

Keywords: information behavior, gifted children, asking questions, qualitative approach

#### DESIGNING A PSYCHOLOGISTS' CORE COMPETENCIES VALIDATION METHOD USING BEHAVIOURALLY ANCHORED RATED SCALES

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Mihaela Chraif, University of Bucharest, Faculty of Psychology and Educational Sciences, Romania

Problem Statement: Core competences are not specific to any occupation. One could demonstrate the competency of teamwork or project coordinator in performing any job. Therefore, considering the European orientation towards competences psychologists participate to periodical professional trainings in order to adapt to new competences such as: flexibility, adapting to new technologies and techniques, teamwork. Consequently, the psychological tests must be selected and validated to a composite criterion.

Purpose of study: 1) to construct a system of Behavioral Anchored Rating Scales designed as descriptors of psychologists workplace behaviours according to the technological development and the European Union Standards Requirements; : 2) to design a psychologists' core competencies validation method using behaviourally anchored rated scales.

Research Methods: The participants are 173 psychologists registered at the Colegium of Psychologists from Romania, aged between 24 and 48 years old ( $M=36.71$ ;  $S.D.=3.84$ ), both man and woman, rural and urban areas. The instruments were: 1) The core competences as behavioral behaviorally anchored rating scales: verbal and written linguistic competences, focused attention, decision, nonverbal language comprehension, modern technology abilities, empathy, problem solving, planning activities, openness to new information, flexibility, civic attitude, personal development, stress management, emotions management; 2) the psychological testing battery according to the core competences.

Findings: Applying the regression model, the results provides that the model explains 57.62% of the variance (R square value). Also, it is shown that the model is statistically significant ( $F=20.934$ ;  $p=0.001$ ). The regression equation, obtained from the multiple regression model contain the acquired standardized  $\beta$  coefficients at the statistically significant for  $p<0.05$ . Therefore, the psychological tests selected according to the psychologists abilities and skills have predictive value for the behavioural anchors that describe psychologists' core competences.

Conclusions: Promoting the development of core competencies designed as behavioral rated anchors it is an establishment and maintenance of constructive processes to improve organizational effectiveness according to the European Union core competences standards in psychologists profession.

Keywords: psychologists' core competences, validation model, Behavioral Anchored Rating Scales, core competences descriptors

#### RISK BEHAVIORS IN ADOLESCENTS WITH SPECIAL NEEDS: ARE SOCIAL AND EMOTIONAL COMPETENCES IMPORTANT?

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**Problem Statement:**

Emotional and social competences are an important factor for well-being in adolescence. Adolescents with these kinds of competences present a greater capacity for adapt to different situations and deal with adversity. One of the major threats for adolescent's health and well-being is risk behaviors. The negative effects of risk behaviors are currently well known. They lead to personal, social and economic problems, and is associated with mortality, namely through accidents, violence and crime.

**Purpose of Study:**

The aim of the present work is to analyse the role of emotional and social competences on risk behaviors, in a population of Portuguese adolescents with special needs.

**Research Methods:**

The sample included 494 adolescents with special needs, mean age 14 years old. Pupils attended 77 public schools from all Portugal. Data collection was held within the HBSC (Health Behaviour in School aged Children) survey (Currie et al, 2004; Matos et al, 2006). For the purpose of this specific study, the questionnaire included questions about well-being (Mental Health Index – Kidscreen , Gaspar et al., 2006), personal and social competencies (Resilience Module - California Healthy Kids Program Office, 2000), life events (Life Events Checklist, Johnson, 1986) and risk behaviors.

**Findings:**

Results showed that some of personal and social competencies – cooperation and communication, empathy, problem solving, self-awareness, self-efficacy, and goals and aspirations are associated to the different types of risk behaviors. Adolescents that have higher levels of these competences present lower level of risk behaviors and higher levels of well-being. Negative life events are important in these processes and its inclusion in the analysis presents different patterns that will be exposed in detail.

**Conclusions:**

The promotion of social and emotional competences is an important issue in intervention with adolescents. Implications for prevention field in different contexts (namely health and road safety) are discussed.

**Keywords:**

Adolescence; Risk behaviours; Social and Emotional Competences; Prevention

### SHYNESS IN ACADEMIC CONTEXTS

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Valeria de Palo, University of Verona, Department of Philosophy, Education and Psychology, Italy

**Problem Statement:** It is a current hypothesis that the increasing usage of new communication technologies is accompanied by a progressively growing social isolation and higher levels of shyness. Despite this, shyness, identified as a preoccupation with one's thoughts and reactions that leads to discomfort in interpersonal situations (Henderson & Zimbardo, 1998), is still a poorly studied phenomenon in educational contexts. Therefore, in depth investigations into shyness could help teachers better understand the influence of this construct on the academic careers of students who suffer from it.

**Purpose of Study:** The goal of the present research was to investigate any possible relationships of shyness with identity styles, emotional intelligence, self-esteem, and intrinsic motivation among university students, and furthermore, the role played by identity styles within this model.

**Research Methods:** 483 undergraduate students (with a mean age of 23.6 years (SD = 3.2 years, range = 21 to 29 were selected) from three Italian Universities were asked to complete a questionnaire composed by the following five scales: 1. the Revised Cheek and Buss Shyness Scale (RCBS; Cheek, 1983); 2. the Revised Identity Style Inventory (ISI-4; Berzonsky, 2010); 3. the Emotional Intelligence Scale (EIS; Schutte et al., 1998); the Rosenberg Self-Esteem Scale (RSE; Rosenberg, 1965); the Intrinsic Motivation Scale

(IMS; Poláček, 2005). Causal analyses were applied to data to assess the structure of the relationship between the variables of interest

Findings: Data showed: 1. significant negative correlations between lower levels of self-esteem, intrinsic motivation, emotional intelligence and higher scores of shyness; identity styles' dimensions were founded to play a mediating role between shyness and the above-mentioned constructs.

Conclusions: The findings of our research needed suggested: first, a larger sample size in order to confirm the proposed model; second, more attention to personality factors and gender differences. As most of the intervention programs are focused on shy children and adolescents, the final goal of our paper was to promote further programs to help university students overcome their shyness.

Keywords: Shyness, Identity styles, Emotional intelligence, Young adults

## IS PUNISHMENT (CORPORAL OR VERBAL) AN EFFECTIVE MEANS OF DISCIPLINE IN SCHOOLS?

Case Study of Two Basic Schools in Greater Khartoum/Sudan

Paper by: Alawia Ibrahim Farag Elbla, Assistant Professor,  
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### Problem Statement:

The study reported on, in this paper sought to investigate on the issue of corporal and verbal punishment as means of disciplining children behavior in basic schools. Corporal punishment in schools is an indication of the absence of meaningful access to quality education that all nations worldwide are working to achieve by the year 2015. Moreover, Corporal punishment is against children rights that are well considered in the convention of child rights (CRC) which is ratified by government of Sudan.

### Purpose of the Study:

The main focus of the study is on the reasons that led some teachers use punishment in schools although they are aware of the fact that corporal punishment is prohibited in schools as it was well spelt in the country's education policy. Furthermore, the consequences of punishment were also discussed in this study.

### Research Methods:

The data for this study was collected by adopting qualitative research design. 10 teachers were interviewed in addition to 10 pupils in grade 7 & 8 in two basic schools in Khartoum state (one governmental school and the other is private).

### Findings:

The study revealed the facts that some teachers knew that punishment has negative consequences on the child behavior and personality but there are no other alternatives that they could follow specially as mentioned by them: Other teachers believed that they punish their pupils due to the frustration they themselves experience; the school environment is poor and lacking all facilities that might be useful for modeling children behavior and absorbing their unwanted behavior such as playing groundings for sports and extra curricula activities. Children on the other hands see no reasons for their teachers to hit, kick, slap or call them with bad names. Some of the children mentioned that they have developed sense and feelings of fear, frustration, aggression, low self – esteem, low confidence and lack of motivation for learning as result of the continuous punishment.

### Conclusion:

The study concluded by stressing the issue that a meaningful access to quality education is one that strengthens the promotion of children psychological well being and competencies and the practice of punishing (physical/verbal) on children in schools is a reflection of poor teaching and discipline.

Keywords: Effective teaching/means, corporal/verbal punishment, meaningful access, quality education

## INFORMATION BEHAVIOUR OF GIFTED CHILDREN – THE QUALITATIVE STUDY

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The study focused on differences in information behaviour between intellectually gifted and average children in the pre-literate age. The main objective of the study was to examine how information behaviour, especially in the form of asking questions, is expressed in gifted children in the pre-literate age, and how it differs from information behaviour in children with average intellectual abilities. In order to meet the pre-literacy condition, participants were chosen from children starting their first year of school (aged 5 to 7).

#### A COMPARATIVE INVESTIGATION OF THE KNOWLEDGE AND ATTITUDES OF HIGH SCHOOL GRADUATES IN THE TOPIC OF PROTECTED AREAS

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**Problem Statement:** This paper investigates the comparative knowledge and attitudes of girls and boys 17-18 years old high school graduating students of Rhodes (Greece) on the topic of protected areas (Prato and Fagre, 2005; Mose and Weixbaumer, 2007; Dawson, 2010), both locally and nationally, as part of Education for Sustainable Development (Breiting et al., 2005; Gough, 2006; Huckle, 2008).

**Purpose of Study:** The purpose of this research is to study the responses of the graduating students and to compare how diverse the responses are in relation to gender, relating to issues both in knowledge and attitudes (Ajzen and Fishbein, 2000; Frick et al., 2004) about the protected areas.

**Research Methods:** The basic method chosen for the fieldwork was a case study and the graduating high school students on the island of Rhodes were chosen as reference population. The data collection method was a questionnaire, which included 14 main questions. The sample consisted of 297 students -168 girls, 129 boys- and was formed by random sampling. The survey was conducted during the period December-January 2011-2012.

**Findings:** The analysis of data shows the low participation of students in the sample programs on protected areas. Girls have a higher level of knowledge in the questions about what are protected sites, categories and activities to be implemented. Students appear to know only one of the protected areas of the island of Rhodes, the "Valley of the Butterflies", which is the only one they have visited, especially the girls. Finally, when the attitudes were investigated, the girls presented a more positive outlook on protected areas.

**Conclusions:** Based on the findings we conclude that there is a difference in the responses of students on their knowledge and attitudes in relation to protected areas. In comparison, girls, show a higher level of knowledge than boys, and their comments show that they are more environmentally friendly in context to sustainability.

**Keywords:** knowledge, attitudes, protected areas, education for sustainable development

#### IMMERSED INTO DIGITAL WORLD: LEARNING AND STUDENTS' PERCEPTION

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**Problem Statement:**

Computer literacy is one of the basic training requirements of modern generation. Due to the diverse groups of ICT users we can expect conflicts and misunderstanding between two basic groups - the so-called digital immigrants and digital natives (Prensky, 2001). We are able to describe many situations in work groups arising, for example, when the group of digital natives is managed by a maladjusted digital immigrant (pupils and an elder teacher) or when the group of digital immigrants is managed by a digital native (adult students in further learning and a young teacher).

**Purpose of Study:**

In our study we try to find some ways that can help to reduce the differences between groups, digital immigrants and digital natives.

#### Research Methods:

Our study is based on the concrete ICT activities linked to daily life. We validate the presented procedures on two groups of students who studied the same university course: one was aged 20-25 years (full-time mode), the other 35-45 years (combined mode).

#### Findings:

It appears that, the Internet search engines can serve as the unifying tool for both groups. As a common platform we used Google.com in our university course preparing the teachers of Vocational training. Generally speaking, digital natives work better with digital technologies, more often and faster than digital immigrants. Sometimes digital immigrants don't understand the development of digital technologies in general. Often the digital natives are not able to explain how to handle with ICT based things. On the other hand the elder students use experience from the real life and can evaluate the information proposed by the virtual world better.

#### Conclusions:

The paper shows the ways how to change the traditional approaches when ICT supported teaching is applied. However these changes must be done bottle on the teacher's and on the students' side, depending on their digital nationality. From the current response of students, we assume that the proposed learning based on the concrete ICT activities linked to daily life lead to better understanding of the learning aim.

#### Keywords:

digital natives; digital immigrants; ICT, learning

### ENHANCING NINTH GRADE STUDENTS' UNDERSTANDING OF HUMAN CIRCULATORY SYSTEM CONCEPTS THROUGH CONCEPTUAL CHANGE APPROACH

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The present study investigated the effectiveness of combining conceptual change text and discussion web strategies on students' understanding of human circulatory system concepts. The data were obtained from 38 students in the experimental group taught with conceptual change text accompanied with discussion web, and 36 students in the control group taught with traditional instruction. After instruction, data were analyzed with analysis of covariance (ANCOVA) using the Test of Logical Thinking and pretest scores as covariate. The conceptual change instruction, which explicitly dealt with students' misconceptions, produced significantly greater achievement in understanding of human circulatory system concepts. Results also revealed that the students' logical thinking and previous understanding of human circulatory system concepts accounted for significant portion of variation in understanding of human circulatory system concepts.

KEY WORDS: misconceptions; conceptual change text; discussion web; reasoning ability; human circulatory system.

### TEACHING METHODOLOGIES AND LEARNING FOR COMPETITIVE, RELATIVE PERFORMANCE BASED EXAMINATIONS

Gaurav Bansal, student, BITS Pilani-Dubai, U.A.E

Problem Statement: Effective Teaching and Learning Methods for High School students

Purpose of Study: To build an efficient and student friendly system of teaching to help students crack the competitive examinations and holistic conceptual learning

Research Methods: Quantitative and Qualitative analysis of high school student's performance in a leading corporate 'coaching center' 'BANSAL CLASSES' in India.

Presenting the observations and findings of this educational Institute.

Findings: An efficient model of teaching and learning, which is named - 8 tools for preparation. These tools have been proven successful for concept based learning.

Conclusions: Development of a time tested system of learning that promotes conceptual and fundamental building of basics specially in the field of Science.

The advance level preparation for Science subjects - Physics, Chemistry and Mathematics requires the concept building from a very basic stage. With so many disparities in the education system with varying educational governing bodies and Boards, through constant research and development we have developed a student friendly system of Teaching and Learning specially for competitive exams. The teaching methodology developed here is time tested for over 25 years of experience with high

school students. These methods can be generalized to many other areas of teaching (at junior and middle level schools and Higher Education). Also these methods can be incorporated as a standard to reduce the disparities in the education system. Learning is an on going continuous process, which in the real world never goes to 100%, it can be at the most be approaching 100%. Based on the analysis of stratification in Education on different levels, Learning can be categorized in 5 major forms. 'Learning for information' is general learning process which focusses on the day to day information of the things around us, for development of general IQ. Example, watching News, information about the major national and global events. 'Learning for Knowledge' is the learning which is more specific to a particular topic or subject. 'Learning for Aptitude' is the learning which combines ability and achievement. Based on our abilities we achieve and develop an aptitude in a particular field. 'Learning to become' is a crucial step for students who are aspiring for a professional career in any discipline and they are learning to meet the selection criteria of the universities or competitive exams. 'Learning to be' is the final step in the learning process in which the student is in his/her career and hence he/she is learning to be a professional.

Perfecting the art of 'Learning to become' i.e for the preparation of one of the toughest competitive examination, IIT-JEE (Indian Institute of Technology - Joint Entrance Exam) we have developed what we call "Eight Tools". These teaching and learning methods are developed considering the general psychology and needs of high school students.

Keywords: Learning, aptitude, information, knowledge, science

THE INSTITUTIONAL FACTORS AFFECTING THE ACHIEVEMENT IN PHYSICS IN  
TRIPOLI, LIBYA  
ASSOC PROF. DR. MEHDI ALI ALWAN, FACULTY OF EDUCATION, TRIPOLI  
UNIVERSITY

Problem Statement:

The problem is the poor performance and achievement in physics by the students studying in high schools in Tripoli, Libya.

Purpose of Study:

This study primarily attempts to investigate if there is any relationship between selected factors namely gender, school and student factors and academic achievement in physics of high school students in Tripoli, Libya.

Research Methods:

The sample consisted of 100 science students, 50 males and 50 females from two randomly chosen high schools in Tripoli, Libya.

Two instruments were used in the study. The physics achievement test (PAT), was designed to assess student performance in physics. The second was a student questionnaire (SQ), designed to obtain information on personal characteristics of the students, school factors and student factors.

Findings:

The main findings of the study are the following:

1. Gender was found to be significantly associated with achievement in physics. Specifically, female students were found to perform better than male students.
2. Among the school factors, the factor which emerged as influencing students' achievement in physics was the teacher factor. The following are the two elements of teacher factor which were significantly related to students' achievement in physics.
  - (i). Making students understand of what were taught. and
  - (ii) Teacher's provision of adequate exercises.
3. Among the student factors, the factor which emerged as influencing students' achievement in physics was students' interest in physics. The study found a significant relationship between students' achievement in physics and their interest in physics.

Recommendations are offered regarding the need for a multivariate study on a national scale, the need to rethink pre-service and in-service teacher education programmes, the need to develop interest in physics among students the need to examine the nature, origins and consequences of gender differences in performance in physics and the need to address the issue of socio-economic levels of parents towards improving the level of students achievement in physics.

Conclusions:

Gender was found to be significantly associated with achievement in physics. Specifically, female students were found to perform better than male students.

Among the school factors, the factor which emerged as influencing students' achievement in physics was the teacher factor. Specifically two elements of teacher factor, that is, clarity of presentation, in other words, making students understand what they are taught and teacher provision of adequate exercises were found to be significantly related to students' achievement in physics.

Surprisingly the availability of physics laboratory was found not to be significantly associated with students' achievement in physics. This result may have been due to lack of effective use of the laboratory in physics teaching in Tripoli.

Among the two student factors investigated namely, students interest in physics and students' perception of the value of physics in society, the factor which emerged as influencing students' achievement in physics was students' interest in physics. The study found a significant relationship between students' achievement in physics and their interest in physics.

Further, a significant though weak, relationship between students' achievement in physics and students' perception of value of physics in society was found.

Keywords:

School factors, student factors, student achievement in physics, student interest, physics laboratory

#### OPPORTUNITIES TO IMPLEMENT GIS IN TEACHING AND LEARNING GEOGRAPHY: A SURVEY AMONG SMART SCHOOL IN SABAH

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Grant, Kleeman, Macquarie University, School Of Education, Australia

Problem Statement:

In 1996, Malaysia has taken the first initiative to develop the country as the IT hub of the region by establishing Multimedia Super Corridor. As consequent, demand for computer literate work force and professionals has growing. Therefore, in 1999, Government of Malaysia announced to implement a Smart School system in Malaysia, which also emphasising on integration of technology tools as essential aids in teaching. Three hundred and twenty two primary and secondary school were chosen as a pilot project. Teacher as the cogwheel of change in school were given courses to enhance their ICT knowledge and skills. However, integration of ICT in teaching given more priority to Science, Mathematic and English subjects. Thereby, Geography becomes one of the dry subjects in school with less technology and not preferable by students. On the other hand, Geography getting more attention in developed countries and integrated GIS in Geography curriculum. In contrast, GIS not have given any space in secondary geography curriculum with the reason ability and lack of ground facilities.

Purpose of Study:

The purpose of this study is to determine the potential of discharge GIS in secondary Smart School in Sabah.

Research Methods:

Purposive sampling method was used to select school and respondents. A Survey on ICT facilities and human resources among six Secondary Smart School in Sabah were analysed.

Findings:

Findings shows, the availability computer lab, internet and increased number of computers have broadened the potential to establish and apply GIS as teaching tools in schools. Furthermore, eighty per cents of geography teachers of secondary smart school

in Sabah attended GIS courses in the university. This sufficient of human resources also support the opportunity to apply GIS in teaching and learning geography in the school.

Conclusions:

GIS has a high potential to implement in teaching and learning geography in Smart School because of facilities and human resource sufficient. Therefore, lack facilities and low computer literacy rate should not be an excuse to implement GIS in teaching and learning Geography.

Keywords: Geography Information System (GIS), Smart School, Geography Curriculum

#### SOURCES OF INFORMATION IN THE LIFE OF PUPILS IN THE 1st GRADE OF PRIMARY SCHOOL

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Johana, Krupova, University of Hradec Kralove, Czech Republic

Adriana, Svarovska, University of Hradec Kralove, Czech Republic

Problem Statement:

A significant role in the education process of the young generation in the 21st century and in their lives in general is played by media - both the "traditional" that has accompanied mankind for hundreds of years and those whose presence can be counted by decades. The media are part of everyday life, a source of psychological, social and cultural experience, a means of communication between people.

Purpose of the Study:

The aim of the research is to identify where, pupils in the 1st grade of primary school look for information outside of classroom that interests them and that they need for school (in the field of Human and the World). We will try to verify whether the attention of pupils is clearly moving from traditional sources of information to electronic resources, and in particular to the Internet. The secondary objectives include identification of what sources of information pupils usually work; explanation of how school support the work of pupils with information and to describe the attitudes of children to the printed and electronic sources of information.

Research Methods:

As the main research method a custom design questionnaire is chosen that was administered to the 4th and 5th grades of primary schools.

Findings:

The paper discusses the issues of using Internet, television and printed materials during the search of information for Historical and Geographical Studies as well as Science. It turns out that the vast majority of 4th and 5th grades pupils use the Internet to search for information. It's nice to find out that even though pupils usually spend their time on a PC by playing games, the following item is preparation of homework and search for information.

Conclusions:

The area to which a school should be more focused is the development and strengthening of pupils' a positive attitude to learning in school and beyond, strengthening study skills in a strong inter-relationship with study awareness. Homework can largely promote this, encouraging pupils to their own creative activities, work with information and problem solving.

Keywords:

Primary education, resources, information behaviour, media in education

#### MEANING OF MONEY BEFORE, AFTER AND DURING DUAL CURRENCY CIRCULATION PERIOD AMONG ESTONIAN STUDENTS

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Problem Statement:

While a considerable amount of research has focused on psychological meaning of money among people during single national currency, research during dual currency circulation period is still relatively sparse, and this study attempts to fill this gap.

Purpose of Study:

The purpose was to probe what is a meaning of money and whether students' attitudes toward money changed during a five year period in different time points: before, after and during dual currency circulation period.

Research Methods:

To compare the change in the meaning of money, four studies were conducted: first two studies took place when the national currency was Estonian kroon (in 2007 and 2009); third study took place during the dual currency period (in 2011), and the fourth study was conducted after the dual currency period, when the national currency was euro (in 2012), whereby the time intervals between each of the studies were the same - 14 month. The numbers of 5-7 grade students from three mainstream schools who completed the research instruments were as follows: 331 in 2007, 280 in 2009, 332 in 2011, and 295 in 2012.

Every time point students were administered a questionnaire consisting scales about multidimensional meaning of money: symbolic, affectional and behavioral, and open-ended questions about meaning of money.

Findings:

Students in 2007, 2009 and 2012 (before and after dual currency period) expressed more accepting attitudes toward symbolic meaning of money in terms of power and status compared with the 2007 sample (dual currency circulation period). The results also showed that the attitudes toward money before and after dual currency period were more positive in affective dimension, but during dual currency period were emotionally conflicting - positive towards Estonian koon and negative toward euro.

The meaning of money before and after the dual currency period was highly evaluated in terms of money functions (medium of exchange, unit of account, store of value), but during dual currency period conveys conflicting functions and symbolic values.

Conclusions:

The design of trend study survey enable to identify both the stable and changing components of students' attitudes about meaning of money before, after and during dual currency circulation periods.

Keywords: meaning of money, dual currency, single currency

#### PRESENTING MATERIAL VIA GRAPHIC ORGANIZERS IN SCIENCE CLASSES IN SECONDARY EDUCATION

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Andre Mottart, Ghent University, Department of Educational Studies, Belgium

With the introduction of modern technologies into secondary schools (Paraskeva et al., 2006), teachers could be inclined to use short PowerPoint based presentations to convey information. This could provide a window of opportunity to revitalize the interest in graphic organizers (concept maps, knowledge maps), which are not frequently implemented in classrooms (Kinchin, 2001). Particularly, sciences employ an iconic sign system (De Westelinck et al., 2005) and have visualisations (Kali & Linn, 2008) and argumentation deeply rooted into the study material. These items could successfully be translated into graphic organizers, which teachers might use as visual aid to their short presentations. Graphic organizers have a positive impact on learning, especially when students are asked to construct these non-linguistic representations during science classes (e.g. Karakuyu, 2011). However, research on students studying these graphic organizers is more limited. In addition, most papers use college students as participants in their experiments (e.g. Lambiotte & Dansereau, 1992), and not the low-knowledge but high-spatial learners mostly found in secondary education (Nesbit & Adesope, 2006). Our paper therefore studies the impact of graphic organizers on learning outcomes and mediating variables (self-efficacy (e.g. Chularut & DeBacker, 2004), cognitive load and appreciation of the learning material) as delivered via presentation software and when used in the context of a science class in secondary education. An experiment was set up in a geography class in general-oriented technical education in Belgium. One teacher taught four class groups (n=78) on continental drift for three lessons of 50 minutes, and ended with a 10-minute presentation that reviewed the topic. Unlike research by Asan (2007), two control class groups were confronted with slideware, which was in line with the guidelines of the Cognitive Theory of Multimedia Learning (Mayer, 2009). The two experimental class groups saw an animated version, which outlined the material via graphic organizers. The final paper will provide the results of the experiment and analyse

its implications for teaching practice in general, and the teaching of science in secondary education in particular.

Keywords: effective teaching practice, science education, secondary schools, graphic organizers, presentations

#### THE ROLE OF GRADES IN MOTIVATING STUDENTS TO LEARN

Prof. Emil Stan, Petroleum – Gas University of Ploiesti, Faculty of Letters and Sciences, Romania

##### Problem Statement:

Traditionally, it is considered that grades have a significant motivational influence on students; that is why researches in the field have centered mainly on refining grading instruments and less on discovering alternatives to those. However, in the last years, more and more researches have denied the effectiveness of grades in motivating students to learn; these researches constitute the background of our current study.

##### Purpose of Study:

This study analyzes the possible correlation between the grades students receive and their motivation to learn. At the same time, we attempt to verify whether there is a significant correlation between grades and the internal, respectively external motivation of students.

##### Research Methods:

For this purpose we have used a questionnaire to analyze teachers' perception towards the effectiveness of grades in motivating students; 130 teachers from undergraduate education institutions were questioned and the results have been discussed as part of two focus-groups organized on two levels: primary education and secondary education

##### Findings:

A first data analysis reveals a significant relation between grades and short term learning, as well as between grades and external motivation; on the other hand an extremely interesting correlation is observed between grades and external motivation, understood as "duty towards parents".

##### Conclusions:

Beyond ascertaining the facts regarding the efficiency of grade use in motivating students, we will use the results of the research to suggest alternative ways to motivate students.

Keywords: grades, learning, motivation, school, responsibility, pleasure

#### CHALLENGING ONE-SIZE-FITS-ALL APPROACH IN ESP MATERIAL DESIGN INSIGHTS FROM IRAN & INDIA

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This study explores three ESP (English for Specific Purposes) situations (at tertiary level) in Iran and India: 1. the context of Iran which is a Persian-medium EFL context, 2. the context of India with students whose medium of instruction has been a language other than English (e.g. Hindi, Telugu, Urdu, Bengali, Marathi, Malayalam, Kannada, ...), 3. the context of India with students whose medium of instruction has been English. Nine factors relating to the learner, setting, means, and situation within the three contexts have been taken into account. By analyzing the above mentioned factors and interviewing the students, ESP teachers, and subject matter teachers, this paper highlights the importance of localizing ESP course design and the role of teachers in evaluating and addressing the requirements of each particular situation and suggests a number of factors that need to be taken into consideration in this regard. Material designers draw on a wide range of theories and frameworks. ESP material design requires more considerations to satisfy the specific needs of the students. The diversity of contexts, needs, means and situations illustrated through this study indicates that no pre-prepared materials can ever meet the needs of any given class precisely. This study presents models and frameworks for a comprehensive needs analysis which serves as the cornerstone of ESP material design. The findings of this study can have implications for ESP course design in the rest of the world.

Key words: English for Specific Purposes; needs analysis; course design; learner and setting factors; means and situation analysis

#### LEARNING STYLE PREFERENCES OF PHARMACY STUDENTS

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Xin Yi, Tey, University of Malaya, Faculty of Medicine, Malaysia

Syireen, Alwi, University of Malaya, Faculty of Medicine, Malaysia

Nyuk Jet, Chong, MAHSA University College, Faculty of Pharmacy, Malaysia

**Problem Statement:** Students have preferences about how they like to learn which is called their learning style. Available evidence suggests that understanding students' learning style is helpful in providing them a successful learning experience.

**Purpose of Study:** The aim of the study was to determine the learning styles preferences of pharmacy students at the University of Malaya, Malaysia.

**Research Methods:** The Honey and Mumford's Learning Style Questionnaire (LSQ) was administered to all undergraduate pharmacy students in the University of Malaya, Malaysia. The LSQ consisted of 80 items and covered four different learning preferences: activist, reflector, theorist and pragmatist. All students (n=240) enrolled in the pharmacy program gave their consents and completed the LSQ questionnaire. The LSQ retest took place 6 weeks after the first administration. The test-retest reliability of the LSQ was determined by calculating Pearson's r between the first and second administrations of the LSQ while Cronbach's alpha was used to estimate the internal reliability of the items within each type of the learning styles.

**Findings:** The LSQ showed satisfactory test-retest correlation (0.57 to 0.66) and moderate internal reliability (0.53 to 0.61). Reflector learning style was the most common among the students (60.4%) followed by theorist and pragmatist (both 8.8%) and activist (6.2%). Another 15.8% of the students did not show any dominant learning styles. The preferred learning styles were statistically independent of the demographic variables examined such as level of academic year, sex, race and pre-university qualifications.

**Conclusions:** A range of teaching methods and learning activities should be provided in pharmacy education in order to match the variety of learning styles.

**Keywords:** LSQ, reflector, activist, theorist, pragmatist, Malaysia

#### LEARNING STYLES OF STUDENTS AND TEACHING STYLES OF TEACHERS IN BUSINESS EDUCATION: A CASE STUDY OF PAKISTAN

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Nadia Ayub, PhD, Institute of Business Management, Karachi, Pakistan

**Problem Statement:** To find out if there is any association between learning styles of students and teaching styles of teachers in business education.

**Purpose of Study:** To examine the relationship between learning styles of students and teaching styles of teachers at undergraduate level in a business school.

**Research Methods:** A multi-mode method was used to collect data. To assess quantitatively, two questionnaires-Canfield's Learning Style Inventory (CLSI; Canfield, 1992) and Staffordshire Evaluation of Teaching Styles (SETS; Mohanna, Chambers, Wall, 2007) were used. For triangulation purposes, qualitative data were also collected through four focus group interviews with teachers. Since the participants represented a business school in Pakistan, a case-study approach seemed most appropriate. A total of 262 undergraduate student sample were taken through random sampling from four business disciplines, that is, Human Resource Management, Marketing, Management and Finance. The CLSI and SETS were administered in person by the researchers to avoid ambiguity.

**Findings:** There was a strong, positive correlation between student learning style and teaching style, which was statistically significant ( $r = .77$ ,  $n = 262$ ,  $P < .0005$ ). Qualitative results also indicated a strong content validity.

**Conclusions:** : Due to a limited sample size, there is a possibility that the outcomes may not be generalized internationally; however, business schools in Pakistan could consider the findings useful for their programmes pertaining to student counselling, continuing professional development of the teachers and in other developmental areas.

**Keywords:** teaching styles, learning style, business students

#### SENIOR SCHOOL MOTIVATION IN AUSTRALIA: ITS NATURE AND DEVELOPMENT

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**Problem Statement:**

A longitudinal examination of nature and development of motivation and engagement in senior school students of Australia

Purpose of Study:

The purpose of this study was to comprehensively examine the underlying forces of Australian students' academic motivation and its development.

Research Methods:

Using a longitudinal design a sample of 299 senior school students from four non-government colleges responded to a questionnaire based on Martin's (2007) Students' Motivation and Engagement Scale-High School for three consecutive years in grades 10, 11 and 12. The statistical procedures used were structural equation modeling and path analyses using Mplus (Version 5).

Findings:

The results showed that student motivation is complex and multifaceted. A range of core motivational theories was needed to explain the network of associations among the facets of motivation. The strength of associations among adaptive and maladaptive constructs of motivation showed a decline from year to year. Student motivation and engagement remained stable across grades 10, 11 and 12. In the longitudinal exploration, planning influenced engagement in learning and anxiety affected students' self-efficacy beliefs.

Conclusions:

The adaptive motivation of Australian senior school students decreased across grades 10, 11 and 12. The results demonstrate that it is important for educators and parents to promote adaptive motivation throughout the final years of schooling, particularly students' self-efficacy and value beliefs.

Keywords:

motivation, engagement, longitudinal study, learning, school work

#### THE DEVELOPMENT AND IMPLEMENTATION OF BUZAN MIND MAPPING MODULE AMONG SECONDARY SCHOOL STUDENTS IN MALAYSIA

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Jailani, Md Yunos, Universiti Tun Hussein Onn Malaysia, Faculty of Technical and Vocational Education, Malaysia

Baharom, Mohamad, Universiti Sabah Malaysia, School of Education and Social Development, Malaysia

Widad, Othman, Open University Malaysia, Faculty of Education and Language, Malaysia

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Mimi Mohaffyza, Mohamad, Universiti Tun Hussein Onn Malaysia, Faculty of Technical and Vocational Education, Malaysia

Using Self-Instructional Modules within the technical education can be an alternative approach and make significant contributions. Modules are not just "job sheets" or "old style work units" or "chapters of books" with questions added. Module is a planned series of learning activities designed carefully to assist the learners to accomplish certain specific objectives. An attempt to develop and implement a modular approach on Buzan mind mapping techniques was made in the secondary school. A quasi-experimental design research has been carried out to affirm the effectiveness of this module in both aspects, the design of the module and the Buzan Mind Mapping technique for note taking. This paper will discuss various components of this modular approach by referring to Meyer Model. Analysis on the qualities of the Buzan Mind Mapping module revealed that eight raters showed an agreement on satisfactory level and above for the module. Meanwhile, 38 students gave positive feedbacks on the format and content of the module except the size of the module. On the other hand, the implementation of this module contributes significant improvement on test achievement among treatment group students compared to control group.

Keywords: Self-Instructional Module, Buzan Mind Mapping, Qualities

#### SELF-DETERMINATION FOR IRAQ'S TALENTED STUDENT

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**Problem Statement:** People are often moved by external factors such as reward system, grades, evaluations, or opinions they fear others might have of them. Yet just as frequently, people are from within, by interests, curiosity, care or abiding values, these intrinsic motivations are not necessarily externally rewarded or supported, but nonetheless they can sustain passions, creativity and sustained efforts.

**Purpose of Study:** The purpose of this study is to test Iraq's talented students about which is type of self-determination there are. Selected the 100 talented students sample in Diyala province.

**Research Methods:** Method research will depend on paper and pencil through self-determination scale. So the data would be processed statistically to extraction results.

**Findings:** It would be announced soon.

**Conclusions:** It would be announced soon.

**Keywords:** Self-determination, talented

#### CIRCUS IN KINDERGARTEN: A CASE STUDY OF THE COOPERATIVE LEARNING PROCESS IN AN INTEGRATIVE ARTS EDUCATIONAL PROJECT

Inkeri Ruokonen, University of Helsinki, Finland

Heikki Ruismäki, University of Helsinki, Finland

**Problem Statement:** This is a case study of an integrative arts educational learning process of 12 students in their minor arts educational studies. The theme of the project was Circus. The research problem was to find out which kind of learning experiences teacher educational students had during the process.

**Purpose of Study:** The aim of this research was to create better learning environmental design by reflecting and analysing the learning process of the students during their arts educational project.

**Research Methods:** The learning process was approached through Dewey's and Kolb's experiential learning theory and applied Soininen's i-model for instruction and learning. The students studied according to the cooperative learning method; instruction and learning were combined in same learning process and developed based on a common intention, and common experiences of the Circus theme. The research data included observations, discussions with the students and student's reflective and evaluative writings of their learning process. The research data was qualitatively analysed by using theory based content analysis.

**Findings:** The results show that the cooperative learning method and new learning environments fit very well into integrative and expressive arts educational studies. Students were able to reflect upon their learning process, starting from a concrete experience and a common intention through discussions and by discussing in a Facebook group.

**Conclusions:** According to these students, the reflective method and working in a group by using Facebook environment during the process helped them to create better ideas and a better performance. The group as a whole and the individuals comprising it were constantly involved in the learning process; searching for information, solving problems, reflecting ideas, passionately working to create something aesthetically valuable, and having fun together.

**Keywords:** arts education, teacher education, creativity, learning environments, cooperative learning

#### DIRECTED FORGETTING AND ACADEMIC PERFORMANCE IN SECONDARY SCHOOL STUDENTS

Todor, Ioana, University Of Alba Iulia, Romania

Research conducted over several decades has indicated that directed-forgetting is a useful method for studying inhibitory mechanisms in cognition. Cognitive inhibition is an important ability for problem solving and reasoning. There are two distinct experimental procedures of directed forgetting. In the list procedure, participants are presented two lists of words (1 and 2) for study. An instruction to either forget or remember follows the presentation of list 1. An instruction to remember follows the presentation of list 2. When asked to remember the words from both lists, participants instructed to forget list 1 show very poor performance for the words from list 1 but better recall for the words from list 2, compared with those in the remember condition. The directed forgetting effects in the list method are interpreted in terms of retrieval inhibition. In the item-by-item procedure, an

instruction to either forget or remember follows the presentation of each word and the directed forgetting effects are interpreted in terms of differential rehearsal. The general aim of this study is to investigate a possible relationship between secondary school students' cognitive inhibition competencies and their academic achievement. In two experiments, involving fifth and eighth grade students, both experimental versions of directed forgetting tasks were used to study this relationship.

Keywords: cognitive inhibition, directed forgetting

#### THE NEEDS ANALYSIS OF LEARNING HIGHER ORDER THINKING SKILLS AMONG TECHNICAL STUDENTS

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Higher order thinking skills (HOTS) is an imperative aspect in teaching and learning at higher education institutions. Thinking skills practices are part of the generic skills that should be infused in all technical subjects. Students with higher order thinking skills are able to learn, improve their performance, find new ways to solve their daily problems and make appropriate decisions. Hence, the purpose of this research was to analyze the needs of learning higher order thinking skills among technical students based on the opinions of academic staffs. A total of 242 academic staffs from four faculties at Universiti Tun Hussein Onn Malaysia were randomly selected as samples. A set of questionnaires was developed and used as research instrument. The findings indicated a total of 185 (76.5%) academic staffs found technical students as having difficulty HOTS in their teaching and learning process. Although students are given exposure and have been taught thinking skills in class, but students do not study it in detail. The most important factor in the difficulty in learning HOTS among technical students is insufficient detailed information to learn HOTS. A total of 227 (93.7%) academic staffs felt it is crucial that technical students learn HOTS. This is because HOTS are essential for students in completing assignment, generating ideas and learning about a subject. Thus, academic staffs believed that the most appropriate learning HOTS for technical students is self-instructional, individualized manual which has a complete description of the process and its applications together with examples.

Keywords: Needs analysis; higher order thinking skills; technical students

#### IMPLEMENTATION PROCESS OF AN APPROACH TO TEACH MATHEMATICS IN ELEMENTARY SCHOOL

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#### Problem Statement:

In 1987 a teacher working in school for child with special needs in Ticino (the Italian Speaking part of Switzerland) started an experiment about how to teach mathematics to his students. He worked in the main stream of socio-constructivism with the aim to help children in becoming autonomous. In 1991 he proposed to try his approach in primary school. His proposal has been accepted and this approach has been disseminated for 20 year in most of the Ticino primary schools. Nowadays it is hard to figure out who is using these methods and how it is used.

#### Purpose of Study:

In 2010 we started to analyze the process of dissemination and the shared perception of the methods. the theoretical framework refers to the works of Cousins and Leitwood (1986) and of Johnson et al.( 2009). Evaluating an innovation that is mostly already implemented has some specificities and problems that can't be ignored (Stame, 1990)

Research Methods:

We have used different techniques to collect data. Firstly, we have collected and analyzed all the official documents about this implementation (contracts, communication) and all the books and articles written on this method. Secondly, we have observed some teachers (6) working with this methodology. Thirdly, we have interviewed all the subjects that have covered a decisional role on this implementation. Fourthly, we have conducted focus group with those teachers that managed the project. Fifthly, we have administered a questionnaire to all the teachers of Ticino, in order to figure out the actual diffusion of the approach and teachers' perception about it.

Conclusions:

The diffusion of the methods and the opposition to it, seem to be connected more to the communication of whom is carrying the innovation, than to an evaluation of the costs&benefits ratio related to the approach. On one side the high level of personal involvement of those who promoted the innovation had driven other subjects to overlap promoters and the innovation itself (with positive and negative connection); on the other side, this involvement made promoting subjects to spend much energy in order to make the innovation effective.

Keywords:

Evaluation, Innovation processes, Implementation

#### THE 'SEA': TEACHING APPROACH FOR INCREASING STUDENTS INTEREST AND UNDERSTANDING OF ORGANIC CHEMISTRY CONCEPTS

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Problem Statement:

Although the Ministry of Education aims to achieve 60% of students' enrolment in science stream, the percentage of students who have opted to study pure science subjects has declined over the years. Ezeliora (2004) and Okoli (2006) mentioned that poor teaching practices are one of the factors leading to reduced students' interest in learning science. Organic Chemistry, for example, is considered difficult to study (Gilbert, Bulte & Pilot, 2006), and teaching practices employed by teachers often do not enhance students' understanding of the complex concepts in chemistry – like the sub-micro, macro and representational concepts (Gilbert & Treagust, 2009).

Purpose of Study:

The study's purpose is to examine how the Explicit Animation Approach (SEA) is effectively used for teaching organic chemistry concepts. It is expected this student-centred teaching practice would enable improved visualisations of difficult concepts when used as a supplementary teaching material in schools.

Research Methods:

Using pre and post-test design, the study involved a comparison between an experimental group of students (n=30) who followed lessons that integrated SEA as a teaching approach in a blended mode and a conventional group of students (n=30) who followed lessons based essentially on conventional teaching. To further investigate the effectiveness of SEA for Organic Chemistry teaching, the opinions of students were sought through interviews until saturated data is achieved.

Findings:

The results suggest that the potential of using SEA as a teaching material is positive, based on the improved post-test performance of the experimental group. Moreover, from the interviews, it is found students believe that the visualisations of organic chemistry

concepts made the topic more meaningful and interesting. Consequently, they were able to discuss and argue the organic chemistry subject knowledge with their teachers.

Conclusions:

Based on the study, we concur on the importance of treating chemistry subject content as something more than factual knowledge. The significance of student-centred teaching practices cannot be emphasized as a fundamental approach to increase students' understanding and interest in chemistry (Risch, 2010). Thereby, the SEA in teaching Organic Chemistry is one approach to help solve the crisis of declining interest in science, especially in the organic Chemistry subject.

Keywords: simple explicit animation, student centred teaching, organic chemistry concepts, students' interest, students' understanding

#### STUDENT'S SUBJECTIVE DIFFICULTY OF CALCULUS CURRICULUM

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Problem Statement:

Mathematical knowledge can be distinguished into two types of curriculum (theory and calculations), depending on evoked type of memory: the semantic memory and procedural memory. We assume that there are two boundary types of students: one preferring semantic memory learning and second preferring procedural memory learning. The aim of this study was to determine whether it is possible to identify two types of students based on the subjective assessment of difficulty. There are presented partial results of the project REFIMAT in this article.

Purpose of Study:

Which part of calculus curriculum is most difficult from student's point of view? Can be students divided into several clusters based on their subjective assessment of difficulty of two types of curriculum? Do these clusters correspond with the expected types of memory used for two parts of curriculum? Are current results consistent with the results of previous study in the discreet math subject (Haviger, 2011)?

Research Methods:

Research method is questionnaire. Methods of data analysis are: descriptive analysis, cluster analysis, analysis of variance.

Findings:

Research sample: N=258 (2011y) + N=253 (2012y). Results: most students perceive the subject calculus as difficult or very difficult. It was founded that students can be divided into three types based on subjective assessment of difficulty. Identified types of students do not correspond with the expected two types of curriculum, depending on evoked type of memory.

Conclusions:

The research shows that Mathematics is perceived as highly difficult at all. This fact completely overlaps possible preferences of students to use different types of memory in subjective expressions. This result is fully consistent with the result of previous study.

Keywords:

Mathematical knowledge, calculus, types of math curriculum, types of memory, statistical analysis

#### MULTIAGE INSTRUCTION: AN OUTDATED STRATEGY OR A TIMELESS BEST PRACTICE? A DELPHI STUDY

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Problem Statement: Small, large, rural, and urban schools all struggle to keep up with the latest trends and developmentally-appropriate practices in education. Multiage instruction is one strategy that has allowed a school to operate more efficiently in staffing with today's fluctuating school enrollment, while providing positive student outcomes.

Purpose of the Study: The purpose of this Delphi study was to explore the practices of multiage instruction with experts who have best practice knowledge or practitioner expertise in the multiage classroom, providing a foundation of knowledge regarding

strategies and challenges, the pros and cons of multiage instruction, and training and resources needed for the successful implementation of multiage instruction.

**Research Methods:** A Delphi methodology was utilized which consisted of three rounds of surveys. The population comprised two panels of experts, multiage theory experts and multiage practitioner experts, based on required criteria for each panel set.

**Findings:** The experts agreed that children of all abilities and needs can be successful in the multiage classroom. In terms of training and preparation, experts agreed that parents, teachers, school boards, principals, and superintendents all should receive training on the philosophy and strategies of multiage instruction in order for it to be a successful practice. They further agreed that it is difficult to find regular training and conferences geared for elementary teachers who work in multiage settings.

In this study, panel experts identified strategies that multiage teachers use including how the room is arranged, flexible grouping, theme-based learning, collaborative learning, and peer mentoring. Through open-ended questioning, panelists also identified challenges as well as training and resource needs.

**Conclusions:** The panel experts in this study agreed that multiage instruction remains a credible practice today that should be recognized and supported by state boards of education. The panelists further agreed that once they experience the model, parents are generally excited about the experience for their children.

**Keywords:** Multiage instruction; graded schools; non-graded schools.

#### AN ANALYSIS OF TEACHERS' SENSE OF EFFICACY SCALE WITHIN THE MALAYSIAN CONTEXT

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#### Problem Statement:

Many concerns have been raised about the psychometric properties of instruments when used in different culture. Studies show that adaptation of instrument within a particular context sometimes has different meaning since a particular psychology construct is considered cultural specific.

#### Purpose of Study:

The purpose of the present study is to examine the psychometric properties of the Teachers' Sense of Efficacy Scale (TSES) within the Malaysian educational context

#### Research Methods:

A total of 191 Malaysian in-service and 122 pre-service teachers participated in the study. A Rasch Measurement Model analysis is used to examine the psychometric properties of the scale, particularly the reliability and construct validity.

#### Findings:

Analyses showed somewhat similar variability with the in-service group demonstrated wider spread of item difficulty compared to the pre-service teachers. One important observation was that both group endorsed different set of items. Consistency of both item difficulty and teachers' efficacy were high and threats to construct validity in terms of construct irrelevant-variance and construct under-representation were minimum. One worrying finding, however, was that the differential item function (DIF) analysis showed that 13 items (54.17%) behaved significantly different across groups of teachers

#### Conclusions:

Even though several items shown to behave differently across both group of teachers, overall results are encouraging and seem to support the suitability of the TSES to assess teachers' sense of efficacy within the Malaysian educational context

Keywords:

In-service teachers, pre-service teachers, teaching efficacy, Rasch Measurement Model

#### EXAMINING QUALITY OF MATHEMATICS TEST ITEMS USING RASCH MODEL: PRELIMINARILY ANALYSIS

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Problem Statement:

Constructing quality items for educational measurement is time consuming and can be burdensome. Item bank enables test developer to store and retrieve items so that it is not necessary to develop new items for every testing session. Nevertheless, in order for the bank to function effectively, the items need to be psychometrically sound.

Purpose of Study:

The purpose of this study is to examine the psychometric properties of the Mathematics item bank using Rasch Measurement Model analysis.

Research Methods:

Nineteen test papers with 40 items each were administered to 4572 Form 2 students in selected secondary schools in the state of Penang and Perak. Each test comprised 10 common items which is used as the anchor item to link the different forms of test. The data were analyzed using the WINSTEPS, so that all the item difficulties were ordered on the same linear scale along with the student measures of mathematical ability. The indicator for good psychometric properties of the items includes the infit and outfit mean-square (MNSQ) statistics as well as differential item functioning (DIF) analysis.

Findings:

Results showed that the most of the items exhibited good psychometric properties, while some items showed some variation with what the model's expected. The impact of the analysis for the item bank will also be discussed.

Conclusions:

The Rasch Model analysis provides essential statistics for the purpose of examining psychometric properties of the items.

Keywords:

Item bank, Rasch measurement model, fit statistics, item difficulty, distractor analysis, computer adaptive testing (CAT)

#### AGE-RELATED DIFFERENCES IN DIRECTED FORGETTING

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Developmental research suggests that children's cognitive inhibition increases in efficiency with age, which leads to better performance in memory, problem solving, reasoning, decision or emotional control. Over several decades, directed forgetting has been proven to be among the reliable methods used for studying intentional inhibitory processes in cognition. This study has the general aim to investigate the development of cognitive inhibition during secondary school. In order to accomplish this, I used directed forgetting tasks in two procedural versions: list and item-by-item. In Experiment 1, fifth and eighth grade students participated in an item-by-item directed forgetting task. The directed forgetting effects observed in this procedure are usually interpreted in terms of encoding differences or differential rehearsal of the studied items. In Experiment 2, fifth and eighth grade students participated in a list directed forgetting task. The directed forgetting effects observed in this case are interpreted in terms of retrieval inhibition. The overall results suggest that the ability to intentionally control the mnemonic access of irrelevant or unwanted information increases with age during secondary school.

Keywords: cognitive inhibition, directed forgetting

#### THE EFFECT OF PROPORTION OF MIXED-FORMAT SCORING : MIXED-FORMAT ACHIEVEMENT TESTS

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Mixed-format Tests combine Multiple Choice questions test (MC) with Dichotomous Item Response (DS) and Construct Response test (CR) with Polytomous Item Response (PS). Combining two types of items on one assessment enhances both the reliability and validity of the assessment, thereby enhancing the strength of multiple-choice test and Construct response test. The problems encountered in the design are also evident in the proportion of tests scoring Dichotomous and Polytomous Item Response. It allows the use of a combination of high efficiency test. The objective of this research was to study the efficiency of Mixed-format tests when the proportion of tests scoring Dichotomous and Polytomous Item Response are different (20: 80 50:50 and 80:20). Data simulation was done by Monte Carlo method fitting to the model 3 parameter logistic and Generalized Partial Credit for the tests with 50 and 1,000 examinees. Data analysis comprised of the examinee ability estimates and standard errors.

The results indicated that the test with proportion of tests scoring Dichotomous and Polytomous Item Response of 20: 80 produced the lowest standard error index followed by the proportion of tests scoring Dichotomous and Polytomous Item Response of 50:50 and 80:20, respectively. From the results of this study it can be seen that using a Mixed model 3 parameter logitic and Generalized Partial Credit test for 50 items to determine the 3 parameter logitic and Generalized Partial Credit at 20:80 gives the maximum effect of mixed-format tests.

Keyword: Mixed- Format Test, Generalized Partial Credit

#### WHEN DUAL SENSORY MODE WITH LIMITED TEXT PRESENTATION ENHANCE LEARNING

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 Problem Statement: Advances in the knowledge of human memory suggests that under some circumstances, more processing capacity is effectively available to learners if instructional materials use multiple information modes, (eg. auditory and visual) appropriately with no/less split attention elements instead of equivalent the multimedia of mixure unnecessarily text and graphics mode formats. Cognitive load theory (Chandler and Sweller, 1991, 2009; Sweller, 1988; 1993; 1994; 1999, 2010 Van Merrienboer and Paas, 1998) suggests that a number of conventional approaches to instructional design are ineffective as working memory is overloaded which causes schema construction and automation process to be hindered. One common obstacle is 'split-attention' formats, which place an unnecessary load on a learner's working memory. From previous research, particularly, in technically based are as (Tindall-Ford, Chandler and Sweller, 1997), have demonstrated that using dual modality instruction allows effectively more working memory to be available for learning when split attention matters are managed  
 Purpose of Study: This research study examined whether presenting information with dual modality instructional format using key words or phrases of information plus related graphics would be more effective to learning rather than using full text plus graphics as 'split-attention' has been managed.

Research Methods: In Experiment 1, 2 and 3, students with none knowledge in Psychosexual development were instructed to learn steps of psychosexual development in each stage since childhood up to adolescence period through either conventional visual and audio with text and graphic presented on PPT. The pre and post- test have been conducted. The hypothesis is that audio-visual mode with no or less split attention instructions should be more effective than conventional with more or full 'split-attention' instructions of text presented. Because of increased working memory capacity was confirmed in studies with less split-attention. Experiment 2 was conducted to confirm that instructional differences could not simply be explained by listening to the text narrated and reading keywords plus watching the graphic being easier than reading phrases while listening to the speaker described and looking at the related graphic simultaneously. It convinces that clearly understanding from reading provided phrases enhances learning better. In Experiment 3, students of equivalent ability to Experiments 1 and 2 were instructed all the same procedure but with full text presented instructions. Unlike the less words-based instructions, the full text materials of Experiment 3 were expected to

increase higher in cognitive load for these learners and no benefits of audio-visual instruction were expected. Because cognitive becomes over loaded with split attention by the unnecessarily full text presented.

Findings: The results were confirmed. Experiment 1,2,3 were found to be different effectiveness respectively. Experiment 1 of using multimedia (audio-visual ) with presenting keywords and related graphics showed less effective than the phrases used plus the related graphic in Experiment 2. Experiment 3, however, revealed the result as expected, though using modality effects technique (visual and auditory) but with more elements to be split attention information plus related graphics. The students or audiences were engaged with attention to both the graphic and full text presented while listening to speaker narrated. It caused 'split attention' and mental over loaded. Therefore the result showed students' outcome at the lowest level.

Conclusions: The study shows presentation with inappropriate way may cause ineffectiveness. Presenting information by using multi media of dual sensory (visual and audio) must be aware of 'split attention' and 'redundancy'. Due to working memory has limited capacity to hold information at a time. Teaching and learning are required to adopt to human memory model and its capacity.

Keywords: Cognitive Load Theory is the background of this research study.

Sensory memory, Working memory, Long term memory, Split- attention effect, Redundancy effect, Modality effect, Visual-audio

#### GENDER DIFFERENCES IN READING HABITS AMONG BOYS AND GIRLS OF BASIC SCHOOL IN ESTONIA

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Problem Statement: Reading habits and reading interest of teenagers is probably the most discussed issue among teachers and in media as well in Estonia during last five years. The year 2010 had been announced as reading year in Estonia. Therefore it is not hard to understand the actuality of named issue, especially in the light of 5 Education Benchmarks for Europe defined by the European Commission in the framework of the Lisbon-Strategy. It is hard to find a better timing for the dealing with reading issues, taking into consideration that starting from September 2010 the new National Curriculum came into force in Estonia, where literature is named as separate subject from grade 5 upwards. This leads to a stereotypical conception about reading, which expresses the opinion that: 1) reading (also the skill of reading) mostly refers to reading fiction; 2) our teenagers are bad readers (they don't read enough literature); 3) especially boys tend to read less and less.

Purpose of Study: The above discussed standpoints and participation in the ADORE-project provided the need to organize the research, the goals of which was to find out 1) what kind of texts are authentic for the students, what they read voluntarily, how long time teenagers spend with reading etc. and 2) are there differences between boys and girls in reading habits.

Research Methods: The quantitative research method in the form of questionnaires was used, which included 15 open-ended and multiple-choice questions. 140 students participated in the survey.

Findings: The results of the research showed that there are differences between boys and girls in many aspects of reading habits and preferences. Boys named themselves mostly as average or poor readers, they read less classical literature voluntarily, they spend less time with reading, they don't like to read long books and books with small letters etc. In the same time, boys and girls seemed to be rather similar readers by computer.

Conclusions: The results of the conducted questionnaire provided the food for thought about broadening the assortment of reading materials for students and for making Estonian language lessons more suitable for every student.

Keywords: broader concept of reading, reading habits, literature, authentic text

#### EDUCATIONAL STYLES, COMMUNICATION AND CONTENTMENT OF STUDENTS WITH THEIR FAMILIES

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**Problem Statement:**

Parental educational style is very important for the development of adolescents, as well as their perception of the family relations quality. According to the theory of D. Baumrind and its division of the educational styles to an authoritarian, an authoritative and a permissive we wanted to investigate whether these styles correlate with the perception of communication in a family and contentment with families of the students from the University in Nis.

**Purpose of Study:**

The goal of the research was to investigate which sub dimensions of the authoritarian, authoritative and permissive educational style mostly contribute to the perception of family functioning as a whole, and especially perception of the communication in the family.

**Research Methods:**

Our research sample: 576 students ( 314 males, 264 females age: M=20,7 SD=1,66) the research was conducted using the questioner of educational styles PSDQ (Robinson, C. C., Mandleco, B., Olsen, S. F., & Hart, C. H., 2001) and partially with questioner FACES IV (Olson D.H., Gorrall, M.D. and Tiesel W.J. 2005) which relates to the communication in family and contentment with family as a whole. The reliability of used scales was tested and it has been determined that the sub scale of the permissive educational style of the questioner PSDQ does not have required reliability, so it wasn't considered in the research.

**Findings:**

In this research we got a statistically important negative correlation between authoritarianism of father and mother, as educational style and contentment with the family as a whole and the communication in it. Also we got a statistically positive correlation between the authoritative of mother and father as educational style and the contentment with the family as a whole and the communication in it. It is an interesting fact that a sub factor Physical Coercion i Verbal Hostility Dimensions in a significant but low negative correlation with the contentment with family, whereas sub dimensions of the authoritative educational style Connection, Regulation, Autonomy Granting Dimension in a significant moderate positive correlation with the contentment with family and the communication in it.

**Conclusions:**

Results confirmed that authoritarian educational style contributes to a better perception of the contentment with family and the communication in it. Authoritative style contributes discontentment of the family as a whole and the communication in it. At the same physical compulsion and verbal hostility from father and mother are less connected with the discontentment with family, whereas subdimensions of authoritative educational style of father mostly contribute to the contentment with family.

**Keywords:** contentment with family, communication in a family, educational styles, adolescents

## THE RELATIONSHIP BETWEEN SCHOOL CREATIVE CLIMATE AND PUPILS CREATIVE THINKING

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Finding of numerous studies point to the significance of the role of the environment and the surrounding circumstances in the development of creative ability. Even some of these findings went further to state that hereditary plays lesser role than the environment in this respect. The studies conducted by (Dafenuort,1967) and (Rechemon,1988) that the correlation between the creative abilities of brothers is weak. This clearly indicates that the role of hereditary is weak in formation of creative thinking. This finding has been corroborated by the studies of (Medyas, 1972) vis-à-vis twin brothers who scored correlation of 0.54 and 0.85 in creativity scale

The current study shows the relationship between the creative school environment and creative thinking. In addition to the sub-relationship between the various aspects of the school creative environment and the creative thinking, where it has attached these

conditions to the creative school environment: developing of creative abilities and skills, developing personal traits of the creative individual and teachers' trends towards developing the creative abilities. This study was conducted in a sample population of 252 public and private intermediate school Pupils in Riyadh, KSA, whose age category was (12-16) years. Torrance Test for creative thinking (B) was used in addition to the creative school environment scale. Findings of this study showed a significance level at 0.05 between the creative school environment and the Pupils' creative thinking. In regard to the aspects of the creative thinking (namely developing the traits of the creative individual and teachers' trends towards developing creative thinking) at 0.01 significance level. No level of significance was shown regarding the aspect of developing creative abilities.

#### TEACHER AS A GARDENER, LIGHTHOUSE OR CIRCUS DIRECTOR?

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The research on teachers' thought processes indicates that the beliefs teachers hold, have a significant influence on their behaviour (e.g. Pajares, 1992). Metaphors reflect teachers' beliefs about teaching and the teacher's role, i.e. they provide insights into the ideas that are not explicit or consciously held (Saban, 2004) and thus can serve as a tool making implicit beliefs explicit (Leavy & al. 2007). To understand the nature of teachers' beliefs about teaching and teacher's role became especially important in 2011 when a new national curriculum advocating learner-centred inquiry approach was introduced in Estonia.

Purpose of study

- 1) to analyse and categorise the metaphors that teachers use to describe the concept of "teacher"
- 2) to find out to what extent are the teachers' beliefs about their role consistent with the philosophy underlying new national curriculum.

Research methods

Metaphors were used as the data gathering method in the study. The basic school and secondary school subject teachers (N= 292) were asked to find a metaphor that characterizes the teacher's role and to explain the content of this specific metaphor. The deductive approach was used in the analysis of the metaphors. The categorization of metaphors was based on the model generated by Beijaard, Verloop, Vermunt (2000), stemming from the idea that teachers derive their professional identity through beliefs about the teacher's knowledge base (mostly a combination of) the ways they see themselves as subject matter experts, pedagogical experts, and didactic experts. While categorising two new categories emerged: self-referential and contextual.

Findings

From five categories, pedagogical expertise forms the biggest. Equally important were the didactic expert and self-referential categories. The smallest number of metaphors were categorised as subject experts. A third of the metaphors were mixed, expressing more than one category. Major differences between maths and English teachers' prevailing categories emerged. The concordance of the beliefs with the philosophy of the national curriculum as well as differences between age and work experience will be discussed.

Conclusions

Knowledge of teachers' beliefs provides important information how to support teachers' professional development and address the implementation of the new national curriculum.

Keywords

Teacher's beliefs, teacher's role, metaphors

#### INFLUENCE OF THE ORGANIZATIONAL SYSTEM ON MOTOR ENGAEMENT TIME IN PHYSICAL EDUCATION ON HIGH SCHOOL STUDENTS

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**Problem Statement:** The control and distribution of class time in Physical Education (PE) and how class organization affects them are currently elements of major importance for teachers. The time students spend practising physical activities, called Motor Engagement Time (MET), is one of the most significant variables that affect learning, and predict student's results in PE classes. So, research should be centred on the relation between MET and the organization patterns of the students, so as to be able to confirm or reject the idea that the varying ways in which teachers tackle their task affect students' learning time.

**Purpose of Study:** This study analyses the influence on students' MET, students' attention time (SAT) and organization time (OT) of three organizational systems (circuits, ability level subgroups and consecutive tasks for the whole group) employed in PE classes. The aim of this work is to provide methodological and organizational strategies that will help in the management of the time available in class, optimizing the work with greater percentages of practice, bringing with it greater possibilities of learning (Siedentop, 1983).

**Research Methods:** A quasi-experimental intra-group design with repeated measures was used. Participants were 52 Spanish high school students (24 boys and 28 girls, aged 13-14). We designed five alternating sessions of each organizational system to avoid cumulative effects (total 15 classes). The temporal variables were measured with a computerized time management sheet (Viciano et al., 2003).

**Findings:** Results showed that organizational system had influence on management time in PE classes. There are significant differences between circuits (higher MET and less SAT) and consecutive tasks (less MET and higher SAT) organizations ( $p=.024$ ;  $p=.013$ , respectively), due to the loss of time in students questioning tasks and teachers explaining them. There were no differences between circuit or consecutive tasks and ability level subgroups in any variable ( $p>.05$ ).

**Conclusions:** We recommend the use of the circuits organizational system in order to achieve high levels of motor learning in PE classes. Even when the students were accustomed to this organization the percentages of MET can be improved.

**Keywords:** Academic Learning Time. Organizational Strategies. Effective teaching

## THE RESEARCH ON THE RECEPTION OF POETRY IN STUDENTS AGED 12-15

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**Problem Statement:**

Literature (fiction) plays an important role in the development of people's thinking, imagination and emotions. Therefore, we find it important that students get acquainted with it at schools in suitable ways. Poetry is that part of literature classes which is particularly difficult to learn and teach. That is why our research focused primarily on how students perceive poetry and we are trying to find suitable ways how to show them a path towards poetry.

**Purpose of Study:**

The study presents the first results of the research into the reception of poetry which includes lower secondary school pupils (aged 12-15). The pupils assessed eight poems with various topics and various formal structures.

**Research Methods:**

The method of semantic differential was used for the research. The standard form of this method is used to measure affective meanings of the concepts in people from three points of view: evaluation, potency and activity. This method was modified and adapted to the examination of the reception of lyric poetry. In the end, we isolated three factors which were labeled as the factors of comprehensibility, evaluation and impressiveness. This research instrument has been used for monitoring the reception of poetry in adolescent readers (aged 15-19) until now.

**Findings:**

We focused on the examination of the reception of poetry in lower secondary school pupils (aged 12-15) and verified the functioning of the research instrument in this group of young pupils. The pupils evaluated eight poems with various topics and various forms: children's poetry, poetry for adolescent readers, impressionist, romantic and decadent poetry, and an old Japanese five-line poem called tanka. We monitored the differences in

the reception of the evaluated poems between different groups of respondents (according to their sex, age, reader preferences, fields of study and personal characteristics).

Conclusions:

The scales proposed for this measuring instrument show sufficient stability and high reliability when monitoring the reader's reception (in students aged 12-15). The results show the reader preferences within this age group and make it possible to choose adequate texts for school classes. The research was funded under a grant from the Grant Agency of the Czech Republic (GA CR) – project P407/11/0594.

Keywords:

Literature teaching, semantic differential, reception of poetry, literature didactics, pedagogical research

#### Q-METHODOLOGY AS THE SOURCE OF KNOWLEDGE ABOUT THE CONNECTIONS BETWEEN THE STUDENTS' PERSONAL CHARACTERISTICS AND THEIR READER PREFERENCES

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Problem Statement:

The effect of literature (fiction) on readers consists in evoking associations and expressing familiar sensations that readers could hardly express by themselves. The fundamental idea of the theory of reception promoted by the School of Constance emphasizes an active participation of a reader in the process of reading, i.e. participation in creating the work of art. Various readers may perceive various texts in different ways, which especially holds true for poetry, where the role of the reader in the formation of the meaning of a text is more distinctive than in prose. If teachers succeed in explaining this to their students, an important step will be made towards understanding the significance of both fiction, and poetry.

Purpose of Study:

The purpose of the study is to find the connections between the respondents' personal characteristics and their reader preferences in poetry.

Research Methods:

The methods of semantic differential and q-methodology were used for the research. Semantic differential method was modified to meet the purpose of measuring the reception of poetry and three factors were monitored in the students' responses to the poems: the factors of comprehensibility, evaluation and impressiveness. The students used this method to assess selected poems. Q-methodology was used to monitor the students' attitudes towards life values, their personal states, personality characteristics and their opinions of literature (especially poetry) teaching methods. The respondents sorted (rank-ordered) the Q-sample statements related to the area of the research.

Findings:

We bring the essential survey of the changes in Q-rank-ordering in various age groups (12-18 years old). We focused in detail on the results of a selected classroom and show the relations between personality characteristics and reader preferences in particular respondents.

Conclusions:

The research showed how the respondents' personal characteristics and values change in relation to their age and how their inner restlessness and thus their interest in decadent poetry increase. The research was funded under a grant from the Grant Agency of the Czech Republic (GA CR) – project P407/11/0594.

Keywords:

Semantic differential, Q-methodology, literature teaching, reception of poetry, longitudinal research, pedagogical research, didactics of literature teaching

#### POSSIBILITIES OF POSITIVE INFLUENCE ON THE ATTITUDE OF STUDENTS TOWARDS POETRY

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Problem Statement:

Researches in the area of child and adolescent reading show that the popularity of poetry is minimal. In the past it was often considered to be high art aimed at select groups of readers only and this approach has survived till now. Other reasons for rejecting poetry include also insensitive approach of the teachers, inappropriate methods, or wrong selection of the texts that do not correspond to the age of the students. Teachers themselves are afraid to work with poetry and often lack self-confidence. If poetry analyses are included in the classes too early, students can see poetry as difficult instead of enjoying it and may adopt negative attitudes towards it.

**Purpose of Study:**

Within the research focused on the reception of poetry and the possibilities how to influence it, we observed the classes in eight experimental classrooms and monitored the possibilities of building positive attitudes towards literature (poetry) among the students with the use of suitable methods. The teachers used specially designed methods and worksheets.

**Research Methods:**

The questionnaires and students' diaries. At the beginning and at the end of the project, students completed the questionnaire that monitored their attitude towards literature, poetry, literature teaching, the teaching methods, etc. The same questionnaire was completed by the students of control classrooms where classes were taught by traditional methods. The differences and shifts in the opinions of the students in the experimental classrooms were monitored and compared to those of control groups. In the course of the experiment, the students recorded their observations on the teaching methods and selected poems in their diaries.

**Findings:**

By the analysis of the students' records in their diaries we are able to follow how their attitudes towards poetry change, see the results of their own poetry writing, or the assessment of their classmates' poems. The results of the initial and final questionnaires in the experimental groups show substantial shift towards a more positive reception of poetry.

**Conclusions:**

It is possible to form the students' attitudes towards poetry in a positive way and cultivate their imagination and emotional intelligence with the help of suitable teaching methods. The research was funded under a grant from the Grant Agency of the Czech Republic (GA CR) – project P407/11/0594.

**Keywords:**

Literature teaching, reception of poetry, longitudinal research, pedagogical research, didactics of literature teaching, analysis of the diary records, document analysis

## FORMING PROFESSIONAL SKILLS OF A PRIMARY SCHOOL TEACHER IN THE REFLECTION OF PRACTICAL AND DIDACTICAL TEACHING

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**Problem Statement:** A learner in the teacher training has a vision, which can often be in conflict with ambivalent expectations of the society. The renewing role of the teacher has also to correspond to the new perspectives of the society. The education and professional development of every teacher is regarded as a lifelong task, which starts with being formed as a teacher in the teacher training. The forming process is long and many-sided in the course of which the person changes, develops, learns from their experience, i.e. their practical experience is reflected into knowledge and the knowledge is applied and finished up into professional skills during the studies of didactics already – this is the start of the teacher's sustainable career.

**Purpose of Study:** The objective of the study is to explain what factors and how they influence the preparation of primary teaching students for their teaching practice during their didactics studies in the school environment. The main problem of the study is how the didactics studies in the school environment influence the preparation of students for their teaching practice.

**Research Methods:** The combined research strategy has been used in the study in which questionnaires, students' blogs and lecturers' class diaries were used as research methods. This is a case study. The study was carried out in the autumn term in years 2010 and 2011. The purposeful sample consisted of 56 students and 4 lecturers of

didactics. In the questionnaires, the learners' were asked to give their assessments on the entirety of their teaching process, preparation for the job as teachers, realisation of their personal challenges in their teaching practice. In their blogs the students wrote about changes in the teaching process during their learning in a free form as their weekly self-reflections, there were assessments on their motivation, learning experience, knowledge creation for the job as a teacher, and on the cooperation in learning and teaching practice. The lecturers kept weekly diaries making entries about carrying out the teaching process presenting their assessments on the learners' motivation and learning writing self-reflections as didactics and supervisors. The basis for the analysis of the database under study is the theory of the principles of a successful teaching practice by Goodson & Ivor (2003).

Findings: The main study results were as follows: didactics studies carried out in the school environment secure the students' successful managing with their teaching practices, because the students, teachers and lecturers have emphasised the following essential aspects: matters learned-experienced in the school environment help to keep students interested in the matters they are learning, to see concrete examples of the studying process in real situations; based on matters seen at school, the students acquire the skill to reflect, which in turn offers the students a possibility to construct their knowledge. Some bottlenecks were pointed out: during the didactics studies – being at school – lessons supervised by the didactic could be given already. The volume of the work of primary school teaching students during their teaching practice should also be considered. The lecturers stated that the things they saw at school offered enough material for discussions on the agreement of theory and practice.

Conclusions: Primary school teaching students stated that the didactics studies in the school environment had given them better image of everyday routines of the teacher's job, self-confidence and courage to pass the teaching practice, and preparedness to reflect their job every day, which is the basis for the success of the teacher's job. It was stressed that such learning order trains very good cooperation skills.

Keywords: primary school teaching student, teacher training, didactics studies, teaching practice

#### CONFLICTING EXPECTATIONS IN TERM OF QUALITY ASSURANCE IN TEACHING AND RESEARCH

Moraru Luminita, University Dunarea de Jos of Galati, Sciences Faculty, Romania

Problem Statement: The present study identifies and examines numerous challenges posed by standardization and global approach of quality assurance and their implications for educational restructuring, with special attention being paid to new forms of quality management system covering the relation between teaching and research.

Purpose of Study: This study aims to assess and compare QMS current stage from an individual and institutional level perspective across the eight countries members of ESF/EUROHESC/EUROAC project. It is correlated to the state of the art in partner countries and it takes into account the background information about the socio-political context in each country and how the individuals perceived the quality assurance system and the effect of the implementation of quality management systems at individual and institutional level.

Research Methods: Most of them are face-to-face interviews. We also used the telephone interviews. During the data collection action, we interviewed members of management boards of HEIs and members of academic staff in both junior and senior positions.

Findings: The academic culture of universities generally, is tipped strongly toward research. Most of academics have pursued good teaching as a goal in their academic careers and has combined that goal and activity with extensive research. But most of the respondents believe that their efforts not only to teach well and but also to give significant time and attention to undergraduate students and their learning and lives would not count very much in their academic careers as such.

Conclusions: Universities are asked to perform well in teaching and research activities but research is highly valued by the academic community. The high value accorded to

research was in evidence in institutional and departmental policies, practices and strategies. However, the value-orientations of academics vary, and can be related to institutional, departmental and disciplinary cultures. There may be a tension between the values of academics and the departmental or institutional culture.

Keywords: quality assurance, teaching-research nexus, interviews

#### THE ROMANIAN MODERN UNIVERSITY IN THE FRAME OF THE ACADEMIC PROFESSION AND GOVERNANCE

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**Problem Statement:** This paper explores how the academic profession in Romania perceives, interprets and interacts with changes in the socio-economic environment and in the organisational structure of higher education systems and higher education institutions.

**Purpose of Study:** The subject of good governance is more relevant than ever not only for national and local actors, but also for regional and global actors. Against this background, many university leaders and academic staff in South East Europe hold the view that government and governance policy and management are also important, possibly key elements in the future development of higher education institutions. This competitive environment is encouraged by governments and funding bodies so the universities are forced to determine priorities in order to become more competitive themselves. The universities must build their strategies so they perform at the highest possible level in all fields. A strategic management needs to include relationships with the government and other funding bodies, with local or regional government, the local community and other groups, and organizations and individuals. From internal perspective, the strategic management must create a community of ideas that bring together all staff and students.

**Research Methods:** The questionnaire was developed in consultation with our European partners. The core questions pertain to the professional background, work conditions, institutional support, professional and research activities, management and personal background. In addition each national survey has been slightly modified by each country-based team to account national aspects. Romanian team has added a short chapter dealing with quality assurance. The academic staff were selected and invited to participate both by direct approached and by institutional approached. National email database was generated. The request to complete the questionnaire was sent to the broad institutional and personal mailing lists, used in other projects. Also, personal networks of the authors of this report have been used similarly.

**Findings:** In terms of hierarchy, the Romanian results indicate that „Academic Unit managers” are the decisive factor in determining the overall teaching load of faculty, approving new academic programs and evaluating teaching. Also, “Institutional managers” have the decisive resolution by more respondents regarding “choosing new faculty” and “determining budget priorities”. At the faculties’ level, more respondents (between 35% and 49%) feel that “Faculty committees/boards” have influence in relation to decisions on selecting key administrators, making faculty promotion and tenure decisions, determining the overall teaching load of faculty, approving new academic programs, setting admission standards for undergraduate students and evaluating research. An influence of 32% is accorded Government or external stakeholders for approving new academic programs; otherwise the influence of these bodies is reduced. Students have no influence at any level of the decision and the weight of their influence does not exceed 10%, even in “Evaluating teaching”.

**Conclusions:** Based on survey results, we will try to explore these findings of the survey and to highlight the reasons for the changes identified. The next action will be undertaking in-depth semi-structured interviews on governance theme. A limited number of interviews with selected academic staff and key institutional managers is proposed. Also we intended to look for the answer if it is possible to correlate governance reform and the overall performance of the systems.

Keywords: academic profession; governance; hierarchy; external decision maker; quality assurance

#### SELF-CONCEPT AND TEACHERS' PROFESSIONAL ROLES

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**Problem Statement:**

Teaching profession include high social responsibility because of the fact that progress of every society depends on competent and educated people. Teaching process comprises many complex teachers' roles: teacher in the narrowest sense, teacher as motivator, evaluator, cognitive-diagnostic role, teacher as social relations manager, and partner in the emotional interaction. Teachers' professional behavior is influenced, among others, by teacher' personality characteristics, such as personality traits, self-concept, competencies etc. The main problem of this paper is to find out to what extent teachers' self-concept is connected with teachers' roles performing.

**Purpose of Study:**

The purpose of study is to investigate the relationship between different aspects of teachers' self-concept and the self-estimated success in teachers' roles performing.

**Research Methods:**

The research was conducted on sample of 120 teachers (37 primary school teachers and 83 subject teachers) from Serbia. The Self-concept questionnaire (SCQ, Opačić, 1995), consisted of 80 items, was used to measure following aspects of self-concept: global competency (Alpha=0.89), body image (Alpha=0.89), physical self (Alpha=0.84), intellectual self (Alpha=0.88), social evaluation (Alpha=0.87), global self-esteem (Alpha=0.64), rationality-emotionality (Alpha=0.78). Teachers estimation of success in different roles performing was done by Teachers' Roles Inventory (TRI, designed for the study purposes, Alpha=0.89).

**Findings:**

Teachers estimate themselves as very successful in all teachers' roles (means range from 4.3 to 4.5 on five points scale). Regarding aspects of self-concept, means scores range from 3.33 (rationality–emotionality) to 4.12 (global competency). Global competency shows consistent connection with self-assesed success in teachers' role performing (Pearson's correlation coefficients range from 0.237 to 0.394,  $p < .01$ ). Social evaluation is also consistently related to all teachers' role performing (correlation coefficients range from 0.288 to 0.366,  $p < .003$ ; others aspects of self-concepts are less or more related to some of teachers' professional roles.

**Conclusions:**

The findings suggest that the way teachers evaluate themselves and their own intellectual and social competences are connected with their professional roles. So it is important to take teachers' personality features into account in order to gain better explanation of teachers' professional behavior.

**Keywords:** teachers' professional roles, personality characteristics, self-concept

**FREE ASSOCIATION (FA SCALE) AND THE IMPORTANCE OF SPORTS GAMES FOR ITS DEVELOPMENT**

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**Problem Statement:** We have started this research as a consequence of an event, closely observed during Physical Education lessons, undertaken within the Petroleum-Gas University from Ploiești. Thus, we have noticed that certain students are open towards novelty and possess a more increased creative-associative power, as compared to their colleagues from the same group, when performing taught motric acts. In order to separate these events and to see which are the motives leading towards the disintegration of a group, we have applied two questionnaires, the first referring to physical education, and the second with items regarding visual creativity – Free Association evaluated on the FA scale.

**Purpose of Study:** We started this research from the hypothesis according to which those who used to practice sports (handball, basketball, football, etc.) in primary and secondary school, have their imaginative-creative capacity manifested through free association much more developed, as compared to individuals who only participate at Physical Education lessons.

**Research Methods:** Bibliographic study method; observation method; investigation method (conversation, questionnaire, free association – FA scale, etc.); pedagogical experiment method; statistical-mathematic method; graphical method.

Findings and Results. The imaginative-creative capacity appears to be more developed for people who used to practice sports games, especially in primary and secondary school.

Conclusions and Recommendations: People who used to practice sports games (handball, basketball, Football, etc.), in primary and secondary school (grades 1-8), have their imaginative-creative capacity manifested through free association and more developed when entering the teaching process, as compared to individuals who only participate at Physical Education lessons. This subject opens new research perspectives, and represents a challenge for field specialists.

Keywords: imagination, sports games, Free Association (FA scale), image memory, students

#### THE IMPORTANCE OF PERFORMING PHYSICAL EXERCISES FOR STUDENTS AND THEIR IMPLICATION IN THE DEVELOPMENT OF VISUAL CREATIVITY (VC SCALE)

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Problem Statement: To consider physical education as being an exclusive motric education is a wrong statement. Physical education involves three events, closely connected with each other, which has a central core and work together with the psyche as following: motric activities, cognitive activities and affective activities. In order to prove this aspect, we used a sequence from Ellis tests, namely visual creativity – VC scale, which allowed us to track the link between physical exercises, memory and visual creativity, and the special role possessed by Physical Education in students' educational syllabus.

Purpose of Study: This research started from the hypothesis according to which students who practice physical exercises and learn compounds of harmonious physical development, which they later apply systematically during lessons, updating memorised elements, have a more developed visual creativity, as compared to individuals who participate at lessons, automatically repeating exercises performed by a traiber or by another leading students. The research was undertaken on a group of 40 students coming from the same institution, (20 – Experimental Group; 20 – Control Group), who have, theoretically, the same experience, preoccupations and social status.

Research Methods: Bibliographic study method; observation method; investigation method (conversation, questionnaire, discussion, VC scale); pedagogical experiment method; statistical-mathematic method; graphical method.

Findings: This research has the purpose of emphasizing the importance of performing physical education exercises for students and the differences that appear in the process of developing visual creativity for the two studied groups.

Conclusions: Learning elements from compounds of harmonious physical development, which they later apply systematically during lessons have in their structure a chain of motric acts, based on motric memory and intelligence, which are two essential elements for performing and learning physical exercises, and not only, leading to the development of motric memory. Moreover, its consequence resides in the development of visual creativity.

Keywords: physical education, students, visual creativity – VC scale, motric memory, motric intelligence

#### EFFECT OF PROBLEM-SOLVING SKILLS EDUCATION ON AUTOREGULATION LEARNING OF HIGH SCHOOL STUDENTS IN TEHRAN

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The main objective of this research was problem-solving skills education on autoregulation learning of high school girl students in Tehran. The sample size using multi-stage method and according to Cochran formula was 60 persons. Buffard Learning self-regulation questionnaire (1995) was used for data collection which contains 14 questions of five options in the three scales of cognitive, metacognitive and motivation. Problem-solving skills training was conducted in 12 sessions, each session 90 minutes. This semiexperimental study of the type of pretest - posttest included a control group and follow up stage.

Descriptive statistics and inferential statistics (analysis of covariance and paired dependent t-test) was used for data analysis. Results showed that problem solving skills education is effective in self-regulation learning of students and has a good stability over time.

Keywords: problem solving skills, self-regulation learning, cognitive skills, Metacognitive and motivational skills

#### RELATIONSHIP BETWEEN PHYSICAL SELF-CONCEPT AND HEALTH-RELATED PHYSICAL FITNESS IN SPANISH SCHOOLCHILDREN

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**Problem Statement:** Nowadays, health is considered as the state of complete physical, mental, and social well-being. Physical self-concept plays a crucial role on children's health due to the changes that take place at these ages. In fact, it positively influences important aspects of the subjects, as cognitive, psychological and behavioral, especially in youth. Several studies with adolescents and adults have found a positive relationship between physical self-concept and health-related physical fitness. However, at present, there are no studies on the relationships between physical self-concept and physical fitness involving Spanish children.

**Purpose of Study:** The aims of this study were: (i) to analyze the relationships between physical self-concept and health-related physical fitness in Spanish children; (ii) to examine the differences between girls and boys in both self-perception and physical fitness; and (iii) to analyze the differences between children with high and low physical fitness within physical self concept values.

**Research Methods:** Participants were 72 Spanish primary education students (boys, n=39; girls, n=33; aged 10-12). All students were evaluated in the same week during the PE classes. Physical Self-Description Questionnaire (Marsh, 1994) and EUROFIT test battery were applied to measure the variables (physical self-concept and physical fitness, respectively).

**Findings:** Pearson's correlation analysis showed that physical self-concept and physical fitness are positively related ( $r=.55$ ;  $p<.001$ ). Moreover, Student's t test for independent samples showed how students with high physical fitness had higher levels of physical self-concept compared to those with low physical fitness ( $p<.001$ ). Student's t test analysis also showed significant differences between boys and girls regarding both self-perception and physical fitness ( $p<.045$  and  $p<.001$ , respectively). No significant differences were found in body composition and flexibility between boys and girls.

**Conclusions:** Physical self-concept and health-related physical fitness are related in Spanish children. Physical Education teachers should focus on improving their students' physical fitness in order to increase physical self-concept and consequently their whole development. Due to the gender differences found out in this study, we recommend teachers to apply individualized strategies to make their teaching more effective.

Keywords: Physical Education. Childhood. Physical Condition

#### RESEARCH OF FORMATION OF PERSONAL-PROFESSIONAL CAPACITIES AT HIGHER EDUCATION INSTITUTES STUDENTS OF PEDAGOGICAL SPECIALITIES

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**Problem Statement:** Existing process of the higher pedagogical education forms personal-professional capacities unequally, that negatively reflects to pedagogical institute's graduates job-placement and to theirs subsequent adaptation in educational surrounding.

**Purpose of Study:** Study of personal-professional capacities formation at students of pedagogical specialties and their conformity to contemporary requirements of the educational space.

Research Methods: documents analysis, experts questions, questionnaire, oversight, mathematical statistics methods, bank of testing methods.

Findings: it was detected, that during education students formed general ideas about their slab our activities prospects (47,8%). As well, a considerable parte valuates level of their saw bareness about the profession as high (37,0%). Simultaneous 15.2% graduates have not got even common idea about the professional pedagogical activity prospects that is quite negative indication for graduates of the higher education institutes.

There is the linear dependence between ranks of data, received on separate methods. It was received considerable coefficients of correlation between results on the scale of creative capabilities and on the scale of extraversion-introversion (0,70); between results on the scale of communicative capabilities and the scale of extraversion-introversion (0,63).

Conclusions:

It was specified negative influence of absence or weak express of important for pedagogical specialties the personal-professional qualities for graduated job-placement and theirs subsequent adaptation in the educative surrounding.

It was detected, that psychological follow-up of the educative process makes formation of personal and professional qualities, having positive influence to pedagogical institutions graduates competitiveness on a lab our market and should be active-directed process. Now a days there is visible breach between educational system and employers, that has negative influence to job-placement of pedagogical institutions graduates and theirs subsequent adaptation in the education surroundings. The system of higher pedagogical education needs correction in improvement of quality and quantity of student's practical-pedagogical abilities, forming by means of a teaching practice as per specialty.

Pedagogical specialties students' professional orientation requires a social-psychological support and trainings.

Keywords: personal-professional quality, contemporary model of higher pedagogical education, intellectual ability, professional-pedagogical competency, high motivation to pedagogical activity, professional pedagogical skills, psychological follow-up of educational process, active students inclusion in to pedagogical-practical activity, subsequent adaptation in educative surrounding, teaching practice

#### ICT POLICY PLANNING: AN ATTEMPT TO VISUALISE RECENT RESEARCH RESULTS

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Problem Statement:

In the quest for conditions that support the integration of ICT into classrooms recent attention has been paid by researchers, policy makers, and practitioners to the importance of ICT policy planning. ICT policy planning is commonly referred to as the process of developing, revising and implementing a school technology plan that guides teachers and the school organisation in the integration ICT for teaching and learning.

Purpose of Study:

This poster brings together several studies on ICT policy planning conducted during the past years in primary education. The poster integrates the main results of these studies into a single model. This model is an attempt to visualise research results on ICT policy planning in a well-organized and holistic manner.

Research Methods:

The poster is based on several research studies (quantitative as well as qualitative) conducted in primary schools in Belgium on ICT policy planning.

Findings:

The ICT policy planning model presented in the poster makes a major distinction made between 'ICT policy planning' (a verb) and an 'ICT policy plan' (a noun). The latter refers to the official document made by schools. It is the outcome or product of several underlying processes that are at stake in schools - referred to as 'ICT policy planning' - resulting in a school document. Next to these two perspectives, the model further contains five dimensions that constitute ICT policy planning: 1) a dimension referring to the cyclic process of policy planning; 2) a content dimension referring to the content of these plans; 3) an interaction dimension referring to the different stakeholders involved, 4 )

a dimension referring to strategies that can be used to support schools in ICT policy planning; and 5) a product dimension referring to the outcome as a document.

Conclusions:

The model presented in the poster illustrates that ICT policy planning in schools is a complex and nuanced phenomenon. The model adds refinements and distinctions to the existing literature that are relevant to policy makers and practitioners as they shed light on the complexity of school-based ICT policy planning.

Keywords:

ICT school policy – Technology integration – Primary schools

“FOCALIZED ASSIDUOUS TEACHER EDUCATION, AUXILIARIES’ WITH  
COUNSELLING A COMPREHENSIVE APPROACH IN DEVISING FECUND  
INTERVENTION PROGRAMME FOR THE STUDENTS WITH SPECIAL NEEDS” AN  
INDIVIDUALIZED PEDAGOGY

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Mrs. Sulochana Mure, Jazan University, Lecturer, KSA

Mrs. Priyanka Bose, Jazan University, Lecturer, KSA

Problem Statement: “The malady obviously postulates as desideratum; a doctor and treatment more than the salubrious, do they veritably require?”

Purpose of Study of this paper is to establish constitution of conscientious and panoptic amalgamation of teacher education with psychological counselling in order to effectively design a fecund intervention programme within a school construct for the students with special needs. This intervention programme should be individualized, depending on the individual handicaps, blockages and needs of the students so as to effectively narrow the gap between attainment of objectives and factual problems.

Research Methods of this paper presents the broader role of focalized assiduous teacher education for the special students with the aid of counselling tools in identifying, diagnosing and solving the multidimensional; psychological, emotional, intellectual, academic, adjustment problems, apprehensions and withdrawnness faced by special students. Application of this paper is to accommodate professional backup of a counsellor to aid the teacher educator and the student community, functioning as an arm and rendering all the help possible within a school framework for substantiating individualized intervention programme to unblock the areas of difficulties.

Findings of this paper exhibited the amalgam that was initially disapproved but later accepted zealously and created awareness amongst the teachers, management, parents and students towards inclusion of psychological tools and techniques in problem solving, juxtaposed with focalized teacher education. The limitations were, accepting counselling tools and the trained teacher educator as time consuming, extra burden, costly, interfering, too liberal in practice and teachers doubted and opposed as an implication. The concept of individualized pedagogy is by itself costly and time consuming.

Conclusions are orientation and training of the staff towards teacher educator programme for the special students is justified and on effective inclusion of counselling applications as guide in educational setup. Display’s sensitivity and sensibility towards addressing the special student’s problems understanding their impuissance, preparing them to accept and overcome disabilities, adapt to intervention and bring desired change in the direction of their interests, potentialities, capacity and abilities and convince the parents for same.

There are two ways of meeting difficulties; you alter the difficulties or you alter the way you meet them (Phyllis Bottome)

Key Words: Focalized teacher education, special needs education, Auxiliaries’ counselling, the twin amalgam and framework, designed intervention programme and implementing process

THE SYSTEM OF VALUE ORIENTATIONS OF RUSSIAN AND TURKISH SENIOR  
PUPILS

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Problem Statement:

Processes of change of development social situation in the modern and rapidly changing world are interconnected with the change of value orientations, formed in senior school

age. Considering the globalization processes, one can assume an increase of closeness and likeness of the values and vectors of their change, even in originally different cultures.

Purpose of Study:

A comparative study of preferential features of general values and the values of educational activities of the 9-11th form students (15/16 years old) in Russia and Turkey.

Research Methods:

Those tested. 1) Russia (Moscow) 173 reports (61 boys; 112 girls).

2) Turkey (Mersina – 33%, Istanbul – 60% & Ankara – 7%) 149 reports (73 boys; 76 girls).

Procedure. Ranging of 22 values was performed (10 values of school life and 12 of general values) by means of their comparison in pairs from the point of view of significance («value» parameter), and (at repeated ranging) of their accessibility in future («accessibility» parameter).

Findings:

For Turkish schoolchildren, status values are considerably higher («my authority», «to be better than the others» and «overcoming difficulties»), than the values of acceptance and communication («availability of good and true friends», «interesting conversation», «recognition in collective body», «approval of associates»), while for Russian schoolchildren the regularity is opposite. Such relations do not depend neither on sex, nor on the school form.

As to strictly educational values of knowledge and self-development («self-improvement in studies», «deep and stable knowledge» and «successful studies»), there are no particular differences between the Turkish and Russian schoolchildren. Cultural and gender features were revealed for the Russian and Turkish schoolchildren depending on the significance and accessibility of such basic values, as health, happy family life and an interesting job.

Conclusions:

Despite the globalization processes, the cultures of the Russian and Turkish senior schoolchildren retain considerable differences in the correlation of affiliated and status-competitive values, however, their strictly educational values are similar.

Keywords: value orientations, personality, senior schoolchildren

#### DEVELOPING AN EVALUATION AND ASSESSMENT POLICY IN PHYSIOTHERAPY EDUCATION

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Problem Statement:

In the past decade educational research has shown that assessment of and for learning becomes an important factor in the realization of educational effectiveness. Implementing changes in evaluation procedures within the context of university courses is often hindered by resistance. In order to cope with these barriers, a department-wide policy offers a basis for the implementation of an assessment culture.

Purpose of Study:

We describe an educational innovation project which aims to create a department-wide evaluation and assessment policy that corresponds with a coherent and rational competence-based curriculum.

Research Methods:

Physiotherapy education at VUB is provided by six different teaching units which are governed by the department board. One of the future tasks of this board will be the guidance of teachers to set up appropriate evaluation methods.

With this demand in view, representatives of all teaching entities were invited to participate in a workgroup. This workgroup is under supervision of the department board and is coordinated by a specialist in educational studies. First, a common evaluation and assessment policy document will be developed which describes the departments vision on evaluation. Furthermore it will provide reflection tools and tangible tips for teachers to introduce alternative formative and summative assessment forms. Second, teachers are offered a course specific document where statistics on students results will be gathered, currently used evaluation methods will be mentioned and a matching of the course

specific learning goals with the department-wide competence matrix will be made. This explicit representation, which facilitates an on-topic discussion, situates the course within the whole curriculum and makes it possible to detect strengths, weaknesses and possible gaps. This fosters the intent to create a homogeneous educational approach. Third, listed shortcomings will be evaluated and altered by the teacher with support of the workgroup. This process is iterative; competences are under influence of new input from science and practice, which makes it necessary to reevaluate the taken steps.

Findings:

Even though this is a work in progress, first findings show a more open attitude towards an evaluation and assessment culture.

Conclusions:

Creating a department-wide evaluation and assessment policy is essential for the transition to an educational culture where assessment is seen as a valuable tool for learning. Teachers start to see evaluation as an equally important phase in the educational cycle.

Keywords: quality assurance process - assessment culture – higher education

#### THE RESTORATION PROCESS IN THE HIGH PERFORMANCE SPORT ACTIVITY – A SELF-EDUCATION MEAN

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Problem Statement: The human performance in the high performance sport overcame limits up to now consider as normal for the bio-psychic-motor potential. The high performance athletes reached records which are difficult to be understood. Their potential is a result of a complex training, very good monitoring, including not only the sport training, but also special steps for the post-effort period, the recovery of fatigue and the return to an optimum shape for a new training. The restoration process of the sport potential is a result of special measures taken by athletes with the aim to recover the consumed energy. In the present context of a fierce fight for the sport glory, the improvement of the component parts of the sport training is able to produce noticeable and significant differences changing quickly the hierarchy in the competitions. Therefore, an intelligent management of restoration process becomes one of the conditional factors of the success in the sport performance.

Purpose of Study: The Study tries to discover some aspects involved in the manner in which the top athlete realize the balance of the restoration process in the sport conditioning and how they monitor personally their restoration after the efforts.

Research Methods: The used research methods belong to the specific areas. Have been used the method of studying specialized literature, the method of observation, the method of investigation, the method of statistic-mathematic analysis and the method of graphic representation.

Findings: The investigated subjects are Romanian athletes of international level, belonging to representative teams of their sport area. Through a questionnaire of 10 items have been investigated 65 athletes of track and field, aerobic gymnastics and basketball and their average age was 23. They answered all questions. There are similarities, but also differences in some restoring steps among the investigated people.

Conclusions: The analysis of the answers shows the athletes are aware of the part played by the post-effort restoration in the sport success. To be pointed out differences between sport specialties, in the sense the athletes of individual discipline are more cautious in the self-administration of restoring than the team athletes.

Keywords: athletes, effort, restoration, self-monitoring

#### PERCEIVED SUBJECTIVE QUALITY OF LIFE, STRESS AND BURNOUT SYNDROME IN SPECIAL EDUCATION TEACHERS

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Problem statement:

The helping professions are significantly impacted by the burnout rate among professionals. Special teachers have the unique responsibility of ensuring the well-being and development of the special needs pupils. This responsibility can become a huge liability, when mixed with poor funding, limited control, marginal working conditions and unreasonable demands, leading teachers to live in a state of chronic stress that eventually leads to burnout.

While they are often faced with the common problems of everyday life, special teachers also have additional responsibilities related to demands being placed on them each school year.

Dealing with a unique population of individuals (special needs children) each with their own developmental troubles, all add up to a sometimes deadly mixture of stressors leading to exhaustion and chronic stress. All those factors influence their perceived subjective wellbeing.

According to the international Wellbeing group quality of life is defined as a multidimensional concept, including: standard of living, personal health, life achievement, personal relationships, personal safety, community connectedness and future safety. All given components of subjective quality of life are under the influence of individual value system. Additional condition for quality of life includes active participation in the process of interaction and communication as well as in the exchange of physical and social environments.

Purpose of study:

The aim of this study was to investigate perceived subjective quality of life, sources of stress and potential burnout syndrome in special teachers who work in special primary school settings.

Research methods:

Subjects were special teachers who work in special primary school, from the town of Zagreb.

Instruments:

International Wellbeing Index, consisting of Personal Wellbeing and National Wellbeing Index (Cummins, 2002)

Controlling Stress and Tension Questionnaire, (Girdin, Everly and Dusek, 1996)

Freudenberg Burnout Scale (Freudenberg, 1979)

Findings:

Obtained results indicate that quality of life perceived by special teachers who work in special educational settings is influenced by experienced level of work stress leading to burnout syndrome.

Conclusion:

Since causes are related to personal characteristics, interpersonal relations as well as organizational factors, possible interventions should consider changes in policy and working conditions in order to augment individuals' abilities to cope with stressful demands.

Key words: quality of life, special teachers' stress, burnout syndrome

#### CERTIFICATION OF SKILLS ACQUIRED IN OTHER WAYS THAN FORMAL ONES: EUROPEAN PREROGATIVES AND NATIONAL PARTICULARITIES

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Problem Statement: Problem Statement:

The present study addresses a major problem at European level and which is of interest nationwide. It refers to temporary and seasonal work and to the certification of skills acquired in other ways than the formal ones.

Purpose of Study: The purpose of our study is to make a brief comparative analysis of the ways in which this certification is made in several European states involved in the project Tec-Toniq 2 (TT2), a Leonardo da Vinci type of project, our institution – The Petroleum-Gas University of Ploiesti, being part of it.

Research Methods: We also intend to make a survey based on a questionnaire whose respondents will be seasonal or temporary employed workers.

Findings: The expected results of the survey are related, on the one hand, to making an inventory of the respondents' needs when preparing for getting a certification of skills and, on the other hand, to show the seasonal workers' views and the degree of interest when it comes to having their work skills certified, the certification being acquired in other ways than formal ones.

Conclusions: It is a wide accepted that in our country there is no special interest for the part time jobs. We try – through the TT2 project approach – to contribute to the education of the target group as main actors of their own training process, capable to observe the opportunities and make decisions

Keywords: certification of skills, temporary work, seasonal workers, questionnaire

#### INVENTORY OF PERCEPTION OF STUDENT'S PROFESSIONAL VALUES – IMPORTANT DIMENSION OF CAREER ORIENTATION

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Problem Statement: The specificity and the dynamics of the social life generate significant changes in the mentality, in the population personality structure and especially in the case of young people. Generally speaking, values accompany human actions, orient them and guide them in the sense of fulfilling the established goals.

Purpose of Study: Considering the values as being important dimensions of the personality, we are interested and we follow, in our study, the way students, future teachers with different specializations express and rank the professional values.

Research Methods: The instrument that we will apply is the professional values inventory, an instrument for measuring of values grouped in 15 dimensions: altruism, aesthetic values, intellectual stimulation, professional success, independence, prestige, leadership, economic advantages, occupational safety, environment, relations with superiors, relationships with colleagues, lifestyle, variety, creativity. The instrument is adapted and gauged for our country by Professor S. Chelcea in 1994.

Findings: The processing of the research data will consist in obtaining a hierarchy of the average professional values according to the importance given to them by the students.

Conclusions: The obtained data show that students' options regarding the hierarchy of the professional values are different and explicable by the different specificity of the career orientation

Keywords: professional values, inventory, hierarchy, students, professional option

#### STRESS, BURNOUT SYNDROME AND COPING RESOURCES IN REGULAR PRIMARY SCHOOL TEACHERS

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Problem statement:

Stressors proliferate over the life course and across generations. The impacts of stressors on health and well-being are reduced when persons have high levels of mastery, self-esteem, and/or social support.

Burnout syndrome is a form of chronic professional work stress. It is a result of discrepancy between personal abilities and expectations, working place and environment.

Working with people is among most stressful, therefore helping professions have long known to be significantly impacted by the burnout rate. Teachers and educators often face a unique combination of stressors that can cause them to experience burnout.

Stress researchers have devoted considerable attention to factors that can buffer or weaken the impacts of stress: people's coping resources.

Purpose of study:

The aim of this study was to investigate sources of stress, potential burnout syndrome and coping resources in primary school teachers who work in inclusive educational settings.

Research methods:

Subjects were primary school teachers of both sexes who teach different school subjects, from the town of Zagreb.

Instruments:

Controlling Stress and Tension Questionnaire (Girdin, Everly and Dusek, 1996)

Freudenberg Burnout Scale (Freudenberg, 1979)  
Coping strategies- Brief Cope (Carver, C.S. 1997)

Conclusion:

Obtained results indicate that with the respect to policy, to help individuals cope with adversity, tried and true coping and support, interventions should be more widely disseminated and employed, particularly aimed toward regular primary school teachers.

Keywords: teachers' stress, burnout syndrome, coping strategies

#### PARENTING STYLE AND ITS EFFECT ON THE MALAYSIAN PRIMARY SCHOOL CHILDREN'S SCHOOL PERFORMANCE

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Previous studies have shown that the individual development associated with the way the children been educated. Factors like the level of parent's education, types of job, or even the salary have been found to be associated to the way the children are educated. In regards to the parenting style, psychologists have identified four main styles namely authoritative, authoritarian, permissive and indulgent. This study is conducted purposely for investigating the parenting style influence on the Malaysian primary student's learning at school. Quantitative method is used by using questionnaire as its only data collection instrument. 391 students were involved in the study. They are students who are studying in two different types of school, the army type and the general type. The army school type is where the parents are working as army personnel as compared to the general school type who are working as other than army personnel. The Primary School Parenting Style Questionnaire (PSPSQ) has been developed based on the concepts and theories of parenting style proposed by Baumrind (1991), Greenspan (2006) and Coste (2011) to answer the research questions. Test-retest analysis has been conducted to measure its validity and reliability and the  $\alpha$  value was recorded at 0.86. Analysis of mean, T-test and correlation is used to analyse the data. The result shows that all the parenting style is practiced by the parents in educating their children. However, analysis of mean shows that regardless of the parent's job, the authoritative parenting style is the most preferred style to be practiced by the parents. T-test analysis also shows no significant different between parenting style for both school. This indicates that the type of parent jobs does not have significant association to the parenting style that they were practicing. Analysis of correlation however does show significant association with the children's academic performance, though other tested variables such as the amount of income, gender, race and level of education does not show any significant association

#### VOCATIONAL EDUCATION AND TRAINING OF UNEMPLOYED WOMEN IN GREECE: AN INITIAL APPROACH

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Problem Statement: In contemporary socioeconomic context, there has been a rise in rates of female unemployment both within the European Union (EU), as well as in Greece, while, under present economic crisis, women are among social groups greatly impacted, facing economic and professional insecurity, as well as personal frustration. Therefore, promoting a comprehensive Vocational Education and Training (VET) framework could account for prohibiting further disadvantaging and exclusion of women from the economic and social spheres, while it could foster development through exploiting creativity and productivity of all human resources.

Purpose of Study: In this vein, the present study aimed at recording views of unemployed women attending VET programmes in Greece, concerning their contribution in tackling unemployment and support to entering or reentering the labour market.

**Research Methods:** Through random sampling, 105 unemployed women from various regions of Greece took part in the research, while data was collected through questionnaires and underwent analysis by descriptive statistical methods.

**Findings:** Findings have highlighted the fact that women most affected by unemployment in Greece are in their most productive age (20-40 years old), while the causes affecting female unemployment are mostly related to lack of appropriate employment, as well as family engagements. Moreover, VET programmes are highly respected by most of respondents, as their main aspiration is to acquire additional knowledge and skills which might enhance their employability.

**Conclusions:** The conclusions drawn from the present study concern mainly the importance of VET courses, with respect to their contribution in tackling female unemployment, while moreover there has been depicted the necessity of undertaking further research in the field, so as to promote efficiency of courses provided and enhance employability of trainees.

**Keywords:** Vocational Education and Training, Female Unemployment, Employability

#### QUALITY ASSURANCE IN ETHIOPIAN HIGHER EDUCATION: PROCEDURES AND PRACTICES

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**Problem Statement:** Quality assurance is a recent phenomenon in Ethiopian higher education system. The Higher Education Relevance and Quality Agency (HERQA) was established in 2003 through the Higher Education Proclamation (HEP) (351/2003, Article 78) to supervise the relevance and quality of higher education offered in Ethiopia. Although there is a few research that focus on quality assurance system in Ethiopian higher education, there is no critical investigation on procedures and practices of quality assurance.

**Purpose of Study:** This paper discusses the current trends of quality assurance procedures and practices in Ethiopian higher education.

**Research Methods:** Document review and semi-structured interview were the main data collection instruments. Document review was used to generate data from different reports, manuals, procedures, case studies, and working papers. Semi-structured interview was used to generate data from the task force coordinator of the self-evaluation that was carried out in Bahir Dar University (BDU). BDU was purposefully selected as a case mainly to illustrate the self-evaluation and institutional audit procedures and practices in Ethiopian higher education institutions. From the existing different qualitative analysis strategies, thematic analysis was used. The themes were basically derived from the data set.

**Findings:** There is no evaluation, accreditation or audit at subject level carried out by HERQA. "Accreditation of program and institution", and "institutional audit" are the emerging principal types of quality assurance in Ethiopia. There is a tendency towards "accreditation of program and institution" in the private institutions and "institutional audit" in both public and private institutions. There is also a tendency of implementation "quality control" in private institutions and "quality improvement" in public institutions. Public higher education institutions did not implement recommendations forwarded in audit reports, and there is no follow-up action taken by HERQA.

**Conclusions:** HERQA is a semi-autonomous agency, and because of the twist relationship between HERQA and the government, audit and accreditation decision often influenced by the Ministry of Education and this obstruct the agency to prove its credibility.

**Keywords:** Ethiopia; HERQA; higher education; practice; procedure; quality assurance

#### WHAT DO THE DISABLED STUDENTS NEED? A STUDY ON THE NEEDS OF THE SPECIAL EDUCATIONAL NEEDS (SEN) LEARNERS IN MALAYSIAN PUBLIC UNIVERSITIES

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Persons with Disabilities in Malaysia are given equal opportunity in access to education from pre-school to higher education as has been stated in the Persons with Disabilities Act 2008. Thus, all needs and welfare of the Special Educational Needs (SEN) students during their primary and secondary school are well taken care of by the Ministry of Education. However, when the SENs enter the Institutions of Higher Learning (IHL) to further their education, their welfare and needs are solely under the respective IHL because the administration of the SENs in IHLs is not centralized under the Ministry of Higher Learning (Salmah Zainal Abidin, personal communication, May 10, 2011). The purpose of this study is to explore and investigate the needs of the SENs students in Malaysian Institutions of Higher Learning particularly in public universities. In this study, needs of the SENs are investigated. Sixty-eight SEN learners who are currently pursuing their study at eight public universities in Malaysia made up the participants of this study. Questionnaires consist of open-ended questions were distributed to elicit each participant's experience in public universities by focusing on their needs as SEN students. Data were analyzed and four major themes emerged namely accessibility needs, special facility needs, social support as well as emotional and psychological support. In a nutshell, despite the small number of SEN learners as compared to mainstream learners, their inclusion into the learning environment particularly in higher education should not be neglected. It is recommended that the administration of SEN learners in Institutions of Higher Learning should be centralized under the Ministry of Higher Education so that their needs and welfare are preserved.

Keywords: Special Educational Needs, Institutions of Higher Learning

#### THE USE OF DIGITAL VIDEOANNOTATION IN TEACHER TRAINING: THE TEACHERS' PERSPECTIVES

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**Problem Statement:** The use of digital video offers interesting opportunities in teacher training, particularly thanks to the possibilities provided by video annotation, whereby people can add and share comments and opinions on the same videos, even from different places.

However, it is still open the problem of acceptance of this technology by teachers in a logic of continuous learning and development: how they evaluate the process of revising the videos and the video annotation in comparison with the traditional training? What do they think about the use of the video annotation, which is, in their opinion, the way of use the most efficient, sustainable and attractive?

**Purpose of Study:** This research study aims at examining teachers' perspectives on this technology, taking into account both their explicit evaluations and the emotional implications that might characterize their perception.

**Research Methods:** Different methods of using video annotation for training are compared, one based on the individual use as a form of personal reflection, another supported by various types of tutorship (mentor, community, expert). The research is based on a mixed method design, data were collected and analysed both quantitatively and qualitatively, providing the use of a rating scale, a differential semantic and a final focus group for a shared interpretations.

**Findings:** The data show that teachers consider the video annotation more useful than traditional training but, in contrast, less attractive and less easy to use in daily practice. In general, personal use is preferred to use supported by tutorship, while among the various types of tutorship (mentor, community, expert), the more critical attitude has addressed the use of video annotation in a context of community of equals, also, there is great interest in the solution represented by a well known mentor. Overall, the results highlight how teachers recognize the effectiveness of video annotation, but also some

criticism about the emotional aspects related to the anxiety of being exposed to an evaluation by external subjects.

Conclusions: It is pointed out that to make this technology fully operational it is important to work on the cultural and psychosocial aspects that control the emotional conditions that arise when one's teaching behaviour is observed and assessed.

Keywords: teacher training, digital video, videoannotation

#### LOW SELF-ESTEEM, PREMISE OF DEPRESSION APPEARANCE AT ADOLESCENTS

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##### Problem Statement:

We often know what to do to create a good image to those around us, but it's much harder to convince ourselves we have a good opinion about us. The depression is a problem facing increasingly psychologists lately especially among young people. The first step towards self-knowledge starts on their own qualities, strengths because they are true resources that we can rely on. The studies have shown that when they confronted with failure, people with low self-esteem were more pronounced negative emotional reactions than people with high self-esteem in identical situations. The humiliation, lack of motivation, embarrassment are some of the typical emotional reactions they live.

##### Purpose of Study:

The study consists in sharing knowledge of factors that influence and / or maintain a low self-esteem that can lead to problems of depression among adolescents. The awareness of the family and school needs intrinsic and extrinsic motivation of students to a better school and social integration. When family and teachers have a positive attitude towards the needs of the young, it sprouts confidence, school performance and quality of personal life.

##### Research Methods:

Methods used: observation, survey questionnaires based on parents, teachers and children, personality tests, case studies.

##### Findings:

The teenagers are evaluated on a wide range of sizes, differing personal relevance. The depression illustrates the close relationship between the young and intimate interpersonal interactions and the maintaining of self-esteem. This can be seen as desperation resulting from the inability of an individual's internal objects of grace mirroring needs, identification and idealization.

##### Conclusions:

The focusing of student attention, through encouragement, appreciation, increases self-esteem and thus motivation to learn. The increasing rate of extracurricular activities, increases the integration of children in the group of students and thus decreases the risk of depression, family having a particular importance in reducing it.

##### Keywords:

self-esteem, depression, intrinsic motivation, school performance

#### TRAINING FOR BEING A PARENT

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##### Problem Statement:

The harmonious development of children is conditional on proper gratification of the needs which involve different developmental stages through which they go. The parents feel often helpless not knowing to identify the real needs of their children, or they report wrongly to problems resulting in negative effects which can sometimes affect on life the behaviour of the future adult. The family as the primary factor that child is in connection remains permanently the landmark and the fundamental condition for the person, in the manifestation of civic attitudes, moral behaviour. The growth and development of young generation, social integration of her is the primary objective of both family and society.

##### Purpose of Study:

The parents, in charge of raising and educating children need education skills. The aim is to shape a constructive child's education, changing attitudes of parents about the child's developmental needs. Through counseling and education they will know how to solve the

crisis in the life of a minor, will eliminate aggression, will acquire himself some skills and abilities regarding the education of the child depending on their personality.

Research Methods:

The research methods included questionnaires, focus groups, education programs and counseling. There were covered the following: obtaining data about child education methods that have proved to be wrong and awareness by parents of their role in educating the child and in forming his personality. In the society we live and the pace of daily life, parents education is becoming a necessity.

Findings:

Parental education contributes to their social and spiritual emancipation. Continuing education as a subsystem, it responds to specific needs and offer concrete alternatives, ways of self-education and liberal conditions.

Conclusions:

A proper education is, above all, discipline and realism. The children need parents to be models of integrity, with a strong family influence on child's personality development. You must respect the rights of children and parents are the first factors to ensure compliance. To successfully cope with "the job of being a parent" education is needed for parents, which should begin even before assuming this role.

Keywords:

Family, parent education, crisis aggression, personality

#### TEACHERS' UNDERSTANDING OF CLIMATE CHANGE

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Problem Statement:

The climate science has made a great progress in the last decade and also the climate system itself has shifted towards a hotter state. The climate change topic has been included at the framework curricular documents in the Czech Republic since 2007. But there are no rules on who should be in charge of teaching climate change at the schools. The natural science is usually taught as integrated subject at lower-primary schools (grades 1-5) and divided to physics, chemistry, biology and geography at upper-primary schools (grades 6-9) and secondary schools (grades 10-13). Therefore formal education of interdisciplinary climate science is challenging and well trained teachers are required. Providing an adequate climate literacy to the next generation remains a challenge.

Purpose of Study:

The study aims to investigate the current state of Czech teachers' knowledge and understanding of climate change. The teachers don't get any special training on climate change issues and educational resources are also missing in the Czech Republic. In order to provide a tool for teaching climate change we develop an online applications and lesson plans.

Research Methods:

In 2011 we conducted a research on teachers' understanding of climate change collecting data using an online survey form. The test questions were focused on how the climate system works, which is a domain of climate physics.

Findings:

The upper-primary teachers performed significantly better in the test than the lower-primary teachers and physics teachers showed significantly better knowledge compare to

the rest of the teachers. Czech teachers are interested in online educational resources available on the Internet.

Conclusions:

Although the Czech Republic declares a compulsory education on climate change issues, in reality teaching of the topic has been problematic. Through our research we discovered that physics teachers have relatively good understanding of the climate system, thus are better placed to teach climate science than other teachers.

As a free educational tool we developed an online application on modeling future global CO<sub>2</sub> emissions from burning fossil fuels and deforestation. The application can be used during the school lessons on climate change mitigation.

Keywords: climate change, climate literacy, research, education, educational resources

#### SELF-EFFICACY TEACHING AND STUDENT LEARNING

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Adapting and including student-centred strategies, methodologies and techniques that foster the competence to be learned and encourage independent learning is one of the major challenges that university teachers are faced with.

The success of these teaching activities and practices depends to a great extent on teachers' self perception and confidence in their professional capacity to face up to the changes involved in learning-centred models (Rodríguez, 2009).

This self perception, called self-efficacy, plays a major role in how teachers select assignments and activities, shaping their efforts and perseverance when addressing certain challenges and even in their emotional response to difficult situations. Self-efficacy ultimately accounts for a cognitive construct that mediates between knowledge and action. Jointly with other variables, this determines the success of the actions themselves (Prieto, 2003).

Numerous studies point out that teachers with high self-efficacy levels are more open to new ideas, show greater willingness to try new teaching methods, design and organise their classes better, and are more enthusiastic and satisfied with their teaching (Dembo and Gibson, 1985; Ashton, 1985; Allinder, 1994; Ross, 1997; Guskey, 1998; Tschannen-Moran, Woolfolk and Hoy, 2001; Bamberg, 2004).

This paper examines the results of a study in which 71 teachers and over 2000 students from the University of Deusto (Spain) and the Catholic University of Temuco (Chile) took part.

The study aimed to analyse teachers' beliefs concerning their teaching practices and the relationship with their students' learning.

Preliminary results indicate that teacher self-efficacy clearly affects satisfaction and learning outcomes in university students.

Keywords: self-efficacy, teacher, students, satisfaction, teaching outcomes, higher education

#### COACHING FOR LEARNING: EXPLORING COACHING PSYCHOLOGY IN ENQUIRY-BASED LEARNING AND DEVELOPMENT OF LEARNING POWER IN SECONDARY EDUCATION

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Problem Statement:

There are psychological concepts both underpin coaching and learning, and coaching psychology has been increasingly used in the discourse of education. However there has been no research systematically look at how coaching can make difference to knowledge construction process and learning disposition development in secondary education.

Purpose of Study:

To understand the nature of 'coaching for learning' in terms of coaching relationship and communication between secondary school students and teachers, and to investigate how the implementation of coaching strategies in authentic enquiry-based learning would influence the development of students' positive learning dispositions and their identities as learners.

Research Methods:

The exploratory case study employed a qualitative-driven mixed method involving a UK mainstream secondary school during the academic year 2010/2011. The students

participated in three phases of enquiry-based learning facilitated by teachers who were specifically trained to be coaches. Semi-structured and narrative interviews, focus group and classroom observations were conducted with two teachers and 30 students. Teachers' plans and students' enquiry products were collected in the three phases. The qualitative data was thematically analysed. Quantitative data was collected by Engagement Surveys and Effective Lifelong Learning Inventory (ELLI), an on-line assessment tool of learning power, before and after the three phases of enquiry-base intervention and was statically analysed by SPSS.

Findings:

The qualitative findings showed that coaching in the context of secondary education was strongly connected with the development of learning identity and disposition. The teachers and the students moved along different modes of coaching relationships during the enquiry process. A significant increase in students' independence, learning relationship, confidence, autonomy and awareness of learning identities was noticed. The quantitative result showed that there were increases in critical curiosity, meaning making, creativity, learning relationships and learning engagement.

Conclusions:

Coaching psychology is important for developing students' learning identities and dispositions when they participate in enquiry-based learning. However the implementation of coaching strategies in the context of secondary education is different from common coaching for life enhancement or management. It has yet to be seen whether 'coaching for learning' influences students' learning power dimensions, therefore further study should be conducted.

Keywords:

Coaching psychology, enquiry-based learning, learning dispositions, secondary education

#### CULTIVATING LIFE-LONG LEARNING SKILLS IN UNDERGRADUATE STUDENTS THROUGH THE COLLABORATIVE CREATION OF DIGITAL CONCEPT MAPS

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Problem Statement:

Independent thinking, autonomous learning and working collaboratively with others are life-long learning skills. The generation and communication of ideas, research skills, analysis and synthesis of information, critical thinking and the fostering of team work are all generic skills that need to be cultivated in university students.

Purpose of Study:

This study was conducted during 2011 with a cohort of 93 undergraduate science communication students to investigate the cultivation of life-long learning skills. Students worked in small groups of three or four to develop their knowledge in Biotechnology, Genetics, Virology and Ecology by constructing concept maps. Concept maps are visual representations that show 'at-a-glance' the key ideas and their connections. Information or key words are placed in so called nodes and connected with so called vectors and some linking words that show the relationship between the various concepts. Instead of rote learning, students are actively engaged in constructing these graphical representations based on their knowledge and conceptual understanding, making concept maps valuable tools for meaningful learning.

Research Methods:

Students choose topics and collaboratively created digital concept maps, which were all captured in their initial and final version to track the development in students' thinking and conceptual understanding. Surveys were administered to all students at the beginning and end of the course to gauge and compare their knowledge and perceptions. In-depth interviews with a small number of individual students were held after the completion of the concept maps, using open ended questions to elicit more information on the process of creating the maps, the content knowledge gained and the development of higher order thinking skills.

Findings:

Findings from the concept maps themselves, surveys and semi-structured interviews with the students indicated that more than half found concept maps helpful in thinking about their topic and in developing a range of life-long learning skills.

Conclusions:

The open-ended nature of the mapping activity combined with the gradual building and constant modifications of online iterations gives students great control and ownership of their learning while providing a solid base for the increase of life-long learning skills.

Keywords: life-long learning skills, digital concept maps, science communication

#### EDUCATIONAL PARTNERSHIP BETWEEN COLLEGES OF APPLIED SCIENCES IN OMAN AND NEW ZEALAND: LESSONS TO BE LEARNED

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Higher Education in Oman witnessed a significant reform when six Colleges of Education were transformed to Colleges of Applied Sciences to match the demands in the labour market. To ensure quality education, this reform was managed using a partnership with New Zealand to provide the new programs. This paper discusses the nature of the educational partnership between Oman and New Zealand with regards to the Colleges of Applied Sciences and the challenges facing the colleges in achieving the stated goals of this partnership. It also examines the impact this partnership has on the IT, Communication, Business, Design students of the six colleges. To achieve this goal, the study used an adapted SERVQUAL (service quality) questionnaire to test the quality of students' educational experiences in the six colleges after reform. The results showed that all the twenty-two items in the questionnaire across all four majors received a minus average parameter. The results reflect the students' own perspective about quality assurance in their colleges. The study draws to the conclusion that despite the fruitful outcomes of educational partnerships, any cooperation of this kind around the world should be well studied and managed. One important lesson from this partnership is taking into consideration the host country's culture, its resources, and quality assurance procedures in different contexts.

Key Words: [Quality Assurance, Educational partnership, reform, SERVQUAL]

#### RECONSTRUCTION OF LOST FORMS OF INTERACTION AS A CONDITION FOR TRANSITION FROM TRADITIONAL TO INNOVATIVE EDUCATION

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The paper correlates the model of the desired (in particular, the model of innovative education) with one of the models of the real that has been derived from an analysis of the moral judgments of children and adolescents in contemporary Russia.

The work raises the issue of necessity of accounting for a general cultural context that posits a certain level of development of various forms of interaction in the adult-child construction. It is suggested that the fact be taken into consideration that, when social change takes place, the archaic layers of a given culture become active, among other determinants of development. In Russia, in particular, these are the norms of hierarchical subordination. The situation is complicated by that horizontal relationships in educational practice are minimal (a co-active form actually dominates; competition spirit is encouraged, its price is the change of one's position in relation to another person).

The paper discusses a possibility of bridging the gap between the desired and the real. The necessity of altering the position of the adult toward the child (both in form and in content) is seen as one of the preconditions for implementation of educational projects. Problem areas are elicited in the adult-child construction (according to M. Mead's classification) – their exposure is conducive to the development of sound and functional pedagogical relations. A fact of minimization is stressed in the line "an adult learns from another adult in the presence of the children s/he teaches".

The paper features the study data analyzing the shaping of children's interaction skills in the off-hour course "Developing Athletic Games".

The work also poses a question of necessity to be sensitive to the conditions of acquiring new patterns (including normative ones) in pedagogical planning: from the outer to the inner ones.

### COMPARISON ALLY STUDY OF RELATIONSHIP BETWEEN GENERAL PERCEIVED SELF-EFFICACY AND TEST ANXIETY WITH ACADEMIC ACHIEVEMENT OF MALE AND FEMALE STUDENTS

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**Problem Statement:** Recently the use of non-cognitive measures such as general self-efficacy and test anxiety in predicting academic achievement beside use of ability tests in predicting academic achievement of learners have most interest to researchers

**Purpose of Study:** The aim of this research is comparison ally study of relationship between general perceived self-efficacy and test anxiety with academic achievement of male and female students.

**Research Methods:** This study is the correlation one. In present study 350 students (175 males and 175 female) were selected by random sampling method. To measure the general perceived self-efficacy we used self-efficacy questionnaire (Schwarzer & Jerusalem, 1995 ), to measure the test anxiety we used test anxiety questionnaire ( Abolghasemi and colleagues, 1996 ) and finally to gather demographic data, we used a prepared inventory

**Findings:** The results showed that there were significant and positive relationship between general perceived self-efficacy and students academic achievement (female:  $r = 0.551$  ,  $P \leq 0.000$  , male:  $r = 0.281$  ,  $P \leq 0.004$ ) and significant and negative relationship between test anxiety and students academic achievement (female:  $r = -0.674$  ,  $P \leq 0.000$  , male:  $r = -0.121$  ,  $P \leq 0.043$ ). The results of regression analysis showed that in academic achievement of female students, test anxiety ( $-0.084$ ) and in academic achievement of male students, self-efficacy ( $0.057$ ) had significant predictive power and in academic achievement of male students, test anxiety and female students general perceived self-efficacy had no significant predictive power.

**Conclusions:** As a result, Anxiety as a female characteristic, and belief to be capable as a male characteristic can be imagined Reasons of success in context of gender role.

**Keywords:** self-efficacy, test anxiety, gender roles, students

### PARENT'S SPIRITUAL INTELLIGENCE AND CHILDREN'S MENTAL HEALTH

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**Problem Statement:** Spiritual intelligence refers to the human's ability in planning creativity created questions in life. In a spiritual communication, it helps parents to have an effect on children's mental health.

**Purpose of Study:** The goals of this study are as follows : 1 – to survey the level of children's mental health based on their parent's spiritual intelligence 2 – to survey the relationship of parent's demographic characteristics with their spiritual intelligence and children's mental health.

**Research Methods:** 185 children studying in the senior high school ( 95 boys and 90 girls ) and also one of their parents ( 80 fathers and 105 mothers ) from Khoy city ( Iran ) participated in the present study. This study is a descriptive one. To measure the children's mental health level we used General Healths Questionnaire ( Goldbarg, 1972 ), to measure the parent's spiritual intelligence level we used Spiritual Intelligence Questionnaire ( Abdollahzadeh and co-workers, 2008 ) and finally to gather demographic data, we used a prepared inventory.

**Findings:** The study results shows that level of the children's mental health is different based of the parent's spiritual intelligence and when parents have a higher spiritual intelligence, their children's level of mental health is high too in coparison to the children who have parents with lower spiritual intelligence. Also parent's spiritual intelligence is different based on their level of education. parents who have higher education show higher spiritual intelligence too in comparison to the parents who have elementary education. And finally, gender and age have no effect on parent's spiritual intelligence and there aren't any difference among children's mental health level based on parent's gender, age, and education

**Conclusions:** So it can be said the relationship between parent's level of education, age and gender with the children's mental health depends on the parent's spiritual intelligence level.

**Keywords:** : Spirituality, spiritual intelligence, mental health, parents and children

(DON'T) PULL ME OUT! A SYSTEMATIC REVIEW OF QUALITATIVE EVIDENCE ON EXPERIENCES OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN INCLUSIVE EDUCATION

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 Mieke Heyvaert, KU Leuven, faculty of psychology and educational sciences, Belgium  
 Katja Petry, faculty of psychology and educational sciences, Belgium

**Problem Statement:** A variety of studies evaluated the effect of inclusive education on pupils with special educational needs (SEN). The results from these studies are inconsistent, however none of the studies reported potential harmful effects. It remains unclear how inclusive education is experienced by pupils with SEN or what particular challenges they are faced with.

**Purpose of Study:** This study aims to synthesize findings from qualitative research conducted in children with SEN in order to present lines of action for teachers and managers working in or considering inclusive education.

**Research Methods:** A comprehensive search strategy was developed to obtain relevant qualitative studies (until December 2010). Papers that met our inclusion criteria were assessed for methodological quality by two independent reviewers, prior to inclusion in the review. We used the meta-aggregative approach to synthesis, which involves three phases: (1) assembling the findings of studies (variously reported as themes or categories); (2) pooling them through further aggregation based on similarity in meaning; and (3) arriving at a set of synthesized statements presented as 'lines of action' for practice and policy.

**Findings:** The findings indicate that the pull-out classroom model is valued for its educational benefits, however, less appreciated for social reasons; the regular classroom teachers' knowledge of and support for children with SEN is highly appreciated; the quality of the social network is crucial factor for successful inclusion, and; the way pupils with SEN perceive themselves seems to affect their level of inclusion.

**Conclusions:** Different actions on different levels of the school context could be considered; adjusting the learning environment in a way that pulling-out becomes redundant; training regular classroom teachers in providing behavioral and personal support; informing peers and observing relationships between pupils; recognizing negative feelings; encouraging pupils with SEN to change negative self-perceptions, and helping these pupils in developing successful coping strategies.

**Keywords:** inclusive education, special education, qualitative evidence synthesis

THE RELATIONSHIP BETWEEN LOCUS OF CONTROL, METACOGNITION, AND ACADEMIC SUCCESS

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**Problem Statement:** Previous research on locus of control or metacognition suggested that they are closely related to academic performance and can be taught to students to improve their academic and non-academic success. These variables were often examined separately in order to explain and predict performance and rarely in a university setting. The integration of these variables into a common framework could provide a deeper understanding of university students' learning process.

**Purpose of Study:** This study examined the relationship between locus of control, metacognition, and academic success in a university setting and is based on the hypothesis that the relationship between locus of control and academic success is fully mediated by metacognition. The present study also examined whether metacognition, and internal and external locus of control are predictors of academic success.

**Research Methods:** Correlations and regression analyses were used to examine mediation effects of metacognition in the relationship between locus of control and academic performance. Participants were 282 undergraduates at Tomas Bata University in Zlín.

Findings: Results showed that internal locus of control influence academic success directly as well as indirectly through metacognition, however, external locus of control do not influence performance directly or through metacognition. The direct relationship between internal locus of control and academic success was still significant with metacognition in the equation, suggesting a partially mediated model.

Conclusions: Findings from this research may support training programs instructing students on how to adopt effective metacognitive skills and strategies and learn how to perform well if they have a better control of their behavior.

Keywords: Locus of control, Metacognition, Academic success, University students, Learning

#### RELATION BETWEEN DISTORSION OF THE BODY PATTERN AND HEALTHY PHYSICAL ACTIVITY IN SPANISH HIGH SCHOOL STUDENTS

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Problem Statement: Nowadays, there is a negative trend about health worldwide, especially in youth. Some of the factors affecting this situation are sedentarism and bad nutrition (Sánchez-Johnsen et al., 2004). A consequence of it is the increase of obesity among adolescents (Björntorp, 1997). Physical activity is considered an important agent to counteract this condition due to its positive effects on body (Mendoza, 2000). It is strictly related to many psychological variables, including body pattern (Piéron, 2005). This represents the combination of the perception of one's own body (body image) and the objective features of it. A bad-constructed body pattern could affect negatively many areas such as psychological and physical. Thus, promoting the healthy development of body pattern seems to be necessary since early ages.

Purpose of Study: to compare the levels of physical activity between Spanish adolescents with well-constructed or distorted body pattern; and to analyse the trend of body pattern and physical activity levels in the course of Secondary school.

Research Methods: A transversal sectional sociological study with a quasi-experimental design was applied. Participants were 882 Spanish high school students (446 boys; 416 girls; aged 12-15). Variables considered were BMI; physical activity levels, using the IPAQ questionnaire (Booth, 2000); and body image, using the Body Image Assessment Scale (Thompson and Gray, 1995).

Findings: No statistical differences were found for physical activity levels comparing subjects with well constructed and with distorted body pattern. A significant correlation was found between physical activity levels and distortion of body pattern ( $r=-.163$ ;  $p=.026$ ).

Conclusions: Physical practice seems to be not affected by a bad-constructed body pattern in this sample, since there were no differences between the good and the bad body pattern groups. Nevertheless, there is a worrying decrease in the practice in the course of Secondary school at the same time as the number of subjects with distorted body pattern increases. We suggest that educators devote more time in improving the body perception and knowledge since the correct awareness of one's own body could motivate youth to be more active and fulfil a healthier life.

Keywords: Body image. Adolescence. Lifestyle

#### METACOGNITIVE STRATEGIES IN READING COMPREHENSION OF EDUCATION MAJORS

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Recent educational reforms in Russia have introduced multiple-choice tests into teaching practice at every level of elementary, secondary and higher education, with test results serving to measure schools' effectiveness. In terms of preparing students for testing, this has made teachers focus more on drilling right answers into students rather than working on them truly grasping the content. As the result, students subconsciously begin to orient themselves at memorizing and recognizing answers. Such concentration on strategies of recognition and random choice is known to be one of the drawbacks of multiple-choice

testing. Thus the newly established testing practice in Russia triggers a superficial approach to learning. Focus on amassing and reproducing knowledge trains students to see educational content as data for mere memorization, without meaningful processing or analysis, and metacognitive reading comprehension strategies, typical for a “deeper” approach, are rarely used. This can be especially damaging in humanities and sciences, if learning tasks are presented implicitly, as it is traditionally done in mathematics.

This study looks at how well college students majoring in education were able to spontaneously use metacognitive strategies for reading comprehension of an educational text. The specially constructed text contained a description and an explanation of two experiments in growing plants. Evaluation of students’ reading comprehension strategies was based on the contradiction between the experiment and its explanation which would become obvious if students could establish meaningful connections between separate text fragments. The text was accompanied with several multiple-choice questions, in answering which students could refer back to the text.

The experiment was conducted in two groups of students: 70 education majors from Moscow Pedagogical Institute and 61 psychology majors from Moscow State University. The results of the experiment show that only 7% education majors sought to establish logical connections between text fragments in contrast to 43% psychology majors. Students majoring in education have demonstrated extremely ineffective learning goals and metacognitive strategies, thus highlighting the need to broaden initial assumptions about teaching and learning among future teachers.

Keywords: comprehension monitoring activities; expository text; styles of learning

#### TOWARDS AN UNDERSTANDING OF HOW TRADITIONAL, AFRICAN PARENTS’ INDIGENOUS KNOWLEDGES CONTRIBUTE TO THEIR UNDERSTANDINGS OF THEIR CHILD’S EPILEPSY

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South Africa is a country with the richness of ethnic, socio-economic and religious diversity. On the one end of the continuum is a modern, westernised citizen from a high socio-economic background, while on the other, there is a traditional citizen from a low socio-economic background with various computations of these two dichotomies in-between. The legacy of colonisation and the apartheid government, has resulted in a dominance of Western epistemologies. Unfortunately majority of South Africans are indigenous African people with varying degrees of Western acculturation. Many subscribe to traditional cultural practices. The challenge this poses to education is that parents with different understandings of diverse learning needs do not, or under-utilise support services for their children to the detriment of the optimum development of their children. This paper reports on a qualitative study that sought to explore how parents with experience of a child with epilepsy, from low socio-economic backgrounds and who subscribe to traditional African cultural practices, construct their understanding of epilepsy.

The study utilized a basic interpretive research design. Parents from four schools in a low socio-economic area were selected to participate in the study. Data were collected by means of semi-structured interviews and analysed by thematic content analysis.

The findings indicate that the parents did not have the understanding of Epilepsy as that of being a neurological condition in need of only Western allopathic medicine. Instead in keeping with African epistemology and the relational nature of Africanness, they constructed their understanding of epilepsy within the bounds of ancestral, cosmic interdependence and influence-interaction (Baloyi, 2009). Treatment from a traditional healer was considered essential although they also used Western approaches. Their problem arose around personnel who only used Western approaches and undermined and discouraged them from consulting traditional healers.

The implications of this research is that a more inclusive, culture-sensitive approach to the support of learners with epilepsy is essential and should be open to combining both Western as well as traditional approaches. It is hoped that in so doing, parents would be more open to seeking the best of both worlds and therefore the optimal assistance required for their children with epilepsy.

Keywords:

Support for epilepsy, epilepsy in Africa, African epistemologies

#### INDIVIDUAL IMPORTANCE OF MULTICULTURAL COMPETENCE IN RELATION TO COMPONENTS OF STUDENTS' SELF-REGULATED LEARNING

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Problem Statement:

The study is focused on multicultural self-regulated learning of university students. Multicultural self-regulated learning is comprehended as a process when students control and evaluate their own learning. This learning is focused on multicultural competence acquisition. The research is about multicultural self-regulated learning in connection with chosen multicultural subcompetences.

Purpose of Study:

The study aim is a presentation of research which was focused on relationship between individual perception of multicultural subcompetences importance and components of self-regulated learning (motivation, self-efficacy, attribution and metacognition). The aims of the research were focused on: (1) discovery of importance level which students put to multicultural subcompetences; (2) discovery level of students' motivation, self-efficacy, attribution and metacognition in connection with chosen multicultural subcompetences; (3) discovery of correlation among multicultural self-regulated learning components; (4) discovery of the relationship between multicultural subcompetences importance and multicultural self-regulated learning components.

Research Methods:

The research sample comprised 151 university students of full-time bachelor and master programme in humanities at Tomas Bata University in Zlín. The questionnaire was the research instrument and contented 29 explicit multicultural subcompetences which were divided into three parts: knowledge (n = 9), awareness (n = 11) and skills (n = 10). 7 points Lickert type scales questionnaire contented questions about motivation, self-efficacy, attribution and metacognition too. T-test and Pearson's correlation coefficient were used for data analysis.

Findings:

The most important multicultural subcompetences according to students belong to awareness which is one of the parts of the multicultural competence. The least important multicultural subcompetences belong to knowledge which is one of the parts of the multicultural competence too. There is a significant difference in assessing the importance of three multicultural competence parts (knowledge, awareness and skills). There is a high correlation among motivation, self-regulation and attribution in connection with multicultural subcompetences. There is a low correlation between importance of multicultural subcompetences and motivation and self-efficacy.

Conclusions:

Students distinguish multicultural subcompetences according to their importance, as the most important are considered subcompetences in connection with attitudes (part of multicultural competence called awareness). Motivation, self-regulation and attribution create compact area in relationship to multicultural competence. Importance of multicultural subcompetences does not appear as a significant determinant of multicultural self-regulated learning.

Keywords:

multicultural self-regulated learning, multicultural competence, motivation, self-efficacy, attribution, metacognition

#### VIRTUAL BIOLOGY LABORATORY (VLAB-BIO): SCENARIO-BASED LEARNING APPROACH

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**Problem Statement:** The aspiration of the nation to become an industrialised society depends on science and technology. The success in achieving can be planned earlier to lead the nation into a global knowledge society. In line to this, the Biology curriculum and syllabus is designed to create a scientifically and technologically oriented. Important components in learning science subjects like Physics, Chemistry and Biology is doing experiment. During the process of doing experiment in the lab, safety, time and cost are the constraints factors. Due to this some topics in Biology that include experiments are not done in school. Virtual technologies generally, and Scenario-based Learning approach specifically, when integrated into a system in enhancing teaching and learning, have shown to be a promising tool to help students acquire knowledge in science.

**Purpose of Study:** This study aims to i) identify teaching aids used by teachers in school, ii) investigate the topic to be focused in VLab-Bio and iii) analyse the examination reports to support the findings.

**Research Methods:** This preliminary research uses survey on 72 students and 10 biology teachers, interview and test to obtain data.

**Findings:** Findings show that the focus learning area is Cell Division, the learning objective is Understanding Mitosis and the learning outcome is Application of Knowledge on Mitosis in Cloning.

**Conclusions:** Thus, this topic will be the main contents of designing learning modules meant as a learning support tool of Scenario-based Learning Approach for Virtual Biology Laboratory (VLab-Bio).

**Keywords:** Virtual Laboratory, Scenario-based, Teaching and Learning Biology

#### THAI UNIVERSITY STUDENTS' SCIENTIFIC EPISTEMIC BELIEFS: RELATIONSHIPS WITH PAST LEARNING EXPERIENCES

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**Problem Statement:**

The development of students' epistemic beliefs about science is likely to be related to their past learning experiences but this relationship is not yet fully empirically explored and thus not clearly identified.

**Purpose of Study:**

The purpose was to investigate the structure and nature of epistemic beliefs about science held by Thai university students and to explore their relationships with the students' previous learning experiences and other demographic variables.

**Research Methods:**

A 39-item questionnaire specifically developed to measure biology-related beliefs, Colorado Learning Attitudes about Science Survey for Biology (CLASS-Bio) (Semsar, Knight, Birol, & Smith, 2011), was administered to Thai undergraduate students (N = 388). The participants were asked to indicate how they agree or disagree with the statements on epistemic beliefs about biology and learning biology.

**Findings:**

A five-factor dimensional structure was identified for the beliefs about biology and learning biology through principal component analysis, yet the structure was complicated. One-way between-participants MANOVAs demonstrated that the epistemic beliefs were significantly different among the groups of students with different age, subject major, level of interest in biology, and level of liking of biology at those five identified factorial levels.

**Conclusions:**

The research findings suggested that individuals past learning experiences have an influence on forming and developing their epistemic beliefs about biology. In addition, confirming our intuitive views, the levels of interest and of liking toward the discipline appear to have the largest power in developing individuals' beliefs.

**Keywords:**

Scientific epistemic beliefs, personal epistemology, university students, epistemological development

#### PSYCHODIAGNOSTICS IN STUDENT'S UNDERSTANDING

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Psychodiagnostics methods are often used in different kinds of practical psychology. That's why psychodiagnostics is a fundamental discipline at the university.

In our opinion, education of psychodiagnostics isn't limited to the mastery of knowledge, skills and abilities. Studying includes objective knowledge and personal attitude to the subject of study, the unity of the cognitive and affective components.

Therefore, the purposes of our research were studying and detection the differences in understanding of students - psychologists of psychodiagnostics as a kind of practical activities.

As a method we modified semantic differential of C. E. Osgood. It was necessary for students to estimate the concepts "psychology", "psychodiagnostics", "psychotherapy", "psychological counseling" on 16 polar scales of SD. 42 students took part in research: 20 students of the 1st course and 22 students of the 4th course.

By the results of research between the students of the 1st and 4th courses were found statistically significant differences:

1) First-year students are characterized by a high degree of internal accordance in group estimates. But for fourth-year students such tendency is inherent for only psychological counseling.

2) The factor "force" starts to dominate in understanding of psychodiagnostics on the 4th course, concerning other concepts - a factor "assessment" is a dominant.

Research results let us make the conclusions, that the understanding of psychology as theory and practice becomes more differentiated, individual at students to the fourth year. Psychodiagnostics and psychological counseling formed polar structures in professional consciousness of students of a final year, that corresponds to objective distinctions of these types of practical activities.

At the same time, relation to psychodiagnostics as to something «firm, cold, intense, heavy», revealed at graduates psychologists, can predetermine a negative choice of psychodiagnostics as sphere of future practical activities. It, in turn, can slow down process of professional adaptation of the graduates who are not considering real inquiries of society.

Keywords: psychology, psychodiagnostics, understanding, psychology education, semantic differential

#### STATE SELF-ESTEEM, LIFE SATISFACTION AND LONELINESS

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Problem Statement: Numerous studies have proved that there are relations between self-esteem and psychological well-being, but the majority of these researches considered self-esteem as a trait and the short-lived (i.e., state) changes in self-esteem have been undervalued.

Purpose of Study: This study is an attempt to examine the relationship between state self esteem (performance, social and appearance self-esteem), life-satisfaction and loneliness in adulthood.

Research Methods: Participants were 213 (50 boys and 163 girls) students from Shiraz university, who completed the State Self-Esteem, Satisfaction With Life Scale and the short form of the Social and Emotional Loneliness Scale. To examine reliability of measures, Cronbach alpha coefficient, and to determine the validity, factor analysis method were applied.

Findings: The results of multiple regression showed that the subscales of state self-esteem were positive significant predictors of life-satisfaction and negative predictors of loneliness. Implications and details of findings are discussed.

Conclusions: The examination of the short-lived and state changes in self-esteem is important in studying life satisfaction and loneliness.

Keywords: State Self-Esteem, Life Satisfaction, Loneliness

#### PERCEIVED SOCIAL SUPPORT AND LONELINESS

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Problem Statement: Loneliness is a common and distressing psychological experience that reflects discrepancies between one's desired and one's actual relationships. One of the important factors in predicting loneliness is social support.

Purpose of Study: This study examined the relationship between perceived social support (support from family, friends and significant other) social and emotional loneliness.

Research Methods: Participants were 374, girls (195) and boys (179), students selected from University of Shiraz. Participants completed Social-Emotional Loneliness Scale for Adults (SELSA-S) and the Multidimensional Scale of Perceived Social Support (MSPSS). To examine reliability of measures, Cronbach alpha coefficient and to determine validity, factor analysis method were used.

Findings: Results showed that the subscales of perceived social support from family, friends and other significant were negative predictors of loneliness.

Conclusions: Results approved the important role of social support in feeling of loneliness

#### FEATURES OF REALIZATION OF MORAL-SPIRITUAL FORMATION IN POST-SOVIET KAZAKHSTAN

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Problem Statement: Modern Kazakhstan the first of the post-Soviet territory countries has started realization of the new concept of the moral-spiritual formation which methodological basis of a steel philosophical views of process it is moral - spiritual education, psychological bases of formation the persons traditional, national and modern pedagogic.

In a higher school context the new educational paradigm realized through discipline "Self-knowledge", assumes integration valuable and competence approaches in designing of methodology and technology of realization of vocational training of the future experts.

Purpose of Study: Included in a component for choice a cycle of general educational disciplines of educational program of specialties of the higher vocational training, the discipline "Self-knowledge" urged to promote personal and professional growth of the future experts.

As the conceptual bases of structurization of the maintenance of the program of discipline "Self-knowledge" in the higher school the basic aspects of spirituality of the person, namely intellectual, ethical, aesthetic act.

According to them 4 thematic are allocated has undressed:

1. To create itself in the destiny.
2. Love through all life.
3. Ethics of a life.
4. This world is fine!

Appointment of the first section consists in helping students to understand necessity of self-knowledge and self-education throughout all life, to feel satisfaction from process of personal growth.

The basic attention of the second section of section is devoted development computation to build benevolent mutual relations in student's collective, to show social activity.

The third section helps to develop the competence, based on comprehension of the responsibility for observance of ethical standards in an everyday life and the future professional work.

Conclusions: The fourth section of discipline brings up at students requirement to live in harmony with itself and with world around, helps to realize and feel completeness of a life and pleasure of creativity.

Thus, perceptivity of introduction of discipline "Self-knowledge" is obvious. The begun process can become significant in scientific-theoretical and on the practical level.

Kazakhstan's society finds the new theory of formation based on principles of humanity, tolerance, justice.

Keywords: formation concept, moral-spiritual formation, humanistic oriented personality, Self-knowledge, competence approaches

#### ACADEMIC ADJUSTMENT SCALE AS A TOOL IN PREDICTING COLLEGE STUDENTS' SUCCESS

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Problem statement :

Studies have examined individual factors that can explain how freshmen adjust and succeed during the transition to college or university. Adjusting to college can be a very challenging time for some students. The differences of educational system between high school and university, environment, teachers, friends can trigger sense of adjustment among freshmen. It is very pertinent that one adjusts properly because if he/she does not, it can lead to change of schools, or even failure to pass their classes and even drop out.

Purpose of study:

The importance of academic adjustment in early years of educational process in college indicates the need of good instrument to detect students' academic adjustment level among college students. The instrument can be useful when a student has difficulties in his or her academic life, the college counselor may notify it so that the student can get appropriate intervention as soon as possible. This intervention also aimed to prevent the students drop out.

Research methods :

This study has tried to construct a 96 items of student adjustment scale based on Strage and Brandt's SAPS, which consists of some aspects of adjustment, such as: agency/leadership, communion, persistence, task-involvement, academically confidence, socially confidence, internal locus of control, incremental scale, teacher rapport and peer rapport. The scale was going through statistical analysis using Alfa Cronbach and validity testing using GPA as the criterion. The participants are 258 first and second year students in Universitas Indonesia.

Findings :

The result assures that the instrument has good reliability and validity to measure academic adjustment level among college students in Universitas Indonesia. Meanwhile, some items needed to be revised or deleted because of their social desirability and their failure to differentiate between well-adjusted students and poor adjusted students. It has 77 items which have acceptable standard for good validity and reliability of an instrument.

Conclusions :

The implication of this instrument has made it useful as screening tool for academic adjustment process before they enter the educational process. Therefore if a student has trouble with her/his adjustment process, the university counseling service can detect and give early intervention to overcome the problem before he/she drops out because of it.

Keywords : Academic Adjustment Scale

#### LINGUISTIC PROSODY AND COMPREHENSION OF IDIOMS AND PROVERBS IN SUBJECTS OF SCHOOL AGE

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Problem Statement:

A crucial component of language is represented by the prosodic system because it provides essential elements to speaker about how a sentence should be interpreted or

intended. Increasing interest from researchers also relates to the understanding of figurative language. (Benelli e Bellacchi, 2007). In the figures of speech that the speaker wants the listener intends something more or different than what is explicitly stated.

Purpose of Study:

The study demonstrates that an understanding prosodic correlates with the understanding of idioms and proverbs, which are crucial for the achievement of metalinguistic awareness, are influenced by the level of schooling.

Research Methods:

Participated in study 160 subjects with normal language skills divided into two age groups: 80 children attending first grade and 80 children attending the third grade allocated equally to the socio-cultural level. All subjects was administered on the test of linguistic and prosodic comprehension test the understanding of idioms and proverbs, specially constructed. Each subject was individually, in an environment away from those distractors from interfering with the presentation of the test.

Findings:

The results suggest an improvement in performance in either sub-tests, with increasing age. In particular, the data show in the first grade as the children get good performance only to the sub test understanding of linguistic prosody rather, in the third grade will have more good performance in either sub-tests, this result shows an improvement in relation to the level of schooling.

Conclusions:

The figurative competence consists of a number of different skills including the ability to understand the various meanings of a word and identify the primary meaning and the ability to use contextual information to achieve a comprehensive and coherent semantic representation. In fact, the correct interpretation of figurative involves the activation of processes of inference that enable you to disambiguate the inconsistency underlying metalinguistic skills that can be well controlled with the effect of schooling. Younger children, exhibit a cognitive rigidity that does not allow them to go beyond the mere literal meaning.

Keywords:

linguistic prosody, understanding of idioms and proverbs

#### AN ANALYSIS OF A SINGLE CASE OF COMORBIDITY BETWEEN LEARNING DISABILITY AND BORDERLINE INTELLECTUAL FUNCTIONING

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Problem Statement:

In this study we explored a case of comorbidity between DSA and Borderline Intellectual Functioning.

Purpose of Study:

The girl was fourteen year old, nine grade of Palermo school, with significant learning difficulties.

Were conducted two interviews, one with parents and one with teachers, to investigate the history of the girl's learning.

Research Methods:

In the Pre test phase were investigated the following cognitive areas:

Q.I. (Level of Intelligence), decoding ability, reading comprehension, writing and calculation skills.

Was also evaluated motivational-emotional profile: school motivation, self-handicapping strategies, self esteem and school anxiety.

To assess these cognitive areas we used: Reading Comprehension Test(Cornoldi & Colpo, 2001), Reading Decoding Test (Cornoldi & Colpo, 2001), Dyslexic and Disorthographic Evaluation Test (Sartori, Job, & Tressoldi, 1995), AC-MT Test (Cornoldi, Lucangeli, & Bellina, 2002), Wechsler Intelligence Scale for Children, Revised (Wechsler, 1974), Self-Esteem Scale by the TMA (Bracken, 1992), School Motivational Profile (Alesi,

Pepi & Rappo, 2011), Self-Handicapping Scale for Children (Waschbusch, Craig, Pelham, & King, 2007) and School Anxiety by the Psychiatric scales of Self-administration for children and adolescents (Cianchetti & Fancello, 2001).

After this Pre test phase, the girl took part in T.I.R.D. Multimedia Training for the Rehabilitation of Dyslexia (Rappo & Pepi, 2011), aimed at improving decoding abilities. This training has involved the girl for three months. It consisted of specific tasks to rehabilitate both visual and phonological strategies: sound blending, word segmentation, alliteration test and rhyme test, letter recognition, digraph recognition, trigraph recognition and word recognition are samples of visual tasks. The first four are samples of phonological tasks, while the remaining four are samples of visual tasks.

At last, in Post test phase, were revalued reading and writing ability.

It was also reappraised the emotional-motivational profile to monitor trends.

Findings:

Results show significative improvements from pre-test to post-test in cognitive areas investigated.

Keywords:

Single Case, Learning Disability, Borderline Intellectual Functioning

#### DOWN SYNDROME AND REFERENTIAL COMMUNICATION: UNDERSTANDING AND PRODUCTION

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Problem Statement:

This study aimed to evaluate the ability of referential communication in subjects with Down Syndrome (DS). An interesting question concerns the possibility to follow, albeit in a delayed, the same sequences typical of normal development (hypothesis of delay), or if, in addition to being very slow to follow trajectories also abnormal, atypical compared to those for the normal (hypothesis of atypical).

Purpose of Study:

We investigated some critical dimensions of communicative function, such as the referential communication, which means the subject's ability to produce messages "referentially oriented", that allow the listener to immediately acknowledge with the reference and target ability to understand messages, or characterized by clarity "referential ambiguity".

Research Methods:

Participated in the research 6 children with DS of chronological age between 5 and 10 years (median age 7 years and 8 months) and 6 typically developing children between 5 and 10 years (median age 8 years and 1 month) individually matched to DS for children with cognitive

The tests were administered to 12 subjects individually in two different phases, in a specially constructed to avoid any distractors.

All subjects underwent a test that evaluates non-verbal cognitive abilities.

First Phase:

(CPM - Raven's Progressive Matrices) - (Raven 1996).

Second Phase:

(PCR - Test of Referential Communication) - (L. Camaioni, A.P Ercolani, P. Lloyd, 1995).

#### FOR IMPROVE UNDERSTANDING

(TOR - Text Comprehension Test of Oral) - (M.C. Levorato, M. Roch, 2007 )

The choice of these instruments is born from the need to investigate if the understanding of a text for people with DS could be easier than the understanding of individual messages.

Findings:

Differences between the status of speaker and listener condition

Conclusions:

Individuals with DS does not have a profile static but dynamic. It 'necessary to adopt an ecological complex and systemic approach that takes into account the peculiarities of the profiles of subjects with DS. It 'need to use more complex tools that take into account the dynamic factors underlying the understanding and production of messages that explain the specificity of language and communication profiles in subjects with DS.

Keywords:

Down Syndrome, Referential Communication, Message comprehension

#### SELF-ESTEEM, DEFENSIVE STRATEGIES AND SOCIAL INTELLIGENCE IN THE ADOLESCENCE

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Problem Statement: A variety of studies documented that self-esteem is related to protective strategies including self-handicapping and causal attributions in the school domain. In particular, these defensive modalities, both proactive and retroactive, refer to some of the maladaptive strategies employed by an individual, respectively before and after performing difficult and threatening tasks, to protect him or herself and maintain a positive self-esteem. Within the theoretical framework of self-regulation, the maintenance and the protection of competency self-images implies the social intelligence model of personality. The social intelligence, which includes self-concept, autobiographical memories, decision rules, is a multidimensional construct that people use to solve their daily life problems. An example is to preserve the self-image in external threatening contexts by the use of defensive strategies.

Purpose of Study: The aim of this study is to explore the Proactive And Retroactive Excuses used by adolescents and their relationship with Self-Esteem and the Social Intelligence's domains.

Research Methods: The subjects in this study were 786 attending the 3th or the 5th final years of high school (humanistic, scientific, technical and pedagogic schools) with the mean age of 17.2 years. Their self-esteem was measured by the Self-Esteem Scale (Rosenberg, 1965). Students were administered a questionnaire aimed at evaluating the Defensive Strategies consisting of 20 items, 10 for the proactive excuses and 10 for the retroactive ones (Alesi and Pepi, 2011). Finally they were given the Tromsø Social Intelligence Scale (Silvera, Martinussen e Dahl, 2001) articulated in 3 subscales: Social Information Processing, Social Awareness and Social Skills.

Findings: On the whole, results indicate negative significant correlations between Negative Self-Esteem, Proactive Excuses and all the three Social Intelligence domains. Retroactive Excuses correlate significantly and negatively only with Negative Self-Esteem. Instead, Self-Esteem is strongly and positively correlated with behavioural and emotional components of Social Intelligence.

Conclusions: We can infer that employ of defensive strategies, in particular those used after performing threatening and difficult tasks, contrasts with social intelligence

development. We also confirmed the relationship between self-esteem and excuses. Finally, adolescents with high level of social intelligence show a positive self-image, too.  
Keywords: self-esteem, defensive strategies, social intelligence, adolescence

#### THE RISKS OF INTERNET COMMUNICATION 3 (2012)

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Rene Szotkowski, Palacký University Olomouc, Faculty of Education, Czech Republic  
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The poster is focusing on a research of risky communication phenomena connected with internet - especially with social networks (Facebook etc.), chatrooms, IM etc. It aims on cyberbullying, cybergrooming, sexting, sharing of personal information, methods of manipulation in virtual environments etc. The research was performed on target group of Czech teens (n=10 000, 11-17 years old).

The goal of the research Risks of Electronic Communication 3 (2012) was to determine:

- A. Respondents' experience with cyberbullying from the point of view of victims and aggressors and their will to involve other people in a process of dealing with their problems.
- B. Respondents' willingness to communicate with unknown persons who contact them within internet services, and their experience with meeting these people in the real world.
- C. Respondents' personal data sharing within internet services (publication of personal data freely on the internet, sharing personal data with unknown persons on the internet) including respondents' experience with sexting.
- D. Respondents' experience with social networks, web storages and portals focusing on children.

The research REC 3 is in its nature mainly descriptive, determined data are mainly quantitative. On-line questionnaire survey was chosen as the basic research method. The questionnaire contained 71 questions of various kinds.

There have been certain changes in a variety of facts that are apparent in comparison with the survey research REC 1, 2 (conducted in 2009 – 2011). E.g. there has been a noticeable rise in the number of bullies. On the average, respondents' willingness to turn to an adult person (parents / teachers) for help has doubled in all the cases of monitored manifestations.

Keywords:

cyberbullying, sexting, internet attacks, sexual offenders, cyberbullying, Facebook

#### THE DETERMINANTS OF THE DEVELOPMENT OF SELF-REGULATED LEARNING OF STUDENTS OF HELPING PROFESSIONS

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Jakub Hladík, Tomas Bata University in Zlín, Faculty of Humanities, The Czech Republic  
Karla Hrbáčková, Tomas Bata University in Zlín, Faculty of Humanities, The Czech Republic

In their research the authors focused on the functioning of mechanisms of self-regulated learning of students of helping professions at Tomas Bata University in Zlín. They were examining which cognitive and non-cognitive determinants play a key role in the process of the development of self-regulation and in what ways and in what conditions they are transformed into skills needed for the management of one's own learning. Regarding the nature of the issue the researchers chose a qualitative-research strategy. Out of the research techniques they chose the focus group technique which is among the most progressive ones. The researchers built a focus group composed of seven respondents on the basis of an intentional selection. As a suitable method of the analysis of the obtained data they used the grounded theory, which is the searching of a "substantive" theory concerning a defined population, environment or period. This method was applied in accordance with Strauss and Corbin. The obtained data were transcribed and processed using open and axial codings. In the course of the open coding 32 open codes were abstracted and these were amalgamated into eight categories classified in three spheres (motivation, cognitive and meta-cognitive strategies). The given codes and categories with their dimensions were taken by the authors as the founding stones of a new emerging theory. Out of the categories two cyclic models crystallized. The first one depicts mechanisms of choosing a study field and the second one depicts mechanisms leading to the development of self-regulated learning of students. Both models were

subsequently united in a third model covering mechanisms leading to the development of self-regulated learning of students. The obtained results clearly evidence that the success of learning depends on motivation which is markedly influenced by the suitable choice of a study field / future profession when fulfilled expectations become an important motivation factor. A motivated student then actively regulates the process of his/her learning. In the course of learning such a student thinks of the used strategies and modifies them on the basis his/her success or failure.

Keywords: self-regulation, learning, students, helping professions, grounded theory, focus group

#### TO THE ISSUE OF TEACHERS' BURNOUT PARTICULARITIES

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Problem Statement: Changes in the social and economic area, taking place today in our country, no doubt, are considered the most stressful factors for personality development of the modern man. They give rise to uncertainty, instability, and therefore, are accompanied by tension, anxiety, emotional outbursts, and congestion. Especially vulnerable in this case are teachers – the representatives of one of the most stressful occupations.

In this regard, the research of emotional states self-regulations' particularities of teachers with high and low degree of burnout, is actually.

Purpose of Study: In our researching, we have purpose suggesting that the productivity of teacher's activity that determined with the level of teachers' burnout particularities, mainly is defined by the individual style of mental state's self- regulation, furthermore we investigate the relationship of personal adaptive capacity and susceptibility to the emotional burnout among teachers.

Research Methods: The questionnaire named "style of behavior's self-regulation", developed by V. Morosanova and E.M. Konož. Research of emotional burnout was conducted using the method (questionnaire) of American psychologists C. Maslach and S. Jackson, adapted by N.E. Vodopyanova. Adaptive skills were diagnosed using a questionnaire by A. Maklakov.

Findings: Thus, our statistical analysis of the stylistic particularities of teachers' self-regulation with different degrees of emotional burnout showed that teachers with a low degree of burnout have formed by an individual system of conscious self- regulation of any activity. They are characterized by awareness and interconnectedness in the overall structure of individual regulation of regulatory units. Stylistic particularities of teachers with a high degree of emotional burnout differ with non formed needs in conscious planning and programming of their behavior, they are more dependent on the situation and the people around them.

The correlation analysis confirms the relationship of personal adaptive capacity and susceptibility to burnout. A statistically significant negative relationships among neuro-psychological stability, and such indicators of burnout as emotional exhaustion and reduction of personal achievement, between the communicative capacity and all the components of burnout.

Conclusions: Thus, this conducted research allows to suggest the following conclusions: First, the productivity of teacher's activity with determined level of burnout, mainly defined by the individual style of the teacher's mental state self-regulation of, and the second, the conducted correlation analysis confirms the relationship of personal adaptive capacity and susceptibility to the emotional burnout among teachers.

Keywords: personal adaptive capacity, the emotional aspect of pedagogical communication, the degree of emotional burnout, style of behavior's self-regulation

AN EVALUATION OF THE SKILLS AND THE USE OF ELECTRONIC DATABASES,  
ACCORDING TO THE VARIABLES OF AGE, QUALIFICATION AND EXPERIENCE  
AMONG THE UNIVERSITY FACULTY MEMBERS (A CASE STUDY AT ISFAHAN  
UNIVERSITY)

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**Problem Statement** – Nowadays the researchers can use the more valuable production and saved information in the specialized electronic informational banks. No doubt the optimum use of these capabilities is possible in conditions that is accompanied with correct implementation and dominate on the search skills and access to information.

**Purpose of Study** – the main purpose of this study was Evaluation of faculty in the use of electronic data banks with regard to age, teaching experience and degree

**Research Methods** – for analyzing the data the statistical methods of The multivariate (ANOVA) variance analysis were used.

**Findings** – It showed significant differences between these cases observed in the level  $\alpha = 0/05$ .

- Using data banks based on age by using software

- Using data banks based on teaching experience and search skills and using software

- Using data banks based on degree by using data banks in the lights of investigation activities, training for using data banks and barriers for accessing data banks

The studies showed that the component of skill in the searching electronic data and using electronic data banks had highest mean of views in age group 34-40 years with mean 3.35.

The component of skills in searching information and using software in faculties with teaching experience 6-10 years had highest mean of views with 4.03 and 4.08. Components of skill in search of information, barriers to access electronic information using databases electronic research activities had highest average in the faculty with PhD, respectively, with 3.94, 3.87 and 3.84 than faculty members with Master's degree.

**Conclusions** – Faculty members with age between 34-40 and 6-10 years teaching experience had greater skill in using information and software than other faculty members with different backgrounds. Also, faculty members with doctoral degrees had more skills in information search, the use of databases in research than who have lower degree.

**Keywords:** faculty, electronic data banks, teaching experience

#### MOTIVATION-BASED TEACHING PRACTICES

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**Problem Statement:** How can teachers motivate their learners?

**Purpose of Study:** to stimulate learners' motivation

**Research Methods:** Theoretical

**Findings:** There are some teaching practices that may stimulate learners' motivation

**Conclusions:** Though motivation is crucial for students' success, there are other variables that cannot be ignored.

**Keywords:** teaching, language, EFL, learners ,motivation

One of the factors that have been found to significantly influence EFL language learners' success is motivation. It is said that it provides a strong impetus to initiate learning and, at the same time, a driving force to sustain the long, often tiring process of learning. Hence, it is crucial for instructors to consider how to foster this important variable. The present article argues that motivation can be stimulated through a number of teaching practices. It will set out to review some research concerning motivation along with its different components. Moreover, the article will explain how motivation helps learners pursuit their challenging learning goals in the path of success. The bulk of the final part will be devoted to some of the instructional practices that teachers may use so as to get learners motivated as well as sustain their motivation. Finally, the conclusion of this article will also shed light on the idea that although motivation is a key factor for success, it is not the only variable that EFL instructors should seek to take into account. There are other variables that can be held responsible for successful learning

#### TURKISH UNIVERSITY STUDENTS' PREFERENCE FROM ROGERS, PERLS, ELLIS AND THEIR THERAPEUTIC STYLES

Dr. Hakan Usakli Sinop University Education Faculty Turkey

Problem Statement: Shostrom (1965a, b, c)' profound studies "Three Approaches to Psychotherapy" (TAP) which have been widely using as an educational material psychologist and counselor guidance practitioner education, scrutinized by 410 Turkish university students.

Purpose of Study: The purpose of this study is investigate university students preference of psychotherapy style in terms of different variables.

Research Methods: Three deferent programs from one department of fourth grade students evaluated their preference in 29 items Counseling Preference Inventory. Chi-Square tests used for the analyses of data via SPSS 16.

Findings: There are significant deference between three programs of students in their counseling theories and theorist's preference in terms of gender, program, GPA, SES and worldview. Both genders preferred Ellis but male preference respectively more than female. Although preschool teacher students preferred Person Centered Therapy and Carl Rogers but primary school education students preferred Rational Behavioral Emotive Therapy and Albert Ellis. Preference of science educations teacher students is also towards to Rational Behavioral Emotive Therapy and Albert Ellis. Although low achievers preferred Rogers, middle and higher achievers preferred Ellis. The same sudation which held in GPA also seen in the socioeconomic status. Conservative and democratic students preferred Ellis, tendency of liberal students toward Rogers.

Conclusions: This study seems to be very interesting in terms of it is first meet of Turkish university students with Rogers, Perls and Ellis. Latter studies should be conduct on the reasons of these differentiated psychotherapy approaches selection.

Keywords: Rogers, Perls, Ellis, Turkish University Students

#### TEACHING OUR STUDENTS HOW TO MEDITATE CAN IMPROVE LEVEL OF CONSCIOUSNESS AND PROBLEM SOLVING ABILITY

Dr. Jules A. Troyer, Valdosta State University, Assistant Professor Of Psychology, United States

Problem Statement: One of the primary functions of consciousness, according to many experts, is information processing and decision making for the purpose of problem solving. A number of studies show higher brain areas, such as the prefrontal cortex, which is involved in a range of higher cognitive functions known collectively as executive functions, can be positively affected by practicing a variety of types of meditation. This study sought to answer the questions: Does meditation assist individuals in raising consciousness? Does raising consciouness assist in problem solving? Could we teach our students to meditate and in turn be improving their information processing and problem solving ability?

Purpose of Study: The purpose of this study was to analyze the effectiveness of meditation as a method of increasing level of consciousness in students and investigate whether meditation and level of consciousness contribute to an individuals problem solving ability in a variety of domains.

Research Methods: This study was conducted in two phases, the first being administered to 513 individuals across the United States via the internet and the second being administered in person to 45 university educational psychology students. Phase one included the administration of a detailed demographics questionnaire, the Situational Self-Awareness Scale, The Mindful Awareness Scale, and the Troyer Level of Consciousness Inventory. Phase two consisted of the administration of the demographics questionnaire, the Troyer Level of Consciousness Inventory, and a set of problem solving questions.

- Findings:
- ANOVA for Times a week meditation and TLOCI (Phase 1)
- o  $F(4, 513) = 17.047, p \leq .001$ ; Tukey's HSD is significant

ANOVA for Times a week meditation and number of correct answers on problem solving task (Phase 2)

$F(4, 45) = 3.735, p \leq .001$ ; Tukey's HSD is significant

Conclusions: The research indicates that meditation is an effective method for increasing level of consciousness, as measured by the Troyer Level of Consciousness Inventory,

and does significantly increase students abilities to solve a variety of problem solving tasks.

Keywords:

Level of Consciousness, Problem Solving, Meditation, Learning

#### COMMUNICATION AND INTERACTION OF CHILDREN WITH AUTISM IN A TECHNOLOGY-ENHANCED LEARNING ENVIRONMENT

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This paper introduces the results of a study on the communication and interaction of children with autism in a technology-enhanced learning environment. The main focus of the study was on the children's verbal expressions and the usage of augmentative and alternative communication methods. The research was implemented in the CASCADE project ([www.uef.fi/cascade](http://www.uef.fi/cascade)) that investigates the action (especially attention, communication, interaction, and creativity) of children with autism in a strength-based learning environment with multiple technologies.

The study was conducted as action research. The participants were four children with autism who attended nine action group sessions in a technology-enhanced learning environment in their own school during autumn 2011. The environment consisted of four technological workstations: symbol matching, block building, storytelling and game playing. The data were collected by videotaping children working with their assistants at each workstation in the environment. The data were analyzed by the means of content analysis.

The findings indicate that children with autism have versatile means to communicate and interact in the technology-enhanced learning environment. Despite difficulties in language development, the children used different kinds of verbal expressions like words, parts or syllables of words and some of them short sentences. The children also used pictures and a few signs either as such or as a supplement to verbal expressions or other means of communication. These means consisted of producing sounds, facial expressions, gestures, pointing, giving or taking objects, touching or physical guidance, posture, proximity, and gaze behavior. The features of the technologies (e.g. different user interfaces) and contents of the applications (e.g. clarity of the tasks) had an impact on the children's communication and interaction.

The study provides important suggestions of how to develop technologies and learning environments in order to increase the communication and interaction of children with autism based on their strengths and potential rather than problems connected to autism.

Keywords: children with autism, communication, interaction, technology-enhanced learning environment, action research

#### A GENERIC VISUAL ANALYSIS IN MALAYSIAN SECOND LANGUAGE TEACHING SCHOOL TEXTBOOKS

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In the Malaysian education system, attention is highly paid on reading words. Visual images are often treated as "decoration", or are dismissed altogether (Kress & Leeuwen, 1996). Many local researchers (Saedah 1990, Bahiyah et. al. 2008, 2009) have only analysed written texts to see how social practices deemed negative such as gender biasness are reflected in the words (lexical items) and linguistic structures. Currently, no systematic research has been undertaken in Malaysia to analyse visual images in English language school textbooks to study how visual images can reflect gender biasness. This research project addresses gender biasness found in visual images in school textbooks,

i.e., the treatment of one gender over the other especially of women and girls. The project adopts three widely used approaches for analyzing visual images; content, socio semiotic and ethno-methodology analyses. This paper will highlight its preliminary analysis on the visual image representation in Malaysian English school textbooks. It focuses on its aim to develop an effective and efficient visual analysis model of gender representation through vigorous validation of six experts in the area and moderation by four teachers. The preliminary findings should expose the sexism and gender biasness in the visual images of second language teaching; i.e. English school textbooks that are abound with visual images that sometimes, more so than written texts, can articulate more forcefully social and cultural meanings.

Keywords: second language teaching, school textbooks, visual analysis, socio semiotic, gender stereotyping

Acquisition of the Sign Language and Spoken/Written Language  
for Hearing-Impaired Children  
at Pre-School Educational Establishments in Latvia

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The aim of the article is to find out theoretical and practical aspects related to the socio-cultural impact on the acquisition of basic skills of the sign language and spoken/written language for hearing-impaired children having severe disorders at a pre-school educational establishment; to explore the theoretical aspects.

The article is based on the research of C. Backer's scientific literature about basic language skills. The paper deals with the dual coding model of A. Paivio and A.

Desrochers, its impact on the reading skills and writing skills of children with severe hearing impairments basing on the basic language skills, theoretical analysis methods about language acquisition skills and special practical approaches letting research reading skills and writing skills among hearing-impaired children.

They indicate the relation between the dynamics of the acquisition of the sign language and the spoken/written language for children with severe language impairments depending on the socio-cultural impact creating priorities for children in the choice of the sign and spoken/written language acquisition. The results obtained during the research indicate the link between the sign and spoken/written language acquisition skills in the learning process for hearing-impaired children at pre-school educational establishments. The impact of socio-cultural environment makes to choose pedagogical methods and techniques in the acquisition of the sign language and spoken/written language skills among children with severe hearing impairments. The overview and analysis of theoretical and practical material enable to consider the regularities of the acquisition of the sign language and spoken/written language which will help to improve the learning process for hearing-impaired children at pre-school educational establishments. If these techniques and methods are applied qualitatively, the learning process for children with severe hearing impairments is formed positively and dynamically.

Key words: bilingual method; education content; hearing-impaired children; sign language; spoken/written language.

In this paper we intend to explore how the teachers feel about dyslexia and compare this with what research has shown us about this subject. It's also my goal to discuss the difficulties shown by the school when dealing with language pathologies alerting to the fact that schools aren't ready nor equipped to answer efficiently to the challenge of working with special needs related to language difficulties, in what reading and writing are concerned, bearing in mind the lack of proper knowledge concerning the lack of success in school learning.

In this study we counted with the participation of 100 teachers from the districts of Oporto, Braga and Lisbon, to whom were made questionnaires composed mainly of closed questions. After the analysis of these questionnaires we were able to conclude that, regardless of the teachers working experience, teachers don't have the necessary knowledge or strategies to detect, evaluate or intervene in students with the specific pathology of dyslexia. The purpose of this study is to be a wake up call for the introduction of subjects in the Higher Education Courses that help teachers to deal with this kind of disabilities in order to program adequately for students who show difficulties in some tasks.

Key words: learning difficulties; specific learning difficulties; special needs; dyslexia; evaluation; intervention; re-education; language problems

#### TEACHERS' ATTITUDE TO TEST-DRIVEN ACCOUNTABILITY; DEVELOPING A COMPREHENSIVE APPROACH TO ASSESSMENT

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##### Problem Statement:

If accountability means obligating to give a justification of what one has done then the critical question is how educational systems try to realize accountability. In Iran, like most other educational systems, a test-driven accountability system (TDAS) has been used. Because of increasing interest in using this data to judge job performances of administrators and primarily of teachers, TDAS has led to large protests. Teachers, who work in the first line of any educational systems, believe that TDAS is not a comprehensive assessment tool for this purpose. It is a one-dimensional tool that merely emphasizes on knowledge memorization and it is used for grading students or schools rather than educational progress. There should be other classroom assessment techniques that enable both instructors and students to mutually improve learning.

##### Purpose of Study:

This study aims to determine how teachers in one district view the use of TDAS when being compared to a similar group in other districts and to explore teachers' opinion on other assessment techniques for developing a comprehensive approach to assessment.

##### Research Methods:

The research methodology is a mixed method. So a questionnaire with both open- and closed-ended questions was deployed among 302 teachers, randomly selected from all secondary schools of the district.

##### Findings:

Quantitative data showed that teachers had slightly positive attitude toward TDAS. However, there were no significant differences between male and female teachers' attitude. But differences in responses were noticed among school ratings, such that as the school-rating declined, teachers of these schools held stronger negative views toward TDAS. Qualitative data also showed that although teachers indicated that the TDAS was a useful measure of educational progress, it is not enough because its major consideration is merely the cognitive domain of learners.

##### Conclusions:

According to related literature and teachers' views, a comprehensive approach to assessment is proposed which involves inclusion of all three cognitive, affective, and psychomotor learning domains. This approach relies on patterns of data collected over time.

Keywords: test-driven accountability system (TDAS), assessment techniques, teachers' attitude, learning domains

## FROM EXCLUSION TO INCLUSION GOING THROUGH SEGREGATION AND INTEGRATION: THE ROLE OF THE SCHOOL AND OF THE SOCIO-PEDAGOGICAL MEDIATOR

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In this paper we intend to explore the development of the concept of Special Education as well as the values according to which the handicapped person has been treated through the eyes, exploring the path from Exclusion, going through Segregation and Integration ending with Inclusion. We also deal with the principles of the Inclusive School, as well as with the legislation that supports it. Afterwards we deal with the role of School and the surrounding Community in what multiculturalism and inclusion of the person with special needs in the regular school are concerned, as well as its organization in order to make the individualized attendancy to the person with special needs more effective, using, for that purpose, the role of the socio-pedagogical mediator. It's the goal of this investigation, after the presentation of some theoretical issues, to allow a confrontation between what is said to be the best for Special Education and what is actually done at schools in order to make the education "universal, obligatory and free" for every student. In this study we had the collaboration of 50 teachers teaching in the Oporto district, who, through questionnaires expressed their opinion about the inclusion movement of children with special needs, about the way they feel and the preparation they have to deal with diversity in their classrooms and the help they need from other technicians and further knowledge in the area.

Key-words: Exclusion; Segregation; Integration; Inclusion; Special Education; Regular Education; Special Needs; Multiculturalism; Socio Pedagogical Mediator

## DEVELOPMENT OF WEB-BASED INSTRUCTION MODEL USING SOCIAL MEDIA APPLICATION TO ENHANCE KNOWLEDGE MANagements SKILLS ON COMPUTER TABLET FOR TEACHERS

Tawee Sranamkam, Khon Kaen University, Faculty of Education, Thailand

Problem Statement:

Social media is gaining popularity for applications in education and training for teachers in Thailand. Whether teaching in a traditional classroom and teaching online by Google, Face Book and YouTube.

Purpose of Study:

The purposes of this research were to develop the Web-Based Instruction model using Social Media Application to enhance Knowledge Managements skills on Computer Tablet for teacher and study the effects of Web-Based Instruction model using Social Media Application upon Knowledge Managements skills on Computer Tablet for teacher.

Research Methods:

This research was a quasi-experimental, randomized one group pre-test post-test design. The subjects will be forty-eight primary school teachers in North-East of Thailand, during 2011 academic year. They were randomly grouped, by their basic information which sex, age, academic level and school size, into one treatment group. The research instruments were Web-Based Instruction and the knowledge management's skills test. The Data would be analysed by dependent t-test.

Findings:

1. Web-Based Instruction model using Social Media Application to enhance Knowledge Managements skills on Computer Tablet for teachers consists of 3-cycle components: 1) Google in Searching, Mailing, Analysing 2) Facebook in Adding, Grouping, Posting 3) YouTube in Creating, Sharing, and Evaluating.
2. The Efficiencies of this Web-Based Instruction model were 84.25/82.75.
3. There was significant difference effect between pre-test and post-test Knowledge Managements skills of teachers at the .05 level.

Conclusions:

A model for the Web-Based Instruction using Social Media Application to enhance Knowledge Managements skills on Computer Tablet for teachers consists of three major cycle components were called GFY model which were Google Facebook and YouTube

Creating, Evaluating, and Sharing, with efficiencies were 84.25/82.75, and could enhance Knowledge Managements skills on Computer Tablet for teachers of Thailand.

Keywords: Computer Tablet, Social Media, Google, Facebook, YouTube

#### LEARNING ON THE MOVE: THE USE OF MOBILE TECHNOLOGY TO SUPPORT LEARNING FOR UNIVERSITY STUDENTS

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**Problem Statement:** A large proportion of university students are now part of the millennial generation. Mobile technology is now an integral part of their everyday life. The ease of transportation of this device with multiple simultaneous features such as: Taking pictures and films, sending and receiving SMS and MMS, connecting to the Internet... has made mobile as a supporter tool with substantial applications in the learning process.

Although university students have access to mobile technology, but their use of this tool in the academic affairs is limited. For planning of use of mobile in the educational field, we need to identify student's viewpoints and attitudes about the use of this technology in the learning process.

**Purpose of Study:** The students' viewpoints about the use of mobile technology to support the learning process.

**Research Methods:** Among 2140 students of Psychology and Educational Science in Islamic Azad university of South Tehran Branch, 289 students were selected by using cluster random sampling method researcher-made Likert-type questionnaire developed and the reliability has been calculated based on Cronbach's alpha ( $\alpha = 0/87$ ). We used U Mann-Whitney test to evaluate the impact of gender and educational course on the rate of the educational use of mobile, kruskal-Wallis test to assess the impact of academic major on the rate of educational use of mobile, and one- sample t- test to assess the effective factors on the rate of the educational use of mobile.

**Findings:** The study shows that most public use of mobile by the university students is SMS and the most educational use of mobiles by university students is text messaging, calculator and English dictionary. Having a mobile with multiple capabilities, long battery life and good network coverage are the most influential factors in the educational use of mobiles from the students' viewpoints Gender has a significant effect on the educational use of mobile, but the academic major and course doesn't have any significant effect on educational use of mobile by the university students.

**Conclusions:** The study shows low educational use of mobile despite high public use of it and the effective factors in the educational mobile use of university students. The findings of current research could help authorities in Iran and possibly other developing countries to lay practically the ground for mobile-based learning in universities.

Keywords: Mobile learning (M-Learning), learning, Effectiveness, University

#### RANKING OF REQUIRED INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) SKILLS FOR SECONDARY SCHOOL STUDENTS

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**Problem Statement:** Recently, the Iranian schools have been urged to include information and communication technology (ICT) skills in their curriculum. However, few reports exist on the basic ICT skills that are necessary in the secondary schools' curriculum in Iran

**Purpose of Study:** To determine ICT skills that could improve the secondary schools' curriculum and their ranking from the viewpoint of secondary school teachers and ICT experts.

**Research Methods:** Among 11010 secondary school teachers and 130 ICT experts in Tehran during the 2010-2011 academic year, 280 teachers and 37 experts were selected using cluster random sampling method. A researcher-made Likert-type questionnaire developed using the modules of the ICDL Foundation. Forty-three ICT skills in the compass of seven main ICT modules have been studied. U Mann-Whitney test was used

for comparison of the teachers and experts views. For comparison and ranking of ICT skills, the one-way analysis of variance, following with Tukey and LSD were used. Findings: There was no significant difference between the teachers and experts viewpoints about the required ICT skills for students. Fourteen ICT skills with educational priority, i.e.: Familiarity with data security, Entering text, Basic concepts of internet and using the browser, Operating system first steps, Using the word processor, File management basic concepts, Working with icons, Formatting a text, Navigation of web pages, Familiarity with copy right & data protection, Searching the Web, Document selection and editing, Basic concepts of electronic communication, Bookmark a webpage take priority over the other skills. Conclusions: The findings of current research on prioritization and ranking of ICT skills could help authorities in Iran and possibly other developing countries to lay practically the ground for including these skills in secondary school curriculum. Keywords: Information and communication technology (ICT), ICT skills, Secondary school, Curriculum

#### USE OF ICT TEACHING-LEARNING METHODS MAKE SCHOOL MATH BLOSSOM

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**Problem Statement:** In the age of information and communication technologies (ICT) traditional teaching-learning methods are not effective enough. The system of education demands quick involvement of non-traditional methods and forms of teaching and learning to let students acquire the process more quickly and motivate them to self-learning.

**Purpose of Study:** To promote the development of school mathematics in Latvia by using interactive teaching-learning methods and ICT tools.

**Research Methods:** Interviews, inquiries of teachers and students, observing and analyzing lessons of math's, testing of teachers, moving theoretical generalization, consultations with employees of educational system, direct pedagogical work with students and teachers in different schools (type and level of schools differ), approbation of conclusions in practice and scientifically contacts.

**Findings:** Gathered information about possibilities of use of ICT in teaching math at schools and defined the most effective; Created support system for teachers; Worked out recommendations of using ICT in lessons at school.

**Conclusions:** The process of teaching and learning is not closed only in a classroom, it is continuous and use of ICT can help here a lot in case if a student understands the goals and the expected results and a teacher can lead and motivate successfully.

**Keywords:** Interactive teaching-learning methods, ICT tools, ICT competences, math at school, Latvia

Our society often talks that their kids at school are taught using old methods of teaching-learning. It is boring for kids and they lose interest in learning. New generation of kids are different – more provocative, intuitive, sensitive, mental, in some cases more aggressive than previous generations. That is what parents and teachers now see.

Therefore the aims of nowadays education ask to choose teaching-learning methods promoting active process of cognition that develop skills of learning, creative use of knowledge, skills of self-assessment, cooperation, indulgence to different points of view. Interactive teaching-learning methods help to realize those tasks and provide cooperation among teachers and students.

Our pedagogical experience for 20 years in secondary school, regular observation of students in lessons and out-of-lessons activities, teaching teachers as well as continuous contact with students draw us to conclusion that students interest to lessons of math raises if the lessons are organized by using interactive methods and ICT tools. Those forms of work promote better understanding of theme because they go “through the student”, they are not pressed from outside.

The research shows that technologies make learning environment alive and more attractive. We show the preferences of ICT methods in teaching math as well as show examples how interactive teaching-learning methods and ICT tools are used in teaching math in schools in Latvia and how they promote teaching math

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**Problem Statement:**

Teachers' profession is related to many different roles such as: teacher's role in the narrow sense, teacher as motivator, evaluator, partner in the emotional interaction, social relations manager, and cognitive-diagnostic role. The subject of this paper is adressed to the teachers' assessment of success in fulfilling these complex roles. Precisely, the research problem is the relation between some personality features and teachers' roles fulfilling.

**Purpose of Study:**

The purpose of the study is to investigate weather empathy is connected to the self-assessment of success in teachers' roles performing.

**Research Methods:**

The sample consisted of 120 teachers (37 primary school teachers and 83 subject teachers) from several schools in Serbia – participants of training programme on inclusive education. Teachers' Roles Inventory (TRI, designed by the authors, Alpha=0.89) was used for teachers' self-assessment of their own success in different roles performing.

Empathy was measured by the Empathy Quotient questionnaire (EQ-short, Baron-Cohen & Wheelwright, 2004, Alpha=0.75) and by self-estimation of emotional empathy (EE) on dimension ranged from 1 to 10.

**Findings:**

In general, teachers estimate themselves as very successful in all of assessed roles (means are ranged from 4.30 to 4.50 on five points scale). Teachers' empathy is also high: average empathy quotient is 68.84 (scores range is 22 to 88), and average emotional empathy is 7.85 on 10 points scale. Emotional empathy is related to the self-assessment of success in all teachers' roles (Pearson' correlation coefficients ranged from 0.344 to 0.491,  $p < .000$ ), and empathy quotient correlated with teacher's role in the narrow sense ( $r=0.234$ ,  $p > .017$ ), teacher as evaluator ( $r=0.216$ ,  $p < .028$ ), teacher as a partner in the emotional interaction ( $r=0.195$ ,  $p < .046$ ).

**Conclusions:**

The research findings show that empathy may contribute to the successful fulfilling of teachers' professional roles. Future research should be conducted on larger samples that better represent teachers' population in general. It could be also recommended to expand research to some other personality characteristics that might be important in regard to teaching professional tasks.

**Keywords:**

teachers' roles; empathy; Teachers' Roles Inventory; Empathy Quotient questionnaire

**OPINIONS ABOUT DISTANCE LEARNING IN ROMANIA – A COMPARATIVE RESEARCH**

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**Problem Statement:**

Distance education is the newest form of higher education developed in Romania. Like many other emerging initiatives, this form of education has experienced in its early years a number of obstacles (related to the organization, the teaching methodology used, the assessment etc.). On this basis, we conducted a national research on how distance education is valued by the main categories of actors involved in distance education: students, graduates and employers.

**Purpose of Study:**

The research aimed at investigating the Romanian stakeholders' opinions on distance learning and the establishment of the courses of action for a better correlation between distance education and the requirements of the labour market and the knowledge-based society.

**Research Methods:**

To find those opinions, we carried out a national questionnaire-based survey, answered by a total of 405 students, 904 graduates and 825 employers.

**Findings:**

The results showed that the students and the graduates of this form of education do not consider themselves inferior to those who graduated other forms of education. Also, the impact of distance education is a positive one for the Romanian employers; they appreciate the open and distance education and offer useful suggestions for the development of this form of education.

**Conclusions:**

The impact of distance learning is positive for all the categories of actors: students, graduates and employers. The results showed that the main priority for the following years is to increase the quality of this form of education, especially by emphasizing its practical aspects and links with the realities of the economy and the labour market.

**Keywords:**

Distance learning, survey, impact, quality

### USING MOOD INDUCTION PROCEDURES IN PSYCHOLOGICAL RESEARCH

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 Republic

**Problem Statement:**

The article deals with the issue of experimental use of mood induction procedures (MIPs), in particular the induction of anger, fear and sadness. There are presented partial results of the EH research (Emotionality in Handwriting) which is a follow-up to a study focused on the effects of a given emotional state on formal parameters of handwriting. This topic has been for a long time more or less neglected by current research tendencies.

**Purpose of Study:**

To verify the effectiveness of various methods for inducing emotional states: sadness, anger and fear.

**Research Methods:**

The research (N=40 university students) design: "blind" experimental setting. Three techniques were utilized: presentation of emotional stimuli for sadness induction (emotional film clips), manipulative strategy for anger induction (interaction with human confederate) and real-life situation for induction of fear (examination situation). Self-description scales for assessing the rate of emotion experience.

**Findings:**

Induction of sadness: a shift in the subjective experience of sadness at the four-point scale related to standstill is shifted by 1 points (median). Induction of anger: a shift in the subjective experience of anger at the four-point scale related to standstill is shifted by 3 points (median). Induction of fear: a shift in the subjective experience of fear at the four-point scale related to standstill is shifted by 2 points (median).

**Conclusions:**

Induction of three selected emotions (sadness, anger and fear) was successful. The biggest shift of the subjective experience of emotion was observed in anger (the manipulative strategy used). The research results are also significant in that the emotional changes studied may provide vital information on behavioural and personality characteristics. The article also provides a commentary on possibilities of development of the method within psychological disciplines.

**Keywords:**

Mood induction, emotional stimuli, manipulative strategy, real-life situation, self-description scale, handwriting

**PRIMARY SCHOOLING IN THE CZECH REPUBLIC AND CHILDREN FROM SOCIALLY DISADVANTAGED BACKGROUNDS**

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**Problem Statement:**

To determine the degree of correlation between perceptual - cognitive functions of children and between these functions within the initial and final diagnosis. Part of the survey is to verify the assumption that they will improve, based on training of children in depressed areas in the preparatory class, - to find the effectiveness rate and any difference between younger and older children.

**Purpose of Study:**

To determine the level of functions that is important for practicing reading and writing among children in the preparatory school year and verify the effectiveness of individual care after 6 months. The survey is part of the ESF project with the title "Together we can do it" and the post is one of the partial outputs within annual testing in the surveyed preparatory classes.

**Research Methods:**

Standardized Test of failure risk for reading and writing for early schoolchildren by the authors Anna Kucharska and Dana Svancarova (1996, 2000, 2001), which diagnoses the perceptual - cognitive and motor functions in children. The obtained data was processed using descriptive methods, correlation and T - test.

**Findings:**

There were significant correlations found between individual sub-tests and also between sub-tests within the initial and final diagnosis. Positive development in all diagnosed areas was also proved. From the perspective of Sten is an average shift of 1.16. In the category to 6.0 years, the average difference in Sten is 0.951 and is statistically significant. In the category above 6.0 years, the average difference in Sten is 1.343 and is significant. Interventions worked on boys with the same efficiency as on girls.

**Conclusions:**

The set forth objectives of the survey were met. Re-test (after 6 months) verified the effectiveness of individualized care in a preparatory class in terms of development and maturity of the individual perception - cognitive and motor functions, which are a prerequisite for teaching reading and writing in elementary school.

**Keywords:**

primary education, Czech Republic, socio-cultural handicap, the preparatory class, Test of failure risk for reading and writing for early schoolchildren

**DEVELOPING EDUCATIONAL PSYCHOLOGY IN TURKEY**

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**Problem Statement:** Supporting Psychologists working with risk groups in Turkey

**Purpose of Study:** To support psychologists working in rural areas of turkey and evaluate what strategies they found the most effective.

**Research Methods:** Delivering seminars to delegates from various areas of Turkey on supporting psychology intervention and a discussion on what methods the psychologists found the most helpful in their day to day work.

**Findings:** The psychologist found that the practical visual tasks were the most helpful to use across a wide range of ages and for children with different educational, emotional and behavioural needs. They also found that metaphors were very effective means of communicating difficult issues.

**Conclusions:** To examine and investigate further how metaphors and images could support children with a wide range

Keywords: Risk groups, Therapeutic methods, Metaphors and imagery to help children with educational, emotional, behavioural, and social needs

#### LOGOTHERAPY AND EXISTENTIAL ANALYSIS IN COUNCELLING PSYCHOLOGY AS PREVENTION AND TREATMENT OF BURNOUT SYNDROME

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**Problem Statement:** Logotherapy and Existential Analysis in Councelling Psychology as Prevention and Treatment of Burnout Syndrome

**Purpose of Study:** Logotherapy and existential analysis is a recently developing psycho-therapeutical approach in CR, which was conceived by Viktor Frankl (Vienna). From the existential analysis point of view the burnout syndrome is a disease caused by the loss of meaning. Meaning is related to values we live for and we decide for. Unless a person lives the values he or she believes in, they reach the state of exhaustion very fast. In this sense it is very important whether a person experiences an existentially meaningful life or just an ostensible one.

**Research Methods:** The paper will present a case history of a client, who attended the counselling psychology office in the state of exhaustion, irritation and chronic fatigue. The paper will thus consist of two parts - a theoretical one and a practical one.

**Findings:** The burnout syndrome is present wherever a person is in contact with other people, dependent on their appraisal, and thus can be exposed to chronic stress.

Substantial part of prevention and treatment of burnout syndrome is living our own values of relations, of family, but also of simple things. Prevention and burnout syndrome treatment is based on pursuit of internal motion. Logotherapy and existential analysis help a client to find a way to freedom in life, to responsible use of life, and to full personal existence.

**Conclusions:** Logotherapy and existential analysis lead the client, beside perception and evaluation of current state, to taking measures to gain more happiness, and thus to leading a more meaningful life. A person is led to their own self-reflection and to transition from „I must and cannot another way“ to a motivating point „I want and I can differently“.

**Keywords:** burnout syndrome, logotherapy, existential analysis , values

The contribution is aimed on burnout syndrome from the point of view of existential analysis and logotherapy. Logotherapy and exstential analysis is quite a new psychological approuch, conceived by Viktor Frankl, which could not develop in our country until 1989. A person sufferng from chronic fatigue, irritation and loss of meaning - thus the burnout syndrome - is influenced by experience „I must“. This person loses his or her relationships, and experiences emptiness and hopelessness. Such individual is endangered as the meaning is related to values we live and we decide for. Such individual lacks inner feeling of accomplishment, does not perform values he or she believes in. Logotherapy, in this respect, can offer ways how to work with such person. This psychological approach teaches how to leave a „role“ and how to create relationships within and later without.

#### RESEARCH OF ICT LITERACY EDUCATION IN THE CZECH REPUBLIC

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**Problem Statement:**

The paper deals with the topic of information technology, or ICT competencies of teacher, level of development of appropriate pupils' ICT skills and main characteristics of information, or ICT education in primary (ISCED 1) and lower secondary (ISCED 2) schools in Czech Republic.

**Purpose of Study:**

The main goal of the study that is a base of this paper is to recognize the real situation, structure, organization and tendencies of the development of ICT competences and to get the relevant background for improvement of ICT education on elementary schools and of the teachers' training.

Research Methods:

As a basic method for the research on schools is used questionnaire method, based on an interactive graphic questionnaire with complex items. The questionnaire is designed in such a way, to support the manipulation with graphical components (drag and drop, sorting, placement) on the screen with the possibility of statistical evaluation of all the activities of the respondent.

Findings:

The study that is a base of this paper intended to build on the similar oriented project VIV06 realized by the applicant department in 2006. Relevant responses were collected from 930 schools across the land. With interval of six years it finds out the status of development of information technology competencies of children in 2012 and identify by comparing also trends in the given area.

Conclusions:

Using theoretical and empirical methods, especially questionnaire survey in primary and lower secondary schools, tests and case studies to know the current status, structure, orientation and tendencies of development of information technology competencies of teachers and pupils and contribute to the development of theoretical bases of pedagogy in a given stage of development of information society.

Keywords:

elementary schools, ICT education, ICT competencies, information technology skills, ICT literacy

#### TEACHING AND LEARNING MEDIA PSYCHOLOGY AND MEDIA ETHNOGRAPHIC METHODS IN TECHNICAL EDUCATIONS

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**Problem Statement:** To develop meaningful course content and learning practice in media psychology and media ethnographic methods for bachelor students in Medialogy. The course should have relevant theoretical and methodological content, be designed in a meaningful way, be related to the students' future professional practice, and evaluated through written and oral examinations.

**Purpose of Study:** This paper investigates the process of designing, executing, and evaluating a course in media psychology and media ethnographic methods targeting students in a technical education (Medialogy). Particularly, the paper examines the resources involved in creating meaningful and creative teaching and learning situations fostering the students' interest, motivation, and skills in applying their gained knowledge in a practical and scientific way.

**Research Methods:** A case study including four years of continuous development and improvement of the course, media psychology and media ethnographic methods. The study is based on situated class- and group room observations, performance assessment and document studies. Analyses of the students' work samples in the form of written and visual materials, was carried out at several points during the course module. Furthermore, examination results (in written and oral form) are analysed in relation to the specific study plan. More than 300 students have participated in the study. This year, 94 students were involved in the course.

**Findings:** The course was designed as a creative workshop including case-organised design activities and encouraged innovation, group dynamics and participation among the students. The creative workshop applied a design thinking approach and emphasised design actions, which the students sometimes experienced as chaotic elements. The theories and methods used in the course were well implemented. 80% of the students were able to discuss and reflect upon concepts, models, theories and methods in the final examination (written and orally presented). The examination results show that 75% of the students reached the level of syntheses and evaluation in accordance to Blooms taxonomy.

Conclusions: It is crucial to connect the course and the course assignments to the students' general semester study (their semester project). The course assignments have to be concrete including a high degree of 'hands-on' experience. Furthermore, it is necessary to find methods for the oral examination where the students' psychological and methodological knowledge can be evaluated in relation to their ability to frame it in analytical, critical and reflective ways.

Keywords: Media psychology - Media ethnographic methods - Technical educations - Problem-based learning - Design thinking

As in many other universities new programmes are designed at Aalborg University combining engineering and science with humanities and social science. As an example, the Medialogy programme is a new education where technologies and media in creative and interdisciplinary ways are intertwined. Students work with information technologies (digital media) and their interactions with sound, pictures, virtual reality etc. in different possible applications and always with the user in mind.

This paper describes development during four years of a course for sixth semester bachelor students in Medialogy. The course is called Media Psychology and Media Ethnographic Methods (MEM course). The first challenges for this course development was to create a content the students would find interesting and motivating. Many of the students find that the courses focusing on media technologies are the most important, and that the so-called 'soft courses' are not necessary. The Problem Based and project organized Learning (PBL) is the pedagogical approach for all educations at Aalborg University, so we decided that the course should have the same pedagogical strategy in combination with design thinking based processes, emphasising design actions and creativity in the generation of insights: students could within the course theme choose a case they would like to work with, analyse and state the problem, choose methods within given psychological theories and video ethnographic methods and finalise with a reflected conclusion. The second challenge was to establish an examination based on the students' written course projects and with individual oral questions.

In this paper the background pedagogical principles are described as well as course development and content. Examination assignments and the evaluation are discussed. Examination results show that more than 75 % of the students have reached the level of syntheses and evaluation according Blooms taxonomy in their written examination assignment (mini-projects). Furthermore, the mini projects showed an impressive use of edited video material related to ethnographic methods and the media psychological theories. Data from the oral examination shows that 80% of the students were able to discuss and reflect upon the theories and methods they have used.

#### APPLICATION OF RASCH MODEL IN VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENTS

Mimi Mohaffyza Mohamad, Yee Mei Heong, Tee Tze Kiong, Prof. Dr Muhammad Rashid b. Rajuddin

University Tun Hussein Onn Malaysia, University Pendidikan Sultan Idris, University Technology Malaysia

The aim of this study was to evaluate and validate research instruments in identifying student's learning styles and cognitive dimension in Vocational Education. There are three set of research instruments developed in this study. Felder-Solomon Index of Learning Style (ILS) used to measure the learning styles is essential to find out learners' learning styles abilities. Students' Perception in Cognitive Dimension (SPCD) was developed to identify student's perception towards their cognitive abilities and Students' Cognitive Mastery Achievement Test (CMAT) is to measure student's mastery in a particular subject. The purpose of this study is to produce empirical evidence of validity and reliability by using Rasch Model. A small survey was conducted to 28 students in Building Construction Course (BCC) from Vocational School (VC). ILS consists four constructs while SPCD and CMAT validate based on three constructs. The value of reliability based on Cronbach Alpha with appropriate values range. The construct validity analyzed by Winsteps based on a Rasch Model with infit and outfit mean square (MNSQ) value. Infit and outfit MNSQ ranged by Bon and Fox (2007) were produced the purpose of removing and remaining items. Three experts in Building Construction Subject (BCS) examine the content validity of SPCD and CMAT. The agreement between raters can be

calculated as percent-agreement. Percent-agreement statistic has easy to calculate and easy to explain. Finally, after all the validation and reliability process completed, the instruments can be applied in research field work.

Keywords: Validity, Reliability, Research Instruments, Learning Styles, Cognitive Abilities, Cognitive Mastery

#### Connections between theory and practice in Teacher Education

Professor Dr Nabi Bux Jumani, Dean, Faculty of Social Sciences, International Islamic University Islamabad

A fundamental component in professional education is the link between theory and practice. However, students in professional education programs experience a lack of coherence between theory and practice which is often described as theory practice gap. The aim of this study was to explore the relationship between theory and practice in MA Education Programs offered by International Islamic University and to contribute with knowledge about how to bridge the gap between theory and practice in teacher education program. Data was obtained through focus group interview with 40 MA Education female students who completed their four months teaching practice in December 2011. Data reveals that student teachers are quite satisfied with their pedagogical preparation and find difference in theory and practice in teacher education institutions and practice schools in Pakistan. Data indicates that student teachers were not allowed by schools to implement their learnt teaching strategies.

Keywords: Theory, Practice, Pedagogical Approaches, Teaching Practice, Teacher Education

#### FACE-TO-FACE PEER ASSESSMENT IN SECONDARY EDUCATION: DOES ANONYMITY MATTER?

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Annelies Raes, Ghent University, Department of Educational Studies, Belgium

Tammy Schellens, Ghent University, Department of Educational Studies, Belgium

Problem Statement:

Pupils involved in peer assessment often state that they do not feel entirely comfortable with publicly evaluating their peers. It is found that peer-pressure might cause stress and a lack of accuracy of the assessment (Falchikov, 2003). Based on social impact theories (e.g. Latané, 1981), anonymity within peer assessment can be considered as a solution. However, although the benefits of anonymity are previously investigated in the context of classroom voting and debating in higher education (Ainsworth et al., 2011), no research is found regarding anonymity in the context of peer assessment in a face-to-face secondary education setting.

Purpose of Study:

The present study was set up to investigate whether anonymity of the assessors in peer assessment can counter undesirable social effects. It was hypothesized that anonymous modes of peer assessment will induce a reduced perception of peer pressure and stress, and more positive attitudes towards peer assessment. Classroom response technology (CRT) was introduced as a tool that enables anonymity within face-to-face settings (Kay & Knaack, 2009).

Research Methods:

A quasi-experimental study was set up in four secondary classes in Belgium (n=69). In all classes, pupils had to assess each others' group presentations on different criteria in a face-to-face class setting. In the control group (2 classes) a classic peer assessment approach was used -raising score cards-, while in the experimental group (2 classes) CRT was used to give scores anonymously. In the last case, score distributions were presented on a screen in front of the class. Teachers and pupils' scores were used to measure accuracy. Feelings of peer-pressure, stress, and pupils' general attitudes towards peer assessment were measured using a post-questionnaire.

Findings:

It was found that the pupils who used CRT as a tool to give scores anonymously, felt less peer pressure and stress than those in the classic peer assessment condition. They also reported more positive attitudes towards this kind of evaluation. We are expecting more

detailed results out of ongoing analyses which will be presented in the final paper. Implications for practice and further research will be discussed at the conference.

Keywords:

Peer assessment, secondary education, Classroom response technology, social effects, anonymity

The effect of rational-emotional training on mothers' mental health condition of children with mental retardation

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Mental retardation in children is a basic problem for families that produce stress. These stresses influence negatively on mental health condition of their parents especially mothers. The aim of the present study was to determine the effectiveness of rationalemotional training on mothers' mental health status of mental retarded children in exceptional center of Shahid Alavianin of Gonabad in the school year 2010- 2011. The research method is experimental accompanied by post-test and pre- test control group. The numbers of sampled individuals were 40, (20 individuals as case group and 20 as control group) were chosen and sampled by using random sampling method. Primarily, in both group pre-test was performed by general health questionnaire (GHQ- 28) was performed. Next, the case group underwent cognitive- behavioural training for 10 forty-five – minute sessions. At the end of training, post-test was performed in both groups. The data gathered were analyzed using SPSS-16 software program and the independent T-test- differences between means. The results suggested that there were significant differences between the variance of mean scores of general health and its components, namely, physical complaints, anxiety, social, adjustment disorder and depression in the two case and control group ( $p < 0/05$  ). According to the results, rational-emotional training has a significant positive effect on mothers' mental health condition of mental retarded children. Thus, as a decreasing stress strategy in these mothers recommend rational-emotional training programs by specialists for them.

The role of Self regulated learning strategies in psychological well being condition of students

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Psychological well being components has a basic role in students as in school achievement as in mental health. Although, the studies have showed that self regulation play a main role on mental health, but any study has done that show the relationship between of self-regulated learning strategies and positive mental health especially psychological wellbeing. The aim of the present study was to determine the relationship between students' self regulation learning strategies and psychological wellbeing condition at the first grade of high schools of Gonabad in the school year 2010- 2011. At this descriptive- analytical research, based on Morgans table, The sample size included 141 boys and 128 girls that were selected as cluster sampling method. Pintrich and Dygrout's self-regulation and Ryff's psychological well-being questionnaires were used for data collection. Data gathered were analyzed using SPSS-16 software program and regression test. The results showed that total self regulation learning strategies as well as cognitive and meta-cognitive strategies, goal orientation, and intrinsic value have the positive role and test anxiety had a negative role in prediction of psychological well-being. According to the results, self regulation learning strategies has a positive effect on positive dimensions mental health of students or psychological well being condition. Thus,

it is recommended teaching of self regulated learning strategies for students as a promotive strategy in mental health.

The effect of swimming on self concept's girl high school students  
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Self-concept as an individual's perception of "self" has a main role on mental health. The studies have showed that negative self concept is related to mental health problems and low school achievements in students. This study has been undergone with the general objective of proving the effect of swimming on overall Self-concept and its different dimensions such as physical, social, moral, temperamental, educational and intellectual dimensions in girl high school students in Gonabad. At this experimental study 40 students, selected randomly, 20 each in experimental and control groups. At first, the Saraswat's self concept scale (1992)) was executed as a pre-test in both groups. After which, only the experimental group was given swimming program for 12 one-hour sessions. After the swimming a post-test using the aforementioned questionnaire were taken from both groups. The data gathered were analyzed using SPSS-11.5 software program and the independent T-test- differences between means. The results showed that there was a meaningful difference between means of overall self concept ( $p = 0.00$ ) and physical ( $P = 0.025$ ), social ( $P = 0.003$ ), and moral ( $p = 0.005$ ) dimensions of self-concept in experimental and control groups. But, there was no difference between means temperamental ( $P = 0.66$ ) Educational ( $P = 0.27$ ) and intellectual ( $p = 0.081$ ) dimensions of self concepts in groups. According to the results, swimming have a significant effect on self overall concept and its physical, social moral dimensions. Thus, as a promotive mental health strategies recommend swimming programs for students at schools.

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Assessment and Evaluation, Teacher Education, Basic Education, Basic Skills

*Zafer Bekirogullari, PhD*  
CPsychol, AFBPsS (BPS), - HCPC Registered Practitioner Psychologist (Counselling), UK  
Counselling Psychology

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## Keynote Speakers

**Margaret Harris**, BSc, PhD, FBPSS, Professor  
Head: Department of Psychology, Social Work and  
Public Health, Faculty of Health and Life Sciences  
Oxford Brookes University, UK

Editor-in-Chief: *British Journal of Developmental  
Psychology* - Thomson Scientific Social Sciences  
Citation Index -SSCI listed

Associate Editor: *Journal of Deaf Studies and Deaf  
Education and Mind & Language* - Thomson  
Scientific Social Sciences Citation Index -SSCI listed

Keynote Title: "Learning to Read: Challenges for  
Deaf Children and the Impact of New Technologies"

**Nazanin Derakhshan**, PhD, Professor of Psychology  
Birkbeck University of London, UK

Editor-in-Chief: *Anxiety Stress and Coping* - Thomson  
Scientific Social Sciences Citation Index -SSCI listed

Associate Editor: *Cognition & Emotion* - Thomson  
Scientific Social Sciences Citation Index -SSCI listed

Associate Editor: *Journal of Cognitive Psychology* -  
Thomson Scientific Social Sciences Citation Index -  
SSCI listed

Keynote Title: "Anxiety, Attentional Control, and  
Cognitive Performance: Implications for Educational  
Neuroscience"

## Workshops

**Hugh Glenn**, PhD

ICEEPSY Organization Committee Adviser,  
California, USA

Editor: *European Journal of Education & Educational  
Psychology*

Workshop Title: "Teachers As Researchers: Using  
Research to Improve Classroom Instruction and  
Student Outcomes"

**Catherine Kerr**, MBPsS, MSc, MBACP (Snr.  
Accred), EMDR Europe Approved Consultant  
Director of Independent Trauma Consultancy, UK &  
**Liz Royle**, MA, MBACP (Accred), EMDR Europe  
Approved Consultant, ICISF Approved Trainer  
Director of Independent Trauma Consultancy, UK

Workshop Title: "Response to Critical Incidents  
Within Educational Settings: Strategic Management  
And Interventions"

**Jules Troyer**, PhD

Valdosta State University, Department of  
Psychology and Counselling, College of Education,  
USA

Workshop Title: "The Ability to Self-Regulate Mind,  
Body, And Heart: How to Improve Your Students'  
Performance Academically, Athletically, and  
Socially"

Managing Director & Founder:

**Zafer Bekirogullari**, PhD  
CPsychol, AFBPsS (BPS), - HCPC Registered  
Practitioner Psychologist (Counselling), UK

**James Ogunleye**, PhD, FRSA

Chairman 2012 ICEEPSY, Middlesex University, UK

Workshop Title: "Discussing Your Research Findings:  
Good Practice From Cutting-Edge International  
Comparative Research"

**Anita Welch**, PhD & **Larry Napoleon**, PhD  
School of Education, North Dakota State University,  
USA

Workshop Title: "Readiness for Virtual Mediated  
Instruction: An Instrument to Assess the Professional  
Dispositions of Successful Educators in the Virtual  
Classroom"

**Cristian Vasile**, PhD, Senior Clinical Psychologist  
Petroleum-Gas University of Ploiesti, Romania  
Editor: *Journal of Educational Sciences & Psychology*

Workshop Title: "Skills for Counselling, Cognitive-  
behavioural approaches in educational environment"

## Roundtable 2013

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discussions within other thematic sections.