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The Study Of Using Illness Narratives As A Mechanism For Empathetic Connection In Medical Education

Hung-Chang Liao, Chung-Shan Medical University, Taiwan
Ya-huei Wang* Chung Shan Medical University & Chung Shan Medical University Hospital, Taiwan

ABSTRACT

In order to let medical care students have the opportunity to mimetically go through life experiences of patients, patient families, physicians, nurses, and other medical care professionals, the study intends to use illness narratives as a mechanism for an empathetic connection to literature and visual art to see whether there is any positive effect on medical care students in terms of professional identity, self-reflection, and emotional catharsis. In order to reach the goals of the study, after extensive literature review, a Professional Identity Scale for Healthcare Providers (PIS-HP), a Reflective Thinking Scale for Healthcare Students and Providers (RTS-HSP), a scale measuring emotional catharsis through illness narratives (ECS-IN), and an Analytic Reflective Writing Scoring Rubric (ARWSR) were developed. Expert panel discussions and pilot studies were also conducted to test the validities and reliabilities of the developed scales and scoring rubric. The significance of the study lies in that the study intends to use illness narratives as an empathetic connection to literature and visual art to let medical care students have an opportunity to use narrative skills, (such as using the triad of “attention → representation → affiliation”) to go through the lives of patients and medical care professionals to have better understanding of the predicaments, dilemmas, and conflicts humans suffer. Also, through reflecting upon ethical/moral dilemmas following illness narrative threads, students can make sense of the metaphorical expressions and build ethical/moral imagination in conflictive perspectives, and hence, make sound ethical/moral judgments while confronting dilemmas in real clinical situations. Moreover, through the practice of illness narratives to build ethical/moral imagination, the study intends to help medical care students manage to release emotional tensions, make sense of their lives, and construct their professional identity.

Keywords: Narratives as an empathetic connection, illness narratives, narrative medicine, literature and visual art, professional identity, self-reflection, emotional catharsis
Creating Interactive Modules To Flip The Classroom Using H5P Open Source Authoring Tool
Jorge Reyna, University of Technology Sydney, Australia

ABSTRACT

Flipped Learning (FL) has emerged as important instructional approach in tertiary education. A common misconception is that FL is highly dependent on the use of video. In fact, educators have the choice to flip content with different digital tools such as interactive slides, a timeline of events, infographics, flashcards, board games or even image sliders. Currently, the e-learning industry has many applications that can be used to build and deploy content for learning resources. In general, many applications are expensive and are time-intensive to learn. H5P is an open source online tool that is relatively easy to learn and use for producing flipped subject content. The material created can be easily linked or embedded inside Learning Management Systems and works across mobile platforms. The aim of the proposed paper is to provide participants with hands-on training of the application of H5P as a tool for FL. The paper will illustrate the pedagogical, instructional, multimedia and visual design principles necessary for the creation of engaging FL materials.

Keywords: visual design, usability, accessibility, flipped learning, h5p.

REFERENCES


Longitudinal Studies On Vertical And Horizontal Organization Of Mathematical Contents And Students’ Performance In Secondary Schools

O.I. Oginni, Ekiti State University, Nigeria
T.A. Oginni, Ekiti State University, Nigeria

ABSTRACT

The study investigated the longitudinal trends of vertical and horizontal organization of mathematical contents and students’ performance in secondary schools. It also compared students’ performance in teacher made test and standardized test. The design adopted for this study is longitudinal studies and ex post facto of descriptive research. School A, B and C were randomly selected and a total of 450 students’ scores were considered. The instrument used for this study was the scores of students from 2014-2015, 2015-2016 and 2016-2017 academic sessions of school A, B and C for eight consecutive terms (vertical) and their external examination scores (horizontal) in Mathematics. The validity of the teacher-made test was carried out by the heads of department and the state ministry of education official (in charge of test and evaluation) while that of the horizontal has been carried out by West Africa Examination Council who was the custodian of this standardized test. The data collected were analyzed using frequency counts and mean for descriptive statistics and regression analysis and Analysis of variance for the inferential statistics all at the probability level of 0.05. The result showed a positive relationship between Mathematics vertical and horizontal organization in school A and B but negatively related in school C. However, location and school type has influence on students’ performance in Mathematics vertical and horizontal organization. It was recommended therefore that Mathematics teachers should ensure adequate and rigorous vertical preparation of Mathematics contents from the first term of the students’ entrance into colleges.

Keywords: longitudinal studies, vertical and horizontal organization, mathematical contents, students’ performance

Introduction

Mathematics is one of the key subjects that guarantee a successful transition from secondary education to university in Nigeria. Development in students’ intellectual capability is a reflection of their knowledge acquisition from kindergartens to any level of education. A noticeable development in any child may be attributed to rapid and excellent display of expertise by learners in mathematics. Classroom activities in Mathematics lesson expose students’ performance, attitude and altitude, being a significant factor which determines students’ next line of action after secondary education. Many scholars have been expressing worries concerning the dwindling is students’ performance in Mathematics. A worrisome incidence of low enrollment of students into mathematics related courses in our higher institution is at its alarming threshold, which in turns have been a source threat to Mathematics worldview (Smith, 2004). Across the globe, there is nowhere Mathematics is not learnt. The significance of Mathematics is easily seen and felt as it borne out of the quests to find both immediate and long-lasting solutions to the various needs of mankind, the more reason Mathematics is made compulsory at both primary and secondary levels of education system across the universe. Aguele and Usman (2007) as cited in Uwaezuoke (2013) supported the argument that “Mathematics today has an enormous impact on science and society, though the influence is silent and hidden, yet it is shaping our world in many ways”.

Before the advent of western education, transmission of knowledge, political and social ideas in Africa and Nigeria specifically, was somehow crude. The establishment of mission schools ushered in a Mathematics curriculum
innovation which based on 3Rs that is, Writing, Reading, and Arithmetic (Uwaezuoke, 2013). Later, it was discovered that there was a need for secondary education. At the national critique workshop on Mathematics organized by the Federal Ministry of Education at Onitsha in March 1978, by the combined efforts of NERC and CESAC, a new Mathematics curriculum document was produced. The document which catered for primary education, secondary education (both the junior and senior) and teachers’ Grade II (Uwaezuoke, 2013). Contents are arranged vertically and horizontally in mathematics. These contents are sequential, intertwine, integrated, and interrelated.

Vertical component refers to the collection of contents in the subject area so that what follows is slightly relevant and more poignant than the prior task. The arrangement of contents taught from JSS1-3 or SS1-3 Mathematics curriculum before external examination are in stages, which transcend from JS1 1st term examination score to JS3 2nd term. The overall contents delivered unto the learners in Mathematics over the periods of 8th consecutive terms could be tested horizontally. These, eventually is the performance of students that originate from the teacher-made test. Teacher-made tests are not valid and acceptable unless some effort is made on them to enhance their quality. One of such efforts is validation of instrument (NTI, 2014). A test that determines a successive promotion of students from one classes to the other prior their certificate class examination is vertical in nature. One of the attributes of a vertical organization is sequential engagements in mathematics concepts from simple to complex, through gradual internalization of ideas and principles with adequate learning factors considered such as age, maturity and class among others.

Longitudinal trends concentrates on contents on termly and yearly bases at a given level of instruction through which the teacher is evaluating. Teacher-made test is the test prepared and administered for testing classroom achievement of students, evaluating the method of teaching adopted by the teacher and other curricular. Hathcoat (2013) as cited in Kiragu and Odiemo (2014) gave a condition for tests suitability and acceptability if it measures the expected trait to measure. Thembinkosi, Tichaoma, Philip, Alfred (2015) discovered in their study that many people thought that the major purpose of teacher-made tests was to obtain marks for recording purposes. Teacher-made tests are more of a routine activity than an exercise to improve the learning process and it serves as good indicators in monitoring the success of teacher-student material instruction.

Horizontal organization gives a replica of standardized test. Equally expresses the overall assessment of what transpire in vertical trajectory within the period of teacher made test. The overall cumulative of vertical organization to a holistic concept which is summative in nature. According to NTI, (2014) a test is fair when appropriate learning goals are developed, appropriate content taught to the students and appropriate instrument used to measure achievement.

An effective teaching-learning process is not complete if the learner(s) has not achieved. Hence, the need for summative evaluation becomes imperative. Christine et. al, (2016) submitted that the traditional way of evaluation through formative and diagnostic approach became worthwhile when the external examination results of the learners yielded impressive performance, otherwise all efforts by teachers may not be recognized. Various forms of assessments are the keys for proper upbringing of students from teacher-made tests to standardized tests.

Magno (2003) revealed that teachers with vast experience prepared examinations with high validity and reliability. Few attributes of such test must be valid, reliable and suitable for the purpose of examination. Suitability could be measured in terms of the items in the table of specification (test blue print) an essential document that reflect the cognitive and behavioural framework of contents used in order to adjudge a test as being standard. The tests have explicit instruction for uniform administration and they are written at the same time across the country (Thembinkosi, Tichaoma, Philip, Alfred, 2015). The standardized tests are usually written at the end of a particular course or programme while the author of teacher made test is the subject teacher in school (Evan, 2009). Result of the research of Thembinkosi, Tichaoma, Philip, Alfred (2015) revealed that teachers experience a number of challenges as they attempt to make use of teacher-made tests. The challenges ranging from the teachers’ lack of technical knowhow needed, to lack of quality time to construct valid and reliable tests. It was on the account of these challenges associated with constructing valid and reliable teacher made tests, that this current study set out to investigate the extent to which teacher-made tests (vertical component) predict the performance of students in standardized tests (horizontal component).

The importance of the school location (whether rural or urban) is another source of worries that deserve attention in Mathematics. Teachers’ ability to use instructional materials and other learning facilities usually leads children aright
and make discovery not to be based on where the school is located. No wonder that the West African Examination Council operates only in five countries. Challenges in Mathematics curriculum varies from one part of the world and another or from region to region. Effiom, Ntibi and Edoho (2017) found that the mean performance scores between urban and rural school students has no significance influence on their attitude towards mathematics and basic science. Ibitoye (2003) who asserted that understanding and performance in mathematics and basic science is independent of location, cultural affiliation and family background.

School type on the other hand could be private and public schools. Public schools otherwise known as government owned schools assumed by researchers to engage more qualified personnel than their private counterparts, the action in turns enable quality input in terms of knowledge driven while private schools in some quarters hire both qualified and semi qualified personnel. Stauss et.al (2004) gave credence this, adding that private schools are known for high cost in school fee and lower student-teacher ratio. Nowadays, textbooks, classrooms development and other infrastructure could only be provided by parents, a responsibility that government and schools supposed to prioritize.

Statement of the Problems

There is a wide discrepancy in the settings of teachers made test in secondary schools across the country, since there is no central control room for all items prepared by their teachers from term to term, from one class to the other particularly before a child gets to a certificate class. This in turn serves as a signal for erroneous, invalid and unreliable promoting system of students through unscreened examination by the experts. The researchers observed variation in the promotion examinations from school to school, state to state; all at the vertical level but the horizontal component do not base their consideration of the variations within the sphere of vertical components. Also, some politically motivated unified examination administered to SS2 students do not tally from state to state, contradictory to their final examination (horizontal) that are prepared strictly by external examination bodies such as NABTEB, NECO, WAEC, JAMB and many others. Researcher also observed that some Mathematics teachers cannot prepare test blue prints that are in line with the international best practices, which in turn render their test items unstandardized. The researchers also noticed a variation in the performance of students considering their location and school types. Based on the aforementioned anomalies, the researcher looked into the longitudinal trends of the vertical and horizontal organization of mathematics contents with a view to proffers solution.

Research Question;

This question was raised to guide the study at different school categories A, B and C

- What are the trends vertical and horizontal mathematics contents relationship in school at different categories A, B and C?

Research Hypotheses;

The following hypotheses were generated in this study

- School location (rural and urban) has no significance influence on students’ achievement in Mathematics.
- School type (public and private) has no significance influence on students’ achievement in Mathematics.

Methodology

The design adopted for this study was descriptive research of longitudinal study and expost facto conducted on school A, B and C from 2014-2015 to 2015-2016 to 2016-2017 academic session in eight consecutive terms (vertical) on the same set of students as they are progressing from one class to the other. Expost facto design was also adopted because the results of these students were already available in the schools under consideration for the study. The population for this study consists of all secondary school students in Ekiti state. The sample for the study was made up of 450 students selected using intact classes while their schools categories A, B and C were selected randomly. The instrument used for this study was the result sheets of students from 2014-2015, 2015-2016 and 2016-2017 academic session of three schools A, B and C for eight consecutive terms (vertical) and their external examination scores (horizontal) in Mathematics. The validation of the vertical (scores from teacher-made test) was carried out by given to head of department and the state ministry of education in charge of test and evaluation. The validation of the horizontal has
been carried out by West Africa Examination Council who was the custodian of this standardized test. The data collected were analyzed using frequency counts and mean for descriptive statistics and regression analysis and Analysis of variance for the inferential statistics all at 0.05 level of significance.

Results

- What is the trends vertical and horizontal mathematics contents relationship in school A?

Figure 1; *longitudinal trends of horizontal and vertical components of mathematics achievement in school A*

![Figure 1](image)

The figure 1 depicts the longitudinal trends of horizontal (70 students) and vertical components (85 students) of Mathematics achievement in school A. It was shown in the graph the relationship between the horizontal and vertical components of Mathematics achievement. The above given model in the graph; \( y = 0.146x + 32.99 \) shows that there exists a relationship between the horizontal and vertical components of Mathematics achievement. The results further shows that the vertical component has a positive effect on the horizontal component which means a unit increase in the vertical component will lead a 0.146 increase in horizontal component of Mathematics achievement.

- What is the trends vertical and horizontal mathematics contents relationship in school B?

Figure 2; *longitudinal trends of horizontal and vertical components of mathematics achievement in school category B*

![Figure 2](image)

Figure 2 depicts the longitudinal trends of horizontal (75 students) and vertical components (90 students) of Mathematics achievement in school B. It was shown in the graph the relationship between the horizontal and vertical components of Mathematics achievement. The above given model in the graph; \( y = 0.1135x + 59.4 \) shows that there exists a relationship between the horizontal and vertical components of Mathematics achievement. The results further shows that the vertical component has a positive effect on the horizontal component which means a unit increase in the vertical component will lead a 0.1135 increase in horizontal component of Mathematics achievement.
Mathematics achievement in school B. It was shown in the graph the relationship between the horizontal and vertical components of Mathematics achievement. The above given model in the graph; \( y = 0.113x + 59.4 \) shows that there exists a relationship between the horizontal and vertical components of Mathematics achievement. The results further shows that the vertical component has a positive effect on the horizontal component which means a unit increase in the vertical component will lead to 0.113 increases in horizontal component of Mathematics achievement in school B.

- What is the trend vertical and horizontal mathematics contents relationship in school C?

Figure 3: longitudinal trends of horizontal and vertical components of mathematics achievement in school category C.

![Graph showing longitudinal trends](image)

Figure 3 depicts the longitudinal trends of horizontal (60 students) and vertical (70 students) components of Mathematics achievement in school C. It was shown in the graph the relationship between the horizontal and vertical components of Mathematics achievement. The above given model in the graph; \( y = -0.050x + 58.02 \) shows that there exists a relationship between the horizontal and vertical components of Mathematics achievement. The results further shows that the vertical component has a negative effect on the horizontal component which means a unit increase in the vertical component will lead to -0.050 decrease in horizontal component of Mathematics achievement in school C. The variation in this result could be due to the school type involved (private).

Hypothesis 1: School location (rural and urban) has no influence on students’ achievement in Mathematics.

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F Value</th>
<th>Pr &gt; F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>1</td>
<td>3603.010000</td>
<td>2114.010000</td>
<td>556.05</td>
<td>&lt;.0001</td>
</tr>
<tr>
<td>Error</td>
<td>69</td>
<td>3222.580000</td>
<td>3.801837</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>70</td>
<td>6825.590000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1 presented is the result obtained from the analysis carried out on students’ achievement in Mathematics within two sub-schools which are located in rural and urban center. The relationship between the performances recorded in the schools in rural area and urban area shows that the location has influence on the students’ performance in Mathematics. Conclusively, since the p-value is less than 0.05, we therefore reject the null hypothesis and ascertain the claim that the location of the school influences students’ performance in Mathematics.

Hypothesis 2: School type (private and public) has no influence on students’ achievement in Mathematics.
Table 2: ANOVA Summary of school type and students achievement in Mathematics

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F Value</th>
<th>Pr &gt; F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>1</td>
<td>1114.030000</td>
<td>1231.34</td>
<td>109.9</td>
<td>0.021</td>
</tr>
<tr>
<td>Error</td>
<td>88</td>
<td>2302.510000</td>
<td>11.201837</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>89</td>
<td>3416.540000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 shows that the p-value 0.021 < 0.05. The null hypothesis which state that school type (private and public) has no influence on students’ achievement in Mathematics was rejected and conclude that school type (private and public) has influence on students’ performance in Mathematics.

Discussion

The study revealed that there exists a relationship between the horizontal and vertical components of Mathematics achievement. The result was contrary to the work of Kolawole, Oginni and Fayomi (2011) that the performance of students in the examination has insignificant influence on their mode of entry. The result further shows that vertical component has a positive effect on the horizontal component in school category A and B. The result is in concord with the work of Selden & Selden, (2001) and corroborated the study of Robert (1984) that Mathematics is a determiner for decisions making processes. The result further shows that vertical component has a negative effect on the horizontal component in school category C. The findings also ascertained a relationship between the performances recorded in the schools in rural area and urban area, and that the location has influence on the students’ performance in Mathematics. This is in agreement with the submission of Effiom, Ntibi and Edoho (2017) that the location of the students has no significant difference with their attitude towards mathematics and basic science. Similar research carried out by Bosede, (2010) claimed that the settlement of the schools has influence on the students’ performance in Mathematics. The study also found out that school type (private and public) has no influence on students’ achievement in Mathematics was rejected and conclude that school type (private and public) has influence on students’ performance in Mathematics.

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Thembinkosi, T., Tichaoma, M., Philip, G., Alfred, C.N. (2015). Establishing the Effectiveness of Teacher-made Tests in Nkayi District Primary Schools. Faculty of Arts and Evaluation, the Zimbabwe Open University, Zimbabwe, Nova Journal of Humanities and Social Sciences
A Case Study: Integrating The Ipod Touch Into Instruction For Chinese-As-A-Second Language Elementary Students

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Fang-yu Lin, Taiwan Mandarin Institute, Taiwan
Adam Voight, Cleveland State University, USA

ABSTRACT

The iPod Touch is an interactive iOS-based mobile device with a touch screen interface it is easy to use for helping elementary school students to learn Mandarin Chinese. The purpose of this study was to examine whether implementing the iPod Touch in a Chinese classroom would change students’ motivation towards learning Chinese. Participants (N = 89) were public school fourth and fifth grade students in the Midwestern United States. A questionnaire developed by Glynn, Taasoobshirazi, and Brickman (2009) and administered by their Chinese teacher was used to assess students’ motivation to learning Chinese before and after the implementation of the iPod Touch in five areas (intrinsic motivation and personal relevance, self-efficacy and assessment anxiety, self-determination, grade motivation, and Listening/Speaking/Reading/Writing skills in Chinese). Results of multiple regression analyses indicated that there were no significant changes in any of the five motivation outcomes. However, there were increases in self-efficacy and assessment anxiety (p = .063) and Listening/Speaking/Reading/Writing skills in Chinese (p = .124) that approached significance. The results suggested a direction for future research in Chinese education.

Keywords: Motivation, iPod Touch, Mandarin Chinese, Technology Integration, Foreign Language Learning

INTRODUCTION

Recently, in the United States, more and more K-12 schools have set up Chinese programs. Some are asking students to take Mandarin Chinese as the only foreign language option provided by the school. One of the co-authors taught Mandarin Chinese in a public elementary school in the Midwestern United States under this condition. All students are required to take Chinese class once a week from kindergarten through fifth grade. The authors observed that while some students always enjoy Chinese class challenging themselves to do more advanced tasks and engaging themselves in learning a new language, quite a few students are barely motivated. They do not have positive attitudes in class, rarely contribute, and give up easily when the tasks get more difficult. It is sad to see that the only reason they come to Chinese class is because the school tells them to do so.

While student motivation is a key concern for learning Chinese, can technology offer learners a more efficient and effective way to increase student motivation in learning Chinese? Research has been done showing teachers are eager to integrate many kinds of technologies into their classrooms (Liu, 2002). For example, Zhan & Cheng (2014) have been integrated a variety of technologies to motivate students’ Chinese learning. As Banister, Miller, and Herman (2009) stated, “Handheld devices in K-12 education have evolved from Palm Pilots and PDA’s in the past decade, to cell phones and mp3 players more recently.” In the case of Chinese classrooms, as technology develops rapidly, paper-and-pencil materials can no longer satisfy the needs of Chinese language teachers and learners. In Chen’s research paper (2013), he explained that “…inputting Chinese characters using a web-based Chinese-learning program can conveniently but effectively ease the burden of associating the sound of a word with its meaning and ‘look.’”
The school at which this study was conducted received a technology grant that was able to purchase thirty sets of iPod Touch devices for the Chinese classes. All students seemed to be extremely excited about the news. Seeing the looks on students’ faces when they know that the iPod Touch has finally arrived, we could not help but wonder if such technological devices could serve as a kind of motivation boost for students’ interests in learning Chinese.

**THE PURPOSE OF THE STUDY**

Although there exists quite a bit of research focusing on implementing technology into Chinese classrooms, there are limited findings for how such devices affects students’ Chinese learning motivation. Therefore, we decided to research students’ motivation change before and after implementation of the iPod Touch.

**METHODOLOGY**

**Sample**

Participants (N = 89) of this study were students in a public elementary school in the Midwestern United States. None of them were native speakers of Mandarin Chinese. Forty-two of them were 4th graders (male = 14, female = 28), and forty-seven were 5th graders (male = 23, female = 24). The students’ age ranged from 9 to 12 years old (with a mean age of 10 years).

**Instruments**

Data collection consisted of a pre-survey and an identical post-survey. Each survey contained demographic questions regarding the students’ grade level, gender, age, and native language. The main section of the survey included 31 items intended to measure five factors, including (1) intrinsic motivation and personal relevance, (2) self-efficacy and assessment anxiety, (3) self-determination, (4) grade motivation, and (5) LSRW (Listening/Speaking/Reading/Writing) skills in Chinese.

The survey itself contained 31 Likert-type questions with a five-point response scale. The 31 questions were divided into five factors. The first four were based on motivation factors developed by Glynn, Taasoobshirazi, & Brickman (2009); a typical question from this section would be “I am confident in doing well on Chinese tests”. The fifth factor was developed by the authors; a typical question from this section would be “I feel more confident in my listening skills in Chinese.”

Scale scores for each of the five dimensions of motivation were created by averaging the Likert response on each survey item. Scores on each of the five variables were then standardized (\(M = 0, SD = 1\)) prior to analysis.

**Procedure**

The instructor for this class was one of the co-authors of this study, and is experienced in the use of the iPod Touch for teaching Chinese. The class in question met once each week; classes were 40 minutes long. There was a pre-survey and a post-survey, both of which were administered by the instructor after receiving parental consent forms. Students were trained to use the iPod Touch prior to the study. “Quizlet” was installed into each iPod Touch for students to review Chinese terms. In addition, an application called “iLearnChinese” was installed to each iPod Touch for students to practice Chinese writing skills.

**RESULTS**

A multivariate, multiple regression model was estimated with the five motivation variables modeled as outcomes, a binary variable indicating whether the data were collected pre- or posttest as the primary predictor variable, and controls for grade level, gender, and age. The results suggest the difference in mean motivation from pre- to posttest, controlling for differences in grade, gender, and age among the pre- and posttest samples. The results indicated that there were no significant differences in motivation before and after the implementation of the iPod Touch in any of the five factors (intrinsic motivation and personal relevance, self-efficacy and assessment anxiety, self-determination,
grade motivation, and Listening/Speaking/Reading/Writing skills in Chinese). However, the increase from pre- to posttest in self-efficacy and assessment anxiety (p = .063) and LSRW skills in Chinese (p = .124) approached significance, and the effect size (in terms of standard deviation-unit increases) was small to moderate in both cases (see Table 1).

Table 1. Pre-Post Differences, Controlling for Grade, Gender, and Age

<table>
<thead>
<tr>
<th>Variables</th>
<th>Pre-to-Post Difference</th>
<th>T</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrinsic Motivation and Personal Relevance</td>
<td>0.09</td>
<td>0.58</td>
<td>0.565</td>
</tr>
<tr>
<td>Self-efficacy and Assessment Anxiety</td>
<td>0.28</td>
<td>1.87</td>
<td>.063</td>
</tr>
<tr>
<td>Self-determination</td>
<td>0.02</td>
<td>0.11</td>
<td>0.909</td>
</tr>
<tr>
<td>Grade Motivation</td>
<td>-0.15</td>
<td>-1.02</td>
<td>0.311</td>
</tr>
<tr>
<td>Listening/Speaking/Reading/Writing (LSRW) Skills in Chinese</td>
<td>0.23</td>
<td>1.55</td>
<td>.124</td>
</tr>
</tbody>
</table>

**DISCUSSION**

There are a number of reasons why the results may have fallen short of our expectations. Firstly, the questions on the survey were not tailored to an appropriate reading level. That is, most of the questions used educational terminologies instead of easy and clear descriptions which 9-to-12-year-old children could understand right away. Additionally, the survey might be too long for young children to finish since there were 31 questions with long and complicated sentences. The survey itself might have already extended 4th and 5th grade students’ attention spans. Moreover, since the focused group is 4th and 5th grade Chinese as second language students, there were a number of transferring students who has never learned Chinese language previously. Taking into account the responses of the new students, their motivation might not increase as much as we expected because there were no previous experiences for comparison.

While designing the survey, the thought was to examine students’ motivation improvement after integrating the iPod Touch into their Chinese learning. At that time it seemed to us that quantitative research was the best option to achieve the goal. However, after analyzing the data, there appeared an abundance of factors that affected the outcome of the research that have to be taken into account. From our perspective, a survey like this should be done in both qualitative as well as quantitative way, if time allowed. Ideally, one would have students fill out the survey, and then interview students randomly. This would provide a richer data pool with the potential to resolve some of the underlying methodological questions. With an N of 89, this study had a small sample size from which it is inadvisable to generalize. The authors recommend a large sample size for any further research.

**CONCLUSIONS**

This study allows us to realize how hand-held technological devices have changed modern language education. Having 30 iPod Touch in a Chinese language classroom at once is a rare scene in public schools around the USA. Even though most schools might not be able to afford such luxury, it is still important for Chinese language educators to understand that having such technological tools is definitely a great helping hand for most of the lessons.

**REFERENCES**


Assessing Students’ Application Of Core Values To Ethical Dilemmas And Issues Of Social Injustice

Thomas G. Porrazzo, Alvernia University, USA
Dolores B. Bertoti, Alvernia University, USA

Abstract

This presentation is in follow-up to the work presented as “Capstone Coursework: Utilizing Student Reflection as a Vehicle for Assessing the Impact of the Educational Journey on the Development and Refinement of Students’ Core Beliefs” at the International Education Conference held in Venice in 2016.1 That 2016 presentation focused on the attainment of core values and the alignment of those developing beliefs with the university’s established student outcome goals according to the university’s published Guidelines for Faculty on Capstones (2013) 2. Upon return to campus, the presenters were asked to present their work on capstone assessment pertaining to the development of students’ core beliefs to the Board of Trustees. The university adopted a similar assessment approach to include five additional majors. These presenters advocate that an assessment approach will be utilized in all capstone courses within the institution in the future.

This presentation will focus on step two of that outcome assessment and how students were then able to demonstrate an application of those values to the practical navigation through an ethical or contemporary social injustice dilemma. The capstone students were asked to describe an ethical issue or injustice likely to be encountered in Healthcare Science and to then analyze how the application of ethical concepts and multiple perspectives can promote an understanding of that issue. They were also asked to describe how their own assimilation of the university outcome goals influenced their ability to navigate through that ethical dilemma.

The topics chosen by the students were emblematic of the plethora of ethical dilemmas and social injustices certain to be encountered by our millennial graduates. Topics included: Prisoner Healthcare Rights, Substance Abuse, Physician Assisted Death, Beliefs with Respect to War and Peace, Gender Roles and the Family, Euthanasia, Death Penalty, Immigration, Social Classes, Abortion, Treating Chronic Regional Pain Syndrome, Medical errors, Marriage and Sexuality, and End of Life.

Capstone courses have literally become a rite of passage as a culminating, mastery experience offering faculty the final opportunity to “instill (within their students), the values, knowledge, and skills expected of graduates”.3-5 It is widely accepted that one of the central purposes of capstone courses is to foster integrative learning and as such, these courses or experiences are generally recognized as transformative learning experiences considered to be a “high impact practice”.6-7 In addition and more recently, these culminating experiences or capstones have become increasingly commonplace in higher education as offering a way for universities and colleges to assess student learning and for the institution to assess achievement of institutional objectives. It is imperative that institutions of higher learning prepare graduates to encounter ethical dilemmas and to help them develop values-based decision-making for any and all occupational work settings.8-14

This paper demonstrates how such transformational learning can be operationalized and applied to real life situations, likely to be encountered by working professionals. This presentation describes how those overarching institutional goals can not only be achieved, but measured and evaluated as evidenced by the success of this practice at Alvernia University within the Healthcare Science Program. This practice can now serve as a model “best practice” for other like institutions of higher learning.
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From Peer To Supervisor – Exploring The Challenges For First Time Leaders
Jamie O’Brien, St. Norbert College, USA

ABSTRACT

This study investigates the challenges faced by first-time leaders and the associated strategies used by employers to train, support, and prepare these employees for their transition into management.

Given the author has gone through leadership development programs (LDPs) and observed students go through LDPs utilized by large employers to develop first-time managers, this research seeks explore the value of these programs relative to the challenges faced by first-time leaders and aims to identify the strengths and shortcomings of various leadership development programs (LDPs) and make recommendations for improvement.

This study used a multi-site case study approach that included both qualitative and quantitative elements.

The qualitative research utilized in-person interviews with first-time leaders, senior management, as well as a human resources representative from each organization to examine the effectiveness of various approaches to leadership development.

To complement the qualitative materials, the research utilized an electronic survey to measure leadership challenges, collect ratings for each program, and look for missing topics in leadership training. The research team targeted their investigation on the following questions:

1. What common challenges exist for first-time leaders?
2. How do leadership development programs address these challenges and, are they successful?
3. And, how can leadership development programs be improved?

Survey and interview results suggest that the challenges of first-time leaders relate to managing conflict within a team, understanding the importance of delegation, and adjusting to changed interpersonal relationships.

The LDPs at each organization in the study address these specific challenges on a broad level and were rated highly overall by both LDP participants and management.

However, the research found certain gaps exist as well. Each LDP has an opportunity to improve through an examination of current program curriculum to match the needs of new managers.
ABSTRACT

The Fukushima nuclear power station accident on March 11, 2011 immediately following the Great East Japan Earthquake still has effects on the region. However, the situation of both children and the areas affected by nuclear radiation has changed in the past seven years. This study aims to examine the current situation of children in Fukushima and to understand what kinds of support they need.

We referenced officially available data on nuclear contamination and of parents whose children were two or three years old when the accident occurred, and interview records of volunteers and student survivors.

After the accident, the children could not play or stay outside. Parents as well as children suffered strong anxiety and stress about their future life. Therefore, children needed relief supplies, safe places to play and live, and mental care for survival. Seven years after the accident, the kinds of their sufferings have changed; health issues from radiation exposure, lack of credible information, being bullied because of the earthquake disaster, and isolation are some of the issues they now face. Accordingly, their support needs have also changed; continuous and regular health checks and treatments, reliable information, support of professionals such as teachers and schools, and consultations without uncomfortableness or uneasiness are some of their current requirements.

Keywords: Children, 3.11 Fukushima disaster accident, needed support
A Meta-Analysis Of The Relationship Between Cannabis, Opiate, Cocaine, Or Heroin Use And Student Academic And Behavioral Outcomes
William Jeynes, California State University, USA

ABSTRACT

The results of a meta-analyses on the use of various addictive, often illegal, drugs, i.e., cannabis, opiates cocaine, or heroin are presented examining its relationship to student outcomes. Special attention is paid to: 1) the various types of these addictive drugs, 2) the association with the use of these substances with student achievement, and 3) its differing effects by student age. The results of these studies are discussed.
Potential Of Under-Researched Melatonergic Analouges As Adjunct Therapy On Epilepsy: A Review

Mallika Khurana, Jamia Hamdard, India
Reema Khurana, Institute of Management Technology, India

ABSTRACT

Epilepsy has many comorbidities associated with it, with convulsions being the main clinical symptom. Manifestation of anxiety, depression, memory loss due to progressive neurodegeneration and sleep issues, go hand in hand with seizures. Melatonin is a tryptophan based, naturally occurring hormone secreted from the pineal gland. It has proven its efficacies as a melatonergic agonist and as a serotonergic antagonist and thus exhibits uplifting effects on seizures and comorbidities of epilepsy, but due to certain drawbacks, other artificial melatonergic analogues can potentially be replaced by melatonin as adjunct therapy in epilepsy. Agomelatine, Ramelteon, Piromelatine, TIK-301 and Tasimelteon are five such artificial melatonergic analogues which haven’t yet been fully studied or tried for their potential on epilepsy and its related comorbidities. This paper looks at the reasons as to why these drugs are better than melatonin for having potential as adjunct therapy for epileptic patients, which is shown by deductions made by clinical and pre-clinical data available on PubMed and Google Scholar. Most of the conclusions made by us show a positive correlation for these drugs being used an adjunct therapy, but further research is required.
Turning Strategy On Its Head – A New Look At Strategy Mapping

Kurt Schobel, Royal Military College of Canada, Canada
Cameron Scholey, Royal Military College of Canada, Canada

ABSTRACT

The Balanced Scorecard Framework (BSC) includes the development of a strategy map and has traditionally been developed at the top of an organization and then cascaded downward to the rest of the organization over time. This approach can be restrictive in that it limits potential balanced scorecard adopters to only those organizations ready and able to embrace the concept at the senior management level. Using a single case study at a Canadian university, we examined whether it was possible for a subordinate component of an organization to successfully lead the way for upward adoption of a strategy map. The approach described in this paper is a break from the traditional approach of beginning the strategy mapping process at the top of the organization. Our findings suggest that it is possible for a well-developed and executed strategy map to drive strategy upward to higher levels within the organization and that this identifies an opportunity for organizations to deploy the BSC framework in strategic business units even if the entire organization is not yet at a point in time where it is ready for full organizational adoption.
Twelve Angry Men: A Behavioral Bias Exercise For Finance Students
Lynda S. Livingston, University of Puget Sound, USA

ABSTRACT

Investors are not the rational, expected return-maximizing automatons asserted by traditional mean-variance portfolio theory. Instead, they are creatures driven by emotional and expressive desires (Statman, 2017), operating in markets created by their own adaptation to their social, political, and economic environments (Lo, 2017). Teaching students how to thrive in this less “rational” world requires novel assignments that go far beyond simply teaching them to find a portfolio variance.

In this paper, we present a fun, motivating assignment designed to help students identify the types of behavioral biases addressed in curricula such as that of the Chartered Financial Analyst’s Level III (2014). Students are asked to identify common biases demonstrated by the characters in the play Twelve Angry Men. While this play’s film adaptations have been used before for pedagogical purposes—for example, by legal scholars illustrating jury dynamics (e.g., Sunstein, 2007) and management scholars describing “interpersonal influence” (e.g., Buchanan and Huczynski, 2004)—our approach is novel in two ways. First, we focus specifically on an audience of finance students, rather than on general management students, allowing discipline-specific extensions; and second, we use the freely available (and much shorter) 1954 Studio One live TV version of the play. Using this version facilitates both the time and resource commitments that students and instructors must devote to the exercise.
Helping Children Back To Learning: A Protocol To Use For Teachers Who Work With Young Children Following Mass Trauma Events

Callum B. Johnston, Francis Marion University, USA

Background:
In Summer, 2017, a three-hour workshop was conducted at the Clute Institute International Education Conference in Barcelona, Spain to establish a possible recommended protocol for use by teachers of young children whose students are victims of mass trauma events. Mass trauma events are natural disasters and human-made disasters – intentional (terrorism) and unintentional (sickness, chemical and nuclear accidents, wars) – that have a traumatic impact on children and adolescents (Chrisman & Dougherty, 2014). While there exists a large body of work that describes clinical practices used by health professionals to help these young victims recover from the effects of mass trauma, what tends to be ignored is that teachers spend a great deal of time with these children on a daily basis. Teachers are responsible for teaching and student learning, but children’s abilities to learn and to function in a social environment such as a classroom are adversely affected by mass trauma events. Thus, there is a necessity for teachers to have strategies to use that will facilitate the return to the classroom and to learning by these young people following mass trauma events.

Proposal:
The Barcelona workshop was a beginning step to establish a recommended protocol for teachers to use in that there were ten participants from around the world who contributed their ideas and expertise to this effort. As such, it was a successful effort and a positive first step in making a recommended protocol a reality. However, there is a need for more input from educators. As the lead presenter of the Barcelona workshop, I feel that it is necessary to involve more educators in this conversation. Ten educators from an international community is a good beginning, but were this workshop to be conducted again in another city utilizing the same process as was utilized in Barcelona, the contributions from educators for the recommended protocol would increase and thus bring more validity to the process itself. I am offering, then, this proposal: to conduct a second workshop to gather teacher-generated strategies to work with children, especially young children, who have been exposed to mass trauma events for the purpose of facilitating the transition back to learning following the emotional and/or physical trauma associated with such events.

Proposed Methodology
Methods for the proposed project to develop a protocol for teachers to follow include:

Purpose: Conduct a continuing workshop with international colleagues at the Clute Institute, Summer, 2019, in Dublin, Ireland. This workshop is a continuation of one that was conducted in Barcelona, Spain, in the Summer, 2018. However, while good information regarding strategies for working with young children to bring them back to learning following victimization by mass trauma events was generated, more input is needed from additional educators to help round out an international perspective and to give credibility to the process.

1. Review the need for protocol that teachers of young children can use when their young students return to the classroom following natural disasters or incidents of terrorism. The ideas for this work will be generated to address concerns presented in the following chart:
2. Review the fears and anxieties identified by the Fear Survey Schedule for Children-Revised (Shore and Rapport, 1998), discuss them and categorize them according to the nature and frequency of their occurrences.

3. Group the participants to address each of the categories.

4. Participants develop strategies for teachers of young children to use with young children in their classrooms to deal with the fears and anxieties in each category (such as bibliotherapy).

5. Come back together as a whole group, and review the recommended strategies, and develop a protocol for teachers to use for each category. It must be stressed here that this is a protocol to guide teachers in their work with the children in their classrooms, and is not intended to be a form of mental health screening or therapy for young children. These are strategies would be designed to facilitate a return to normalcy for children within the classroom itself following a traumatic incident (a natural disaster or terror-related incident).

6. Publish the protocol. It is my intention to publish results from this international in a reputable international journal.

Reference:
The Ostrich Syndrome: "Contra-Power" And The Bullying, Harassment, And Stalking Of Faculty By Students Revised And Revisited

Doris D. Yates, California State University, USA

ABSTRACT

While not in the spotlight as an issue in higher education or any level of education "contra-power," the bullying, harassment, and stalking of faculty by students is an unfortunate reality. Incidences are happening on a regular basis across the country and making headlines locally but not nationally! There will be a discussion as to why this situation is not in the spotlight!

The presentation will focus on the definitions of contra-power, bullying, harassment and stalking as it relates to the behaviors displayed by students toward faculty and how contra-power plays a role. Research has been reviewed that has addressed the issue of contra-power and the prevalence of faculty that has been bullied, harassed and/or stalked by students. There will a discussion on the reactions and the recommendations to “avoid” or advice offered as a way to address the situation.

The initial questions that centered on ascertaining the prevalence of the student’s misconduct toward faculty will be reviewed along with more incidence specific questions. Additionally, the three behaviors that have been identified as being utilized toward faculty when students engage in misconduct include the domestic violence stalker, the erotomanic/delusional stalker and, the nuisance stalker. These behaviors are exercised toward faculty and some questions around “fight or flight” arise when it comes to reacting/responding or reporting such behaviors. It seems that sanctions for student misconduct are met with “foolish compassion” and not punitive enough to dissuade the behaviors or future behaviors on the part of the student from occurring. When sanctions are not followed again there is “foolish compassion” versus more stringent behavioral change options.

The presentation will be engaging, as it will have participants share their experiences around the misconduct of students toward them as faculty. What is defined as “misconduct” and whether there is a committee that explores the behaviors. Responses to the incidences of misconduct, whether there are reporting protocols in place on their campuses, the available resources that might be engaged when reporting an incident and the overall reaction from colleagues about the situation. The importance of punitive sanctions to dissuade students from engaging in the misconduct of contra-power.

To wrap-up, a local story will be shared and the outcome of that incident (March 2018). Recommendations will be offered:

- Regarding the importance of being vigilant and persistent when the “contra-power” is imposed.
- The importance of not burying our heads in the sand when there are victims of bullying, harassment, and stalking by students on campuses.
- How to be a self-directed proactive person during the process of addressing the behavior
- The need for self-care and the usage of a strong social support network and other resources as the incidences unfold/persists!
- Work/incident/life balance

To conclude resources will be shared, i.e., research and professional organizations that may offer assistance.


STEM Preparation: It Takes A Village
Brenda Alston-Mils, North Carolina State University, USA

ABSTRACT

In order to prepare students for Science, Technology, Engineering, and Mathematics (STEM) courses and careers, certain elements must be in place. Students, themselves, have to be responsible and accountable for their own learning. Learning has to be modeled and supported by numerous factions of the education community. Engaging students, especially first generation takes understanding by parents and guardians. Parental involvement in discussions with high school counsellors concerning the challenges of STEM courses should occur such that support can be given to the student. Pre-College programs such as LycoPrep (Lycoming College, PA) offer hands on activities and previews college expectations. Bridge programs or other first year orientation courses assist with the management of college life and is especially important in the basic and applied sciences e.g. Migrant Student Education, Michigan State University. Social skills acquired from out-of-classroom learning is important in inclusion and multicultural communication in the college community and can be carried over into post college life. Faculty should be open to engagement and communication across the curriculum in order to develop a well-rounded student as adept in analytical and creative thinking as well as in interpersonal relationships. Strategies to promote these behaviors can be modeled by faculty and non-faculty mentors. The community that supports STEM education is multifaceted and poised to develop the successful student.
Project Manager Engagement: A Field Study
Tom Henkel, Embry-Riddle Aeronautical University, USA
Gordon Haley, Embry-Riddle Aeronautical University, USA

ABSTRACT

This article investigates the elements that emotionally fully engage project managers for achieving project success. A review of the current literature, and theoretical aspects of project manager engagement and provide an analysis of the data. The present research was conducted by inviting project managers to describe the elements that they perceive fully emotionally engages them when working projects. Purposive interviews with a representative group of 81 practicing project managers were completed with the project managers’ consent and were fully transcribed. Microsoft Access was first used to code the responses. Using the report generator, the data were then grouped, making it easier to determine trends that otherwise might go unnoticed. A discussion follows the research findings.

Keywords: project managers: employee engagement, project manager engagement, motivation; practicing project manager.
A Field Study: An Examination Of University Adjunct Faculty Engagement

Tom Henkel, Embry-Riddle Aeronautical University, USA
Gordon Haley, Embry-Riddle Aeronautical University, USA

ABSTRACT

The United States higher education institutions continue to increase the hiring adjunct faculty and are finding that adjunct faculty work engagement is a key factor in academic achievement and degree completion. Adjunct instructors increased to more than half of all faculty appointments. Customarily, adjunct faculty less engaged with their work than full-time faculty as effective coaches and mentors for students outside the classroom. To amplify the situation, colleges and university accreditation organizations are requiring student retention and faculty work engagement as part of the effectiveness and accreditation process. A qualitative study using the Utrecht Work Engagement Scale-Work Engagement Survey sought adjunct faculty perceptions of their work for academic and student success. The purpose of this study was to gain an understanding of the factors that engaged adjunct faculty with their faculty member duties and feel like an integral and enthusiastic part of that mission of the college or university.

Keywords: Adjunct instructor, work engagement, higher education
The Relationship Between Student Background, Financial, Academic, And Institutional Integration Variables And Timely Graduation At Community Colleges

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ABSTRACT

The purpose of this applied dissertation was to explore the relationship between selected background, financial, academic, and institutional integration variables and students’ timely graduation from a community college campus in central Florida that was the focus of this study. Community colleges play a fundamental role in providing access to college education for students from diverse backgrounds. According to 2006 data, only 28.0% of first-time, full-time, degree-seeking community college students graduate with degrees within 3 years. Fewer than 45.0% of students who enter community college with a goal of achieving degrees or certificates are able to graduate within 6 years and 52.0% of first-time, full-time college students in public community colleges return for their 2nd year. Moreover, only 8.5% of the state’s population aged 25 and older had earned 2-year degrees.

The survey instrument was a questionnaire developed using Tinto’s (1995) student integration model as the conceptual framework. The survey items were designed to capture background, financial, academic, and institutional integration variables. The questionnaire was presented on-line and hosted by SurveyMonkey.com.

An analysis of the data revealed that, of all the background factors, persistence in college had the most decisive effect of all the integration variables. The most influential factor was administrators’ availability to listen to students’ concerns. Moreover, of the faculty variables, excellent instruction; interest in student achievement; and ongoing feedback were the most significant, along with faculty encouragement or interactions with students. The findings provided decisive evidence that faculty members play a pivotal role in shaping the experience of community college students.
A Study Of Adaptive Gambling Behavior Of Casino Employees In Macao
Zhonglu Zeng, Macao Polytechnic Institute, China

ABSTRACT
In the past three decades more and more countries or places have legalized casino gambling as a means to develop tourism or economies. To illustrate, in Asia Macau opened its market to international operators in 2002 and the operators of casinos increased from one to six. Singapore legalized its casino industry in 2005 and its first casino opened in 2010. Taiwan passed the gaming law in 2009, allowing construction of casinos on some off-shore islands. The Philippines and Russia are building new resort casinos. In the United States, since 1989, 24 states legalized commercial casinos. But so far very little is known about the future gambling behavior of visitors to a destination or that of local residents. As the future gambling behavior of people can have a great impact on the revenue of destinations with casinos, it is very important to understand the future gambling behavior of people.

There are two theories concerning future gambling behavior of people: exposure theory and adaptation theory. According to the exposure theory, the more people are exposed to gambling facilities, the more they will be involved in gambling activities. Thus more casinos in the future mean more people will go to casinos and spend more on casino gambling. On the other hand, adaptation theory argues that gamblers are dynamic and capable of changing their behavior in response to exposure of gambling facilities. When they are exposed to casino gambling for the first time, novelty often stimulates their interest in gambling, but through social learning, increases in awareness of harmful consequences etc., they eventually adapt to novelty and become less interested in gambling. Thus even more casinos are built, people are not likely to to increase their interest in casino gambling.

This study tested the theories by surveys of casino employees in Macao. The casino employees are chosen because they are most exposed to the gambling facilities because of their working environments, and thus can be influenced to have more gambling activities in casinos. On the other hand, casino employees have been exposed to gambling facilities more often than other people, they would be more adapted to the casino gambling, are thus less likely to involve in casino gambling. So casino employees are ideal for testing the both theories at the same time.

The study has successfully surveyed 230 casino employees. The results showed that there were four significant differences in casino employees, gambling behavior between the year when they were first exposed to casino gambling and the current year. Firstly, the respondents have significantly higher past year gambling frequency in their initial gambling year (average 12.4 years ago; median 11 years ago) than the current year (0.190, Sig. 0.000). Secondly, the respondents feel more excited when they were first exposed to casino gambling than in the current year (-0.592, Sig. 0.000). Thirdly, they had more cognitive bias when they gambled for the first time than the current year (.475, Sig.0.000). Fourthly, there were no differences between casino employees and non-casino residents in their gambling participation. The results supported the adaptive theory.
An Intervention Study On How To Motivate EFL Students
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ABSTRACT
This study aimed to examine the effects of motivational strategies on student motivation. These motivational strategies were used by teachers in the English as a foreign language (EFL) classroom during sixteen weeks. More specifically, this study also investigated differences in the effectiveness of motivational strategies according to students’ English proficiency levels and their original motivational intensity levels. The participants consisted of 186 adult EFL learners from four English classes. The four classes were randomly allocated to the two groups: two in the intervention group and two in the control group (Li, 2015). The researcher of this study (i.e., the instructor of the four classes) managed to implement the motivational teaching practices by consciously employing 20 motivational strategies in the two intervention classrooms during one semester. Her actual use of 20 motivational strategies was described on the basis of self-report frequency data during this semester. The two classes in the control group did not receive any intervention. The motivation of the students in four classes was measured by a self-report questionnaire at three different times during this semester. The results showed that (1) overall, the teacher’s motivational teaching practice had positive effects on the students’ motivated learning behavior as well as their motivational state; (2) only some motivational strategies showed positive correlations with students’ motivation; (3) the effectiveness of some motivational strategies differed according to students’ English proficiency and their original motivational intensity levels. Therefore, further research needs to explore which motivational strategies are appropriate for which types of learners in terms of their English proficiency and motivational profiles (Li, 2015).

Keywords: Motivational Strategies, Motivation, Proficiency, Intervention, Adult EFL Learners

REFERENCES
Teaching Strategy For The Future – Citizen Science As Project-Based Learning In An African Context

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Introduction

Societal changes, like globalization and transformation in the workplace, where non-permanent teams solve complex societal issues, provide new challenges to educational institutes. Teaching and learning are moving away from traditional subject-oriented approaches towards comprehensive learning skills which are more problem- and phenomenon based. The ability of students to draw conclusions and construct meaning for and on what is learned needs to be emphasized (Lonka, 2018). The incorporation of pre-service school teachers and high school learners, as citizen scientists, in a learning project focusing on water quality in a unique African context, provides for a fruitful learning experience to all participants involved.

In the article the use of citizen science, as a project-based teaching and learning approach, will first emphasize the real-life relevance of such an approach; relevant concepts will be clarified; project information and the research methodology and findings will be revealed and possible benefits and challenges regarding the project-based teaching approach will be explained.

The real-life relevance of project-based teaching and learning

Educational institutes are regarded as social partners to incorporate sustainable principles at various time- and activity scales in communities (UNESCO, 2017). In February 2019 the Bulletin of the Atomic Scientists revealed that the symbolic world clock regarding the future of Earth indicates two minutes before 12. Climate change, pollution, chemical pollution due to agricultural activities and natural loss of habitat, which increases the loss of various animal and plant species, are all triggers to advance the world clock towards doomsday for planet earth (Brits, 2019). The inclusion of citizen science project-based teaching and learning not only prepares communities to face adversity regarding natural resource management but also provides an opportunity for educational institutes to prepare youth and communities to face the future.

The curriculum at educational institutes is broadly divided into the planned and intended curriculum and informal curriculum which links with real-life practice (Hoadley and Jansen, 2009). The informal curriculum allows for volunteers, from student communities, to participate in diverse activities that enhance effective learning attributes like value and culture (Hopkinson et al., 2008). Incorporating project-based learning, at schools and on university campuses, aids to implement formal curriculum in an action-oriented, trans-disciplinary setting in an informal way (Muller-Christ et al., 2014). Real life problematic scenario also provides the educational institute to address these issues by developing unique, self-organized structures to collaborate, increase dialogue and take ownership within the institute with the added advantage of higher global ranking of the university as a teaching and learning champion (Hoover & Harder, 2015).

Project-based learning

In project-based learning learners are active participants who take responsibility for their own learning (Doppelt, 2003). Project-based learning promotes metacognition by students who are: (a) aware of learning goals; (b) able to self-assess their progress; (c) able to revise their own achievement of learning goals; and (d) able to value resources and social structures which aid to scaffold their knowledge (Killen, 2010; SAIDE 2012). Project-based learning, as real-world learning, promotes understanding of sustainability problems and promotes collaboration of academic
experts and novices with the community and others (Brundiers et al., 2010). The relevance of transdisciplinary research in real-world project-based learning is displayed when students, as novices, collaborate with non-university experts and community partners in all phases of the research project. Project-based learning enhances place-based education which aims a high priority on boosting student achievement and the improvement of communal environmental quality and social vitality (Powers, 2004:17).

Citizen science

Citizen science is a process in which members of civil society or citizens, as novices, become actively involved in science as researchers (Buytaert & Zulkafli, 2014; Whitelaw et al., 2003). Citizen scientists gather data and are empowered as full partners in research, but are not concerned about the protocol and project management of the project (Conrad & Hilchey, 2011; Fernandez-Gimenez et al., 2008). Citizen science alias community science, incorporates community-based monitoring as an approach where members of community, industry, academia and local institutions collaborate to monitor, track and respond to environmental issues (Buytaert & Zulkafli, 2014; Kruger & Shannon, 2010).

Citizen science projects offer opportunities to volunteers to participate in the scientific process, allow for volunteer input in local communal affairs and provide the volunteer with coping mechanisms for phenomena like climate change (Conrad & Daoust, 2007; Buytaert & Zulkafli, 2014). Professional scientists and researchers, in turn, engage in citizen science projects to promote education and conservation or to improve societal conditions (Macknick & Enders, 2012). Volunteers of citizen science projects need to be trained repeatedly to improve the quality of the collection of valid data (Whitelaw et al., 2003). The design and implementation of any citizen science project are unique as it must adhere to the objectives of the particular project regarding knowledge and gained benefits (Shirk et al., 2012).

Most citizen science projects executed in South Africa emphasise biodiversity (Munnik et al., 2011). The monitoring of physical aspects of natural resources in South Africa is reported in a less significant way. The community-based water monitoring project of the North-West University was therefore unique in context, participants and collection of physical water quality data of communal water sources.

Social learning

Bandura (1971) defines social learning as learning through experience which aids to develop cognitive actions that lead to insightful behaviour. A community of practice (COP), refers to the inclusion of diverse groups of people, in collective learning of a shared context (Wenger, 1998a). The engagement of individuals directly in activities and the production of physical and conceptual artefacts, such as words, tools, methods, documents, etc., to reflect the shared experience makes social learning a dual learning process. Through social learning, individuals create an identity. An identity includes all memories, competencies, events, stories, and relationships one has with other people and places. An identity is multi-faceted due to the sharing of experience with others in the same scenario, in society and in the world at large (Wenger, 1998b). Keen, Bruck and Dyball (2005) regard social learning as “collective action and reflection” in social-ecological systems. Reed et al. (2010) interpret the process of social change beyond the individual level in a wider social context as social learning. The notion that indicate that social learning occurs in different timescales (short, medium or long term) and agent interaction levels confirms the social learning has the ability to change values and beliefs, therefore double-loop learning and is a reflective action which challenges thinking processes regarding values and norms, therefore triple-loop learning (Pahl-Wostl et al., 2007).

Project details and recruitment of participants

South Africa is an arid country with harsh conditions regarding climate. Frequent drought and floods occur in Africa due to climate change (Turpie et al., 2008). To enhance sustainable practice and conserve natural resources like water, a project-based teaching approach is followed to address the issue of poor water quality through a community-based water monitoring project. The North-West University Vanderbijlpark Campus, in Gauteng, South Africa borders the Vaal River, the second largest freshwater river in South Africa. Four man-made dams on campus provide for valuable training ground in the water monitoring project. A diverse group of participants, namely students on campus, learners at communal schools and Rand Water experts, the regional supplier of household water participate in the project.
Pre-service teachers or students in the BEd programme voluntarily monitor the on-campus water sources each month. The group of pre-service teachers was chosen purposively by using the following criteria: pre-service teachers studying Physical Science as a major. The monitoring of the water source on campus includes the collection of scientific data of physical parameters like pH, temperature, the hardness of water, dissolved oxygen, bio-dissolved oxygen, nitrite-, nitrate and chlorine concentration as well as sewage bacteria levels (E coli) with a uniquely South African water quality test kit.

Each of the pre-service teachers took responsibility for conducting the experiments with a group of 30 to 40 Grade 10 learners in a Physical Science class. Water quality tests are prescribed in the Physical Science South African National Curriculum and Assessment Policy Statement (CAPS) for Grade 10 learners (DBE, 2011). The total number of learners participating in the project at local schools numbered between 240 and 320. The researcher met pre-service teachers at communal schools during work-integrated learning (WIL) and attended the classes where the pre-service teachers performed water quality tests with learners.

Rand Water experts visited the campus during monitoring days to attend the monitoring activities on campus. Rand Water officials validated the students’ findings and helped the project participants to formulate proposals to ensure that the water storage resource on the NWU (Vaal Campus) remains healthy.

Research methodology

A combination of mixed-method design and participatory action research (PAR) methodologies were followed to execute the project (Klein, 2012). A concurrent embedded mixed-method research design with the main focus on the qualitative observation of pre-service teachers and school learners experience guided the project (Creswell, 2009; Ivankova, Creswell & Plano Clark, 2007). Quantitative data, in the form of measurement of water quality, provided additional information to the primary, qualitative data that focused on the learning experiences of the participants.

The qualitative phase, which is the focus of this paper, ran concurrently with the water monitoring process. The researcher asked open-ended questions and conducted interviews with pre-service teachers, learners, and Rand Water officials to determine their experiences while participating in monitoring activity. Data were not compared but co-existed side-by-side to provide a composite picture of the research study (Creswell, 2009). To examine the experience of participants during monitoring activities, a case study methodology was followed (Yin, 2009).

In this research study data was collected by means of (i) interviews with participants; (ii) open-ended questions to the participants; (iii) journal notes of the researcher; (iv) photographs of participant activities and water source; (v) observations and measurements of physical water quality data and vi) document reviews. Data analysis was performed from an interpretive paradigm. Pattern matching via the computerized Atlas ti program was used as an analytical technique to indicate the personal experiences of participation (Yin, 2009). The Atlas ti coding programme was valuable when data were coded and analyzed. New data that emerged were added to the similar data pool, codes were revisited and reviewed and new, emergent codes were added. This also served the purpose of reflecting on existing data and comparing existing codes with new ones.

Ethical permission

The researcher obtained permission from the campus rector to conduct the project on campus and were trained on ethical issues during a workshop. Permission to conduct research at local schools was obtained from the regional Gauteng Education Department and secured permission from participants were obtained by compiling assent letters for learners and consent letters for pre-service teachers and parents of learners, as well as Rand Water officials.

Research findings

The project-based water monitoring project ran a repetitive cycle of planning, acting, developing and reflecting stages (Mertler, 2012). During the planning stage, participants were introduced to the project outlay and –details. Participant roles were shared. Pre-service teachers were trained, with the aid of Rand Water experts, to perform monitoring duties. In the acting phase, physical data of water quality parameters of campus water sources were collected by pre-service
teachers while Rand Water experts validated findings and monitoring practice. The trained pre-service teachers went to schools to aid school learners to perform the monitoring activities with water samples from the communal source like tap- and dam water. In the developing phase the pre-service teachers commented on ways to better their monitoring attempts in the project, the physical water quality data was interpreted and suggestions were made on the management of campus dams. In the reflecting stage, the pre-service teachers reflected on their complete experience in the citizen science water monitoring project by writing an essay. The research findings are therefore reported in the four stages.

Planning stage

The experience of pre-service teachers during the planning stage was summarised in related questions, themes and verbatim, supportive answers (The abbreviation MPA indicates the personal archive of the researcher regarding participant responses).

Question 1: What is meant by a project-based teaching approach?

The main theme extracted was: A project-based teaching approach responds to complex questions, over an extended period, whereby knowledge and skills are gained.

The theme is motivated the following verbatim evidence obtained from the open responses:

Pre-service teacher 1 wrote: “It is a personal experience over an extended period” (MPA 4.1).

Pre-service teachers 3, 4 and 5 explained that project-based teaching refers to a teaching method in which students gain knowledge and skills by working for extended periods of time to investigate and respond to complex questions and problems (MPA 4.3, 4.4 & 4.5).

Question 2: What is the value of a water monitoring project for the community?

The main theme extracted was: to educate [people] and protect water health.

The theme is motivated by quoting the following verbatim evidence from the open responses:

Pre-service teacher 1 wrote: “to understand the human impact on water and find ways to resolve noticeable problems” (MPA 4.1).

Pre-service teacher 8 wrote: “to teach people how to save water and re-use them” (MPA 4.8).

Question 3: What is your expectation of this project?

The main theme extracted was: to learn.

Examples of verbatim responses motivate the theme as follows:

Pre-service teacher 1 wrote: “to learn about the importance of water and the impact we have on our water resource” (MPA 4.1).

Pre-service teacher 8 wrote: “to improve my chemistry knowledge; learn more about water monitoring” (MPA 4.8).

Question 4: What scares you/makes you feel insecure regarding the project?

The main theme extracted was: Concern: own and other

The theme is motivated by the following examples of verbatim responses:
Pre-service teacher 5 wrote: “the possibility of pollution in streams and river” (MPA 4.5).

Pre-service teacher 6 wrote: “to make mistakes and ended up falling in the water” (MPA 4.6).

**Acting stage**

The experience of pre-service teachers during the acting stage was summarised in related questions, themes, and verbatim, supportive answers.

**Question 1:** What is the main purpose or aim of our project?

The main theme extracted was: *monitoring of campus dams, Vaal River and pollution*

The following examples of verbatim responses motivate the theme as follows:

Pre-service teacher 1 wrote: “the condition and quality of water resource of our campus; and the impact of people and other factors on the dams” (MPA 4.1).

Pre-service teacher 7 wrote: “to monitor water on the campus; taking into account all those aspects that can pollute our campus dams” (MPA 4.7).

**Question 2:** Can you formulate other related purposes for our project?

The main theme extracted from the direct responses was: *taking action*

The theme is motivated by the following examples of verbatim responses:

Pre-service teacher 2 wrote: “to monitor the water’s safety and cleanliness; we are minimizing the negative impacts on the environment” (MPA 4.2).

Pre-service teacher 6 wrote: “to characterize the water and also [identify] changes in the water; to be able to prevent pollution” (MPA 4.6).

**Developing stage**

The experience of pre-service teachers during the developing stage was summarised in related questions, themes, and verbatim, supportive answers.

**Question 1:** How can we improve our observations, measurements or the design of our project?

The main themes extracted from the direct responses were: *comparing results and involving people*

The theme is motivated by the following verbatim examples:

Pre-service teacher 1 wrote: “by comparing the quality of our water resource to the quality of water at other campuses” (MPA 4.1).

Pre-service teacher 2 wrote: “We could make posters or have a specific day where we educate students and lecturers about the water monitoring project” (MPA 4.2).

Pre-service teacher 4 wrote: “by engaging more students in this project” (MPA 4.4).

**Question 2:** What are your feelings regarding the project? What are your expectations for our project?

The main theme extracted from was: *excitement and expanding*
The following examples of verbatim responses motivated the theme:

Pre-service teacher 1 wrote: “I feel excited because it’s a new learning experience” (MPA 4.1).

Pre-service teacher 7 wrote: “To me, as a student, the project is an educational project; water monitoring to be run not only from the campus but involved in every day and around the Vaal as a whole” (MPA 4.7).

Question 3: Is it an easy or a difficult project? Explain.

The main theme extracted was: Challenging project

To motivate the theme, the following examples of verbatim responses are cited:

Pre-service teacher 1 wrote: “requires a lot of persistence and responsibility because you need to make sure you get the correct reading” (MPA 4.1).

Pre-service teacher 2 wrote: “as a small group we are short of funding” (MPA 4.2).

Pre-service teacher 7 wrote: “at first step, it was a difficult project not knowing exactly what to do” (MPA 4.7).

Question 4: What are the advantages of participating in our project?

The main themes extracted were: knowledge can be used and environmental awareness.

The themes are motivated as follow:

Pre-service teacher 1 wrote: “it makes me aware of the environment and think about my actions. It creates a bigger and better perspective of the world for me” (MPA 4.1).

Pre-service teacher 2 wrote: “I can take a wise action to improve or protect the water quality of our rivers and streams around the campus. I can educate learners about water pollution and how it can affect us in future” (MPA 4.2).

Question 5: Can you formulate your role in environmental matters on campus?

The main theme extracted was: healthy water status

The following examples of verbatim responses motivate the theme as follows:

Pre-service teacher 1 wrote: “we need to research and monitor the water on our campus to ensure that all life on campus stays healthy and balanced” (MPA 4.1).

Pre-service teacher 7 wrote: “to keep our campus clean in terms of water at our campus dams, to symbol[ise] good health care” (MPA 4.7).

Question 6: Indicate how the monitoring project on campus aids you to perform the activities with learners.

The main themes extracted were: good exposure and know how to conduct the experiments

The themes are motivated as follows:

Pre-service teacher 6 wrote: “the monitoring project on campus gives me experience and makes me aware of possible mistakes I make” (MPA 4.6).

Pre-service teacher 8 wrote: “monitoring at the campus taught me some skill of what I can do with my learners. It made me aware of how to engage in practical work” (MPA 4.8).

Question 7: Did you enjoy applying your knowledge in the classroom? Why or why not?
The main themes extracted were: *enjoyment and application of knowledge*

These are motivated as follows:

Pre-service teacher 8 wrote: “Yes, I did enjoy it; my learners were willing to learn” (MPA 4.8).

Pre-service teacher 6 wrote: “applying the knowledge I have and having learners to follow my instructions” (MPA 4.6).

**Reflecting stage**

The researcher asked the pre-service teachers to respond in a reflective essay on their experience on campus and in classrooms during the citizen science water monitoring project.

The main themes extracted from the pre-service teacher reflections on the project were: *classroom management and teach with confidence.* The themes are motivated as follow:

Pre-service teacher 7 wrote: “learners do not follow instructions properly and [were] lazy to write” (MPA 4.7).

Pre-service teacher 8 wrote: “it was difficult to manage a large group and [perform] so many activities. Being a good example to the learners and having the [necessary] subject knowledge” (MPA 4.8).

**Interpretation of findings**

In the planning stage, the pre-service teachers addressed a complex societal question, sound water quality, with the intent to gain knowledge and skill by participating in a project over an extended period. The project enabled the pre-service teachers with an understanding of water as a scarce, natural resource. Pre-service teachers were empowered with awareness regarding pollution and responsible use of water.

Interpretation of the acting stage reveals participant concern about safety when performing water quality tests on the campus water source, pollution of the water and the value or usability of the collected data. The pre-service teachers regarded their participation in the project as the determination of water quality; to determine the impact of human activity on the water, therefore water pollution. The pre-service teacher indicated the intent to take action and prevent the pollution of water.

In the developing stage, the pre-service teachers realized that the project will have a bigger impact if they can compare and share their expertise, therefore expand the project. The pre-service teachers were excited about the project, and although they regarded it as challenging they accepted the opportunity to share their knowledge with learners.

The reflecting stage revealed that monitoring activities on campus empowered the pre-service teachers to perform practical work with skill. The pre-service teachers realized in practice that classroom management can be problematic, but they enjoy the opportunity to share their knowledge and set a sound example to the learners.

**Conclusion**

Project-based learning allows for excellent opportunities to engage in an extended learning experience based on a relevant societal problematic scenario. Participation in project-based teaching advances students from novices to expertise with exposure to display gained subject knowledge and practical skill. The context-specific attempt of project-based learning allows for students to develop a strong sense of place and invest in communal social capital. These attributes were excellent indicated when the pre-service teachers realized that the impact of their participation can be beneficial on wider levels like the rest of the campus community, and even on national- and global levels when sound water quality is reached. The four stages of projects correspond with double- and triple loop learning where the intent of learning extends to affective experiences and reflection.
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MPA 4 Open-ended questionnaires to students (NWU (Vaal Campus) water monitoring project) – (in pdf format) (06/02/2015; 13/02/2015; 20/02/2015; 08/05/2015; 20/10/2015) (05/09/2016).

Environmental Sustainability Of Rural Tourism

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ABSTRACT

The economic development achieved by Spain has always had in tourism one of its main responsible for having achieved it. This has not only been in the past, but, thanks to the upward trend presented by the sector, it will continue to play an important role in the future, especially in the orientation towards new segments and destinations, as well as in the consolidation of existing ones. One of these main tourist segments with greater development and economic impact in recent years is rural tourism, especially considering it in conjunction with the concern for the sustainability of resources and the maintenance of our environment. This paper uses a model of partial least squares (PLS) for, from the point of view of supply, analyzing environmental management carried out by tourist establishments and observe the environmental impacts that it is generating in the natural resources involved. The rural hotel accommodations are observed, from a global point of view and according to their category to know the factors that determine the sustainable behavior on the part of the bidders.

Keywords: Rural Tourism, Sustainability, Environmental Impact, PLS.
Understanding The Experience Quality In Tourism From A Theoretical Approach: A Literature Review

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ABSTRACT

In recent years, experience quality has become a recognized research topic in the tourism sector. This is due to the importance of evaluating tourist experiences based on the identification of visitor’s affective responses for a better understanding of the experiential aspects of consumption. The relevance of the experience quality leads us to deepen its knowledge and identify the most relevant aspects around the research of it. Hence, this article aims to provide a quantitative and qualitative assessment of the main articles in the tourism literature that have focused on the study in this field of research. To this end, an extensive literature review has been carried out and subsequently content analysis was used to examine the information of the articles obtained. The results have been classified according to the following aspects: conceptualization of the experience quality, dimensions used for its measurement, methodologies used in the experience quality research, tourism contexts in which the studies have been carried out and the established relationships of the experience quality with other constructs.

Keywords: experience quality, tourist experience, tourism industry, literature review, tourism marketing

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Aproximación A La Calidad De La Experiencia En Turismo Desde Un Enfoque Teórico: Una Revisión De La Literatura

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RESUMEN

En los últimos años la calidad de la experiencia se ha convertido en un reconocido tema de investigación en el sector turístico. Esto debido a la importancia que tiene evaluar las experiencias turísticas basándose en la identificación de las sensaciones y emociones de los visitantes para una mejor comprensión de los aspectos experienciales del consumo. La relevancia de la calidad de la experiencia nos conduce a profundizar en su conocimiento e identificar los aspectos más relevantes en torno a la investigación de esta. Por tanto, este artículo tiene como objetivo realizar una evaluación cuantitativa y cualitativa de los principales artículos dentro de la literatura del turismo que se han centrado en el estudio de la calidad de la experiencia. Para ello se ha recurrido a realizar una amplia revisión de la literatura en este campo de investigación, para posteriormente llevar a cabo un análisis de contenido de los artículos obtenidos. Los resultados se han clasificado de acuerdo con los siguientes aspectos: conceptualización de la calidad de la experiencia, dimensiones utilizadas para su medición, metodologías utilizadas en la investigación de la calidad de la experiencia, ámbitos turísticos en los cuales se han realizado los estudios y relación de la calidad de la experiencia con otras variables.

Palabras clave: calidad de la experiencia, experiencia turística, industria del turismo, revisión de la literatura, marketing turístico

Agradecimientos: Esta investigación cuenta con la ayuda del Fondo Europeo de Desarrollo Regional, concedido en el marco programa de “Ayuda a la Actividad Investigadora y el Desarrollo Tecnológico, Difusión y Transferencia del Conocimiento de los grupos de investigación de la Universidad de Extremadura”, gestionado por la Consejería de Economía e Infraestructura de la Junta de Extremadura, España (N. de Referencia GR18109).
Spain As Olive Oil Tourism Destination For International Markets: An Analysis Through Perceived Image And Quality

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ABSTRACT

Spain is a country in which olive oil tourism is shaped as an emerging type of tourism, due to its strong link existing between olive oil and its cultural and natural heritage. In addition, it is a very rooted product to Mediterranean countries, while it is a little bit more unknown for the rest of European countries. However it is recognised its value in the Mediterranean Diet, declared World Heritage by the UNESCO. This work analyses the attractive of Spain as olive oil tourism destination for international markets. A structural model was proposed to assess the influence of perceived image and quality in behavioural intentions, using a sample of residents in United Kingdom. The results point out that perceived image and quality of Spain as olive oil tourism destination act positively as predictors of behavioural intentions. These findings show the importance of fostering olive oil tourism in Spain, even more if the economic and social impacts for rural areas in which it can be developed are taken into account.

Keywords: Olive oil tourism, image, quality, behavioural intention, tourism marketing, PLS (Partial Least Squares)

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España Como Destino De Oleoturismo Para Los Mercados Internacionales: Un Análisis A Través De La Imagen Y La Calidad Percibida

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RESUMEN

España es un país donde el oleoturismo se configura como un tipo de turismo emergente, debido al fuerte vínculo que existe entre el aceite de oliva y el patrimonio cultural y natural. Además es un producto muy arraigado a los países mediterráneos, mientras puede ser algo más desconocido para el resto de países europeos, aunque sí es reconocido su valor por su vinculación con la Dieta Mediterránea, declarada Patrimonio de la Humanidad por la UNESCO. Este trabajo analiza el atractivo de España como destino de oleoturismo para los mercados internacionales. Para ello se propone un modelo estructural que analiza la influencia de la imagen y la calidad percibida en las intenciones de comportamiento sobre una muestra de residentes en Reino Unido. Los resultados indican que la imagen y la calidad percibida de España como destino de oleoturismo actúan positivamente como predictores de la intención de comportamiento. Estos hallazgos muestran la importancia de potenciar el oleoturismo en España, sobre todo si se tiene en cuenta que pueden generarse efectos beneficiosos a nivel socioeconómico en las áreas rurales proclives a su desarrollo.

Palabras clave: Oleoturismo, imagen, calidad, intención de comportamiento, marketing turístico, PLS (Partial Least Squares)

Agradecimientos: Este trabajo forma parte del proyecto “AOVETUR_EXTREM. Propuesta de un modelo para el desarrollo integral sostenible de las áreas rurales en Extremadura basado en el binomio Aceite de Oliva Virgen Extra y el Turismo” (Ref. IB16104), financiado por la Consejería de Economía e Infraestructuras de la Junta de Extremadura y el Fondo Europeo de Desarrollo Regional.
Transmission Of The European Central Bank Monetary Policy Across Regional Stock Markets
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ABSTRACT

In this paper we compute how ECB monetary policy shocks affect to the main European stock markets. To do this, we carry out a Structural VAR model in which the monetary policy is modeled taking into account both euro area and US variables. Our results suggest, in line with economic theory, that the transmission of monetary policy across Eurozone stocks markets displays heterogeneity driven by differences in the listed firms’ characteristics but also by the distance between the actual ECB stance and the obtained by applying a Taylor rule implied in the ECB policy to country-specific macroeconomic data. These results highlight the need for a corrective fiscal policy on the undesirable effects of the common monetary policy and may allow policymakers to check the effects of their fiscal policies when any.

Keywords: ECB Monetary Policy, Stock Markets, Global SVAR, heterogeneity, Taylor Rule.
Stock Market Bubbles And Monetary Policy Effectiveness

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ABSTRACT

In this paper we provide evidence on the response of stock prices to monetary policy shocks, but conditioning the analysis to the direction of the monetary policy surprises and to the business conditions. We follow a two steps approach: First we use the SVAR approach to identify monetary policy shocks; and then we conduct regression analyses of contemporary stock market returns and monetary policy shocks in order to extract the implicit relationship between these variables in the four scenarios defined. Our results show that monetary policy do not impact on stock market returns in a significant form in the scenario defined by a positive shock and an expansion period, coinciding the poor effectiveness of monetary policy tightening with the phase of the business cycle in which bubbles arise.

Keywords: Conditional regressions; structural auto-regressive vector (SVAR); exogenous monetary policy shocks; sign-dependent responses; state-dependent responses.
Back To The Roots: Geographical Conflicting Interests In Global Public Procurement

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ABSTRACT

EU public procurement law has had a main objective from its very beginning: confronting discrimination between bidders on national or geographical grounds, banning barriers and frontiers from EU markets, and opening therefore the system up to greater competence between private actors, which naturally would lead to greater efficiency, savings, and effectiveness on public service providing. A similar path, although perhaps slower or smoother, has guided the development of international law (mainly the WTO documents). The World has experienced a gradual liberalization of public national markets that was almost perceived as a natural process. But this other time thought never-ending process seems to be coming to an end. Or at least it is experiencing serious difficulties. The global political panorama seems to be moving again towards the once forgotten nationalist ideologies; a fact that has brought back again the old host of economic protectionism to the front line of international public markets regulation.

EU public procurement law, therefore, would have to tackle once again the geographical and inter-administrative conflicting interests, both intra-regional and inter-regional, at all different levels of action in order to avoid favoritism on grounds of nationality.

In the present paper we will analyze the existing situation from an EU law perspective, placing special attention on: (1) transatlantic trade agreements shortcomings and its relations with international procurement law; and (2) specific risks of geographical or national manipulation of contracts arising from social, technical or linguistic tendencies at internal EU level as a consequence of nationalists or anti-EU movements.

Keywords: Public procurement law, EU, markets.
Resources To Reinforce The Image Of A Destination Through Brand Image And Brand Value Of A Cultural Event

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ABSTRACT

Among the strategies to increase the competitiveness of a tourist destination, due to the growing competence, the organization of events, especially cultural events, represent an important role for the destination, since it is a tourist motivation capable of increasing the competitiveness of a destination (Bellini, 2004; Lazzeroni et al., 2013). The photographic exhibitions are a kind of events, which have advantages such as the use of a universal visual language, the use of artist’s relevance and diffusion in media generated by the exhibition. This provide tourist flows to the destination, promotion and reinforcement of the image, while enriching the experience of visitors to the destination. The objective of this work is to evaluate the effect that the celebration of events generates on the tourist destination in terms of perception of it; because the brand image and the brand value of the event, contribute to the perceived image of the destination. Particularly, it was analyzed the exhibition entitled “La poética de la libertad” by the artist Ai WeiWei, held in Cuenca (Spain). This paper has the main goal of detecting positive and negative aspects of cultural events’ strategy and, from there, to generate actions and processes to improve its implementation, in terms of results, visits and notoriety.

Keywords: Cultural events, brand image, brand value, destination’s reinforcement
Evaluation Of Family Friendly Policies Application In Public And Private Institutions For Effective Service Delivery In Lagos State, Nigeria
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ABSTRACT

There is an increasing demand for application of Family-friendly policies as a practical response to the increasing conflicts in today’s complex work environment. Thus this paper evaluated family-friendly policies (FFPs) applications in public and private institutions for effective service delivery in Lagos State, Nigeria. The study adopted a descriptive survey research design involving both quantitative and qualitative approach. Four hypotheses were developed to guide the study. The population for the study covered employees in state owned institutions and multinational companies in Lagos State, Nigeria. A multi-stage sampling procedure was used to select the participants for the study. The sample size for the study was 480 participants drawn from both private and public sectors in Lagos. A validated instrument titled: Family-friendly Policy Questionnaire was the major instrument for data collection. Descriptive and inferential statistics were used to analyze the quantitative while qualitative data were analysed in narrative form and verbatim reports of emerging themes used to support the findings. Findings from the study revealed a significant relationship between implementation/application of leave policies and effective service delivery in both public and private institutions; the study also revealed a significant association between application of workplace support (child care facilities, child bonus and health facilities) and effective service delivery; revealed a significant association between flexible work plan and effective service delivery; and a significant relationship between office welfare support and effective service delivery in public and private institutions in Lagos State, Nigeria. Based on the findings, the study recommended that to enhance effective service delivery by employees, employers of labour, should show more interest in the application of FFPs and comply with the guidelines of each FFP; and that government should create and strengthen existing laws that support FFPs in the labour market in order to checkmate employers (particularly in the private sector) who are fond of circumventing policy guidelines across Nigeria.

Keywords: Family-Friendly Policies, Service Delivery, Family-Care, Flexible working Plan
Investigation On Students’ Responses To Teachers’ Feedback In L2 Writing Classroom
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ABSTRACT

As for error feedback in writing classroom, “less attention” has been paid to the investigation of students’ reactions to teachers’ feedback to their writing. In hope of finding out “how and what” the students are thinking about teachers’ feedback regarding their writing paper, a survey was carried on. The instruments used in this study include questionnaires and interviews with some of students. Participants were students enrolled in a “lower intermediate” English writing course. 68 students participated in the investigation and 50 of them volunteered to have a following interview. The whole investigation lasted a year. From the questionnaires and the follow-up interviews, a great deal of “unexpected information” has been obtained.

1. An overwhelming majority (65 out of 68) of the students in this study feel that their teachers’ feedback would help them to improve their compositions.
2. Most of the students (56 out of 68) will do something to improve their composition; however, the effect of their actions is unclear. As for those methods, “checking in a dictionary or textbook” and “applying grammatical knowledge” are methods used most frequently for error correction. “deleting the sentences which contained errors” is used occasionally but might be the most successful one.
3. Almost 50% of the students (24 out of 50) reported having no problems understanding their teachers’ comments; some students mentioned “specific problems” with the teachers’ feedback on grammar and teachers’ handwriting.
4. 100% of the students would read their composition over again. However, 82% of them interviewed (41 out of 50) confessed that they looked at the “grade” the moment they received their returned papers and concerned about the grade and the “end comments” (if there was one) much more than other types of error corrections from their teachers.

Keywords: Response; error feedback; L2 writing; questionnaire; interview
The E-CIL Framework: An Instructional Approach Based On University Students’ Preferences Related To Online And Digital Learning

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ABSTRACT

This presentation shares research findings on a study called University Students’ Preferences, Attitudes, and Experiences Related to Online and Digital Learning. In this study, the researcher surveyed 434 graduate and undergraduate university students from 17 public and private universities across the globe. The participants represented 44 disciplines including Business, Pre-Med, Political Science, History, Psychology, Sociology, Physics, Environmental Science, Biology, Engineering, Accounting, Computer Science, Nursing, Education, Mathematics, and Biochemistry. The researcher discusses findings such as students’ feelings of “connectedness” in digital platforms, students’ preferences of types of online interactions and class assignments, and students’ propensity to take an online course in lieu of a traditional face-to-face course. Based on these findings, the researcher then presents an instructional framework designed for online environments called the E-CIL Framework. This instructional model promotes the engagement of students with course content, the instructor of a course, and the engagement with other learners in the course. The researcher designed the E-CIL Framework as the premise for university instructors to implement technology tools. These technology tools include such platforms as Nearpod, Flipgrid, and Padlet as examples; however, other platforms could be applied and are appropriate for various disciplines.
Are Personal Beliefs Effective? Determining How The Principal Self-Efficacy And Instructional Leadership Affects The Teacher’s Commitment And Efficiency In Iran

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ABSTRACT

Though many studies have investigated the instructional leadership in Western societies, very few researchers have attempted to investigate that factor in the developing Asian, African or Latin American societies. In this report, the researchers aimed to fill the gaps in the leadership-related research in Iran, since no earlier study examined the Principal Instructional Leadership (PIL). This study also tried to determine the correlation between the instructional leadership, principal self-efficacy, teacher collective efficacy and the teacher organisational commitment in many of the primary schools in Iran. They collected the primary data from 400 teachers and 200 principals and analysed this data with the help of the confirmatory factor analysis and Structural Equation Modelling (SEM) techniques. Their analytical results verified their proposed conceptual model wherein the personal beliefs of the principals and teachers (i.e. self-efficacy) were seen to significantly affect their behaviour and commitment. Furthermore, the SEM results highlighted the positive, robust and statistically important correlation between all the constructs. These results could be extended to the earlier studies and it could be seen that the relationship between the leader’s self-efficacy-based beliefs and the instructional leadership behaviour could shape the teacher’s commitment and efficacy. This study could contribute to the Iranian school leadership and to the increasing body of literature with regards to the impact of the PIL in the developing non-Western societies.

Keywords: Structural Equation Modelling (SEM), confirmatory factor analysis, Principal Instructional Leadership (PIL), commitment
Community As Lab: Students Apply Lessons To Improve Marketability Of Local Entrepreneurs In A Climate Of Gentrification

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ABSTRACT

Long Island City, home to LaGuardia Community College, is one of many urban centers facing the inevitable changes of gentrification. The cost of living is on the rise; corporate-owned cafes are replacing family-owned businesses and new construction high-rises replace affordable housing. While the community sees some value in change, there are cherished facets that community members would like to protect.

One semester’s cohort of marketing students developed strategies to arm independent entrepreneurs in our “backyard” with the tools to succeed. Each week students used marketing lessons to build strategic plans that would support promotional efforts of artist entrepreneurs. Many small business owners tend to be well versed in their product or service, but lack the marketing acumen necessary to adapt to the changing market. Next semester students will be tasked with providing marketing plans to immigrant entrepreneurs, followed by support for minority-owned businesses. The results of these assignments will fuel further research of service-based assignments that support small business.

This presentation will cover (1) assignment design and assessment to align with the College’s core competencies and abilities, (2) samples of student work that demonstrate application of course lectures, (3) feedback from entrepreneurs that worked with our students, (4) the potential global impact of service-based assignments, (5) next steps.
The Perceived Relationship Between Accounting Doctoral Program Emphasis And The Importance Of Those Emphases On Career Success

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Brian Carpenter, The University of Scranton, USA

ABSTRACT

This study surveyed nearly six hundred Accounting Faculty to assess the perceived importance of doctoral program emphasis to career success. The doctoral program emphasis was measured through the use of the five goals that the AACSB stipulates for accounting doctoral programs. The participants were asked to rate the emphasis that their doctoral program placed on each of these five AACSB-stipulated goals, which was measured via 100-point Likert scales. The participants’ responses were then categorized using the AACSB General Orientation codes that were reported for each participant’s employing university. The participants were then asked to rate their perceptions of the importance of each of the AACSB-stipulated goals to career success at their current employing institution. These responses were then analyzed to determine whether the perceived importance of the AACSB-stipulated doctoral educational goals was affected by the participants’ employing institution’s “type” (as indicated by their institutions’ self-reported AACSB Orientation codes). One could easily argue, or possibly expect, that there should indeed be such a relationship. In other words, faculty that teach at schools that identify as research-oriented should place greater importance on the development or possession of research skills for career success at their institutions; and faculty that teach at schools that identify as teaching-oriented should place less importance on the possession of research skills for success at their (teaching-oriented) institutions. However, the data analysis suggests that the perceived importance of the various skills stipulated by the AACSB for doctoral program study is not statistically different across the various types of employing institutions. The research design of the study and the primary results of the resulting analysis will be presented and discussed.
Course-Based Undergraduate Research Experiences (Cures): Capstone Lab Experience As A Model

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ABSTRACT

Substantial changes to both the medical curriculum at WCM and the content of the MCAT hastened modifications to WCM-Q’s premedical curriculum. Of particular necessity were greater emphases on biochemistry, anatomy, and physical pharmacology, especially from the standpoints of lab-based learning and scientific writing. To address these needs, Capstone Lab Experience (CLE) was created and first offered in Spring, 2018. The course affords students the opportunity to learn, apply, integrate, and demonstrate the knowledge and skills of medically relevant science themes. It features novel projects for Course-based Undergraduate Research Experiences (CUREs), a growing component of science curricula.

Course objectives are met by requiring students to complete three-week practical exercises in each of three course themes. Each theme culminates in the submission of a written scientific report that students hand over to the next group during a designated peer-teaching session. At the end of the semester, students present the combined results of their last course theme.

The membranes theme explores the partitioning of non-steroidal anti-inflammatory drugs (NSAID) into surfactant micelles. Partitioning behavior is a function of drug lipophilicity and charge and can be used for estimations of bioaccumulation, toxicity, and environmental impact. The protein theme investigates the purification and characterization on an enzyme, lactate dehydrogenase (LDH) as a model. This enzyme plays an important role in carbohydrate metabolism and in some diseases. The skeletons theme focuses on techniques used by forensic anthropologists to identify individuals from skeletalized human remains. In addition to improving students’ knowledge of skeletal morphology, these labs help students gain a sophisticated understanding of bone remodeling throughout the lifespan.

Student evaluations revealed both satisfaction with the structure and instruction of the course, and discontent for the credit hours offered in terms of effort required. Feedback from PM1 students who have completed both CLE and Essential Principles of Medicine will also be sought to further improve student-learning outcomes. The CLE shows promise as a means of improving practical skills and providing students with more scientific writing experience. In addition, the student-generated results have already provided the basis for three manuscripts which are in preparation for publication in peer reviewed journals.
Effects Of Cooperative Active Learning Experiences On Attitudes And Achievement In Biology
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Audrey O’Grady, University of Limerick, Ireland

ABSTRACT

The project evaluates the productiveness of cooperative or group learning technique in the subject of Biology. This study focuses on determining pre-service teachers’ perceptions of cooperative learning. Cooperative learning concerns instructional methods in which a small group of learners with various levels of ability work in groups to achieve mutual goals. A fundamental goal for instructors is to allow students to be independent learners. Cooperative learning methods facilitate these procedures by assigning learners to small groups to achieve more, promote social skills, and boost their capacity to work fruitfully together.

Cooperative learning requires the learners to develop scientific skills and realization of the science content while working in a group setting that combines hands-on activities with learner-centred discussion and finding concepts. Many studies have listed features associated with cooperative learning, but the principle advantage for learner is that they think critically and work together to increase each other’s work of learning.

Keywords: Cooperative learning, Biology, attitudes, skills, achievement

Introduction

Since 2000, several studies have shown that there is a concern about students’ relationship to interest in science as a potential future career. One of the components that have contributed to low attention to science by learners is the technique adopted for teaching and learning in the field of science. The improvement of teaching methods can help solve this problem such as Inquiry- and problem-based learning and active learning. One technique to active learning is cooperative learning, which has social features and academic interests. Cooperative learning not only develops variety skills for students, but also sets a solid foundation for learning mutual trust, leadership, social skills, decision making, and connection among students (Andrew 1994). In order to use the cooperative learning method, one significant factor is planning to promote high outcomes from learning. The preparation of team activities may require plenty of time because there are different considerations that require addressing in the phases of planning, including goals, materials, the process of the activities, and directing the classroom during group work. To develop cooperative relationships between group members in educational tasks, teachers need to make cooperative methods a teaching strategy in the classroom (Laguador 2014).

Biology is one of the most popular subjects taken by senior cycle students in Ireland and one of the aims of teaching biology is educating students on the role of biology and its importance in their society. For this reason, it is very important to give biological knowledge and encourage the positive attitudes of biology in classes by using innovative learning strategies.

Cooperative learning

The most widely accepted definition of cooperative learning which is applied in higher instruction is likely that of the Johnson and Johnson: “Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other’s learning” (Johnson and Johnson 2013). To make the lesson cooperative, five key elements are fundamental and must be included.
The elements of cooperative learning

First, positive interdependence: in a cooperative learning position this means that the goals of one student in the group correlates with the goals of other members in the same group in order to achieve their collective goal (Felder and Brent 2007; Wendel et al. 2012). Second, Individual accountability: which exists when each member in the group is included to the share of the working group so that each individual masters all articles to be learned (Felder and Brent 2007; Yager 2000). Third, face-to-face promotive interaction: it refers to the fact that members meet face to face in small groups to work in cooperation to resolve scientific question and encourage each other’s success (Johnson and Johnson 2008, 2009). Fourth, Interpersonal and small group skills: in cooperative activities, students participate in task work and group work altogether to achieve mutual goals. Team members not only build trust, have precise contact, and accept and support each other, but they also solve collisions constructively (Zakaria 2009; Wen del et al. 2012). Finally, Group processing: it can be defined as the decision to be made about what action to carry on or to modify; teachers can also create opportunities for students to evaluate group improvement (Kreijns 2003; Zakaria 2009; and Tran 2013).

Methods of cooperative learning

The teaching methods of cooperative learning can take many different forms, but all these methods share the same basic features such as dividing students into groups to promote cooperative learning, enhance interaction among students, and change and adjust the way of providing the learning materials to students. The most important cooperative methods are discussed below:

**Student Teams Achievement Divisions (STAD)**

Student teams’ achievement divisions (STAD) provide an opportunity to learn a wide variety of subjects (Li and Lam 2005). Students in STAD are classified in various groups according to their abilities, ethnicity and gender. The teacher in this method presents a task and members work as a group followed by individual quizzes.

**Team- Games- Tournament (TGT)**

Team- Games- Tournament (TGT) has the same principle and process as STAD, but the test and improvement score which are used in STAD do not apply to TGT. It uses a weekly tournament game to participate in their team points by a competition between students from groups versus students from other teams who’ve had the same performance (Slavin 2010).

**Jigsaw techniques**

Jigsaw was developed by Aronson and others (1978). Each group in this technique consists of five or six heterogeneous members; each group member is given a topic to learn and then they discuss the material with students from other groups who worked on same part of information, which is called an “expert group.” Students from the expert area return to their team and present their information to group members. The quiz scores are based on the extent of individual achievement, so there is no reward for cooperative learning performance (Knight and Bohimeyer 1990).

**Group investigation (GI)**

Group investigation (GI) developed by Sharan and Sharan (1990), the group investigation model requires the learners to establish small teams and adhere to the following guidelines: 1) The teacher introduces a general idea of the subject and provides students with resources, 2) the team outlines and plans their work, 3) the group performs their investigation, 4) the team makes their findings and plans how they can submit their feedback, 5) the team gives their presentations to the classroom, 6) evaluation of their presentations is done with the teacher. The teacher role will be minimized in this method.

**Team Assisted Individualization (TAI)**

Developed by Slavin (1984), TAI was designed to teach mathematics and the team consists of four or five students.
working on self-learning materials. Students have full responsibility for administration, directing, checking, and solving problems. Consequently, the teacher will be free to spend their time guiding group members to work on similar notions. If the group achieves the presented standards, the group will receive certificates (Slavin 2011). TAI integrates two stages of learning: cooperative instruction and individual learning (Slavin 1990).

Method

This study employed quantitative and qualitative data through a questionnaire and evaluation form. Pre-service teachers from the University of Limerick were the target population. The undergraduate Education students in second and third years formed the strata for this study. The researcher designed questionnaires that were given to the sampled pre-service teachers. The questionnaires consisted of two sections. Section A collected general Information of the participants section B collected information on pre-service teachers’ perceptions of cooperative learning. With a view to evaluate how useful the training session was to the pre-service teachers; the author designed an evaluation form to complete after the training session was delivered. The evaluation questionnaire consisted of seven open-ended questions to explore the pre-service teachers’ opinions and thoughts about the training session that had been delivered.

In order to maintain Content Validity and reliability of the instruments, the researcher conducted pilot-testing from pre-service teachers at the University of Limerick. This was done in order to check the clarity of questionnaires to the respondents and make improvements prior to general distribution. The questions that cause confusion were either remove or restructured to improve the validity of the instrument.

Results

This section of the paper explores the results obtained from the general pre-service teachers’ questionnaire used in phase one. Forty-seven pre-service teachers from second and third year in the University of Limerick participated in the voluntary training session and they were trained on how to use cooperative learning that was provided by the author based on Johnson and Johnson's model of using cooperative learning (Johnson et al., 2008).

Table 1.1 Summary of the pre-service teachers that participated in the training session

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number of Pre-service Teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>39</td>
<td>83%</td>
</tr>
<tr>
<td>Males</td>
<td>8</td>
<td>17%</td>
</tr>
<tr>
<td>total</td>
<td>47</td>
<td>100%</td>
</tr>
</tbody>
</table>

The Pre-service Teachers Questionnaire

Items 4,7,8,9,10,11, and 14 examined pre-service teachers’ perceptions of cooperative learning impact on academic study achievement. According to the results the responses of the pre-service teachers revealed that most of the participants (87.1%) agreed or strongly agreed that CL provides the teachers with academic support (item 7), while fifty-nine per cent are of the opinion that being a part of a cooperative group makes them less anxious (item 4). Most students (80%) are of the view that being in a CL is valuable (see item 9), and 89% indicated that the students enjoy being in a CL (see item 8). Interestingly, 42.5 % of the respondents were uncertain if the CL contributed to their increased academic achievement in biology, while only 42.4% thought it will (see item 10). In addition, when the pre-service teachers were asked if they thought all the group members work together in class (see item 11), 70.2% confirmed that they agree or strongly agree while the remaining 29.8% did not agree or were uncertain. Also, in terms of CL meeting, 85% agreed or strongly agreed that the CL group work better if they meet regularly (see item 14). See figure 1.1.
Figure 1.1 Students’ Perceptions of academic achievement

Items 1, 5, 13, 18 and 19 examine Students’ Perceptions of social aspects, most of the participants agreed or strongly agreed (93.6%) that CL helped them to respect each other and that they learned to receive (76.58%) help (items 1 and 5). 91.48% of the students felt that they could work better because of CL (see item 13), and 74.45% indicated that giving positive feedback can help to focus on the positive aspects (see item 17). Moreover, many of the pre-service members (63.82%) are of the opinion that CL helped them to handle the task better (see item 18).

Figure 1.2 Students’ Perceptions of positive interaction

Item 2, 3, and 6 examine students’ perceptions of positive interaction (figure 1.2). The result shows the number of participants (54%) who agreed and strongly agreed that cooperative groups encouraged them to attend biology class and they learned to give (83%) help (item 2 and 6). Only 54% of the participants were positive about using and sharing their scores with the rest of the group members and that it makes them want to work harder (item 3). While item 12
addressed pre-service teachers’ perceptions of students’ responsibility. All the pre-service teachers (100%) agreed or strongly agreed that students should be responsible for their own learning (item 12). Finally, item 16 addressed the cooperative learning environment; the students in the class were divided (50%, see item 16) on whether they need to meet more outside the class (figure 1.3).

Figure 1.3 Students’ Perceptions of the CL environment

The Pre-service Teachers Evaluation form

The Pre-service Teachers Evaluation form has seven questions the table below lists these questions.

<table>
<thead>
<tr>
<th>Question number</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What was your overall impression of the training session?</td>
</tr>
<tr>
<td>2</td>
<td>What do you think were the main strengths of this training session?</td>
</tr>
<tr>
<td>3</td>
<td>If you could improve one aspect of the way in which this training session is taught, what would it be?</td>
</tr>
<tr>
<td>4</td>
<td>Relative to other University modules you have taken, the amount of effort you put into this training session was higher/average/lower.</td>
</tr>
<tr>
<td>5</td>
<td>Do you think the topic cooperative learning should be included in the third-year pedagogy module for the future? Give a reason for your answer.</td>
</tr>
<tr>
<td>6</td>
<td>What have you learned about cooperative learning after completion of the training session?</td>
</tr>
<tr>
<td>7</td>
<td>I will use the teaching strategies/resources presented in this training session on my fourth-year teaching practice.</td>
</tr>
</tbody>
</table>

Table 1.2 The Pre-service Teachers Evaluation form questions

In general, data gathered from the pre-service teachers indicates that the training session is a very significant aspect of the application of CL in the classroom because it delivers new knowledge and information that impact their practices and beliefs in the class (see figure 1.4). The data shows that the teachers were very positive about the training session. None of them found the training session unsatisfactory. The strengths of the training session were limited to five
categories. The most prominent were the advantages of CL, resources, and the meaning of CL. However, there are some aspects that pre-service teachers wanted to change in the training session, and the timing of the training session was the main weakness in the training session. The pre-service teachers result show that more than half of them gave the training session an average effort and almost a third of them selected lower effort. The reasons that led to this choice were that their timetables were full, and they didn’t have time to make an effort for the voluntary training session. On the other hand, all the participants who responded to the fifth question in the evaluation form agreed to introduce the topic of CL and other teaching strategies in their pedagogy teacher education. The CL definition and knowledge, active learning methods, social skills, classroom role and responsibility, supporting factors, and ease of application were the most prominent categories highlighted by pre-service teachers as points learned from the training session (see figure 1.5).

![Figure 1.4](image1.png)

**Figure 1.4** Responses pre-service teachers to question one of overall impression of the training session

![Figure 1.5](image2.png)

**Figure 1.5** Responses pre-service teachers to question 6 (What have you learned about cooperative learning after the completion of the training session)
Discussion

The results show that the teachers liked to have the opportunities to engage in group work or group discussion among their peers. The majority of them said that cooperative learning methods can increase students’ academic achievement, social skills, and positive interaction. However, all the responses confirmed that students are still responsible for their own learning. There was an overall positive response towards the cooperative learning training session which promoted the cooperative learning skills. The practical training is one of the most neglected areas of teaching. The number of subjects and the general learning courses far outnumber the courses that focus on how to teach. As a result, pre-service teachers spend little time learning how to teach (Altan, 1998). Many researches that focus on the pedagogical benefit of CL show positive effects on the development of the students (e.g. Lopata et al., 2003; Veenman et al., 2002). Hence, new teaching strategies related to the social structural model must be given an outstanding role in the training of pre-service teachers (Niemi, 2002). While pre-service teachers reported positive attitudes towards CL, such a teaching strategy was not implemented frequently in practice as some other strategies. The results mention that teachers do not pay enough attention to directing pre-service teachers to implement CL (Ruys et al., 2010). Consequently, pre-service teachers may face some problems of using this innovative strategy in teaching (Tigchelaar et al., 2001). Apparently, pre-service teachers have realised the importance of the role played by the innovative teaching strategies in expanding learning horizons and making learning more enjoyable for students, as well as the use of these strategies in science classroom during their teaching practice, which can help students achieve the goals of the new science curriculum.

Conclusion

Cooperation signifies helping each other to achieve shared objectives. Within group work, individuals seek a type of outcomes that is useful for all members of a group. Students work together to increase each other’s learning. This differs from competitive learning in which students work against each other to reach an academic goal. Most of the studies in cooperative learning emphasize the value and potential of cooperative learning in the science classroom. However, there is still a need to assess the effectiveness of various cooperative learning techniques promoting instruction of biology across different cultures. The aim of this paper was to examine the perceptions of Pre-service Teachers towards cooperative learning as well as evaluate the significant aspects that pre-service teachers have received from the training session. The pre-service teachers are of the opinion that they could academically and socially benefit from introducing CL within their pedagogy module as well as in their teaching practice. It is evident that the pre-service teachers need more training programmes on new teaching strategies in their educational programmes. The groundwork of cooperative learning was discussed and explained. In addition, important concepts were clarified. This paper also discussed the methods of cooperative learning and the basic elements of it.

References

Innovation’s Secret Recipe, A Cross-Industry Analysis On The Paradigms Of Innovation

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James Karlberg, University of Northern Colorado, USA

The term "innovation" has become synonymous with navigating today's volatile and ever-changing business environment. The fast pace of change fueled by advancements in technology has created a knowledge economy that enables consumers to become more cognizant of the product and service variations of competitors than ever. Consequently, in every aspect of a business from human resources practices to supply chain management, many companies are looking for ways to become more innovative. Today’s most successful companies are known for being innovators, and it is proven that innovation leads to more profitable companies and prospering societies (Kaschny & Nolden, 2018, p. 15).

Contrary to the popular belief that most of today's most innovative firms are tech firms, the tech industry is not the only place one can find innovative firms. Some examples of innovative firms outside the tech industry include companies such as Marriott International, who recently opened reservations for rooms aboard a new series of travel yachts or Anheuser Busch InBev who launched their own innovation team, ZX Ventures, in 2015. Clearly, companies can be innovators no matter what kinds of products and services they deliver, and by being an innovator, a business positions itself better for adapting to changes in their external environment.

This study seeks to answer that question by conducting an in-depth analysis of ten different innovative companies operating in different industries to determine what organizational traits they possess that contribute to their innovative nature. The study will compare those unique traits to find any common variables that are shared amongst them. It is our assumption that innovative firms, irrespective of their industries, possess certain characteristics and business strategies that are cross-sectional despite having varied market focuses and operating in distinctly different industries. We further contend that such common traits, exhibited by most or all the selected firms, are universally applicable across industries and could be applied with appropriate tweaking to any firm to build a culture of innovation and become innovative.

The ten firms we have selected to be examined are W.L. Gore, Tesla, Apple, Anheuser Busch InBev, Zappos, Disney, Starbucks, Southwest Airlines, Ritz-Carlton, and Amazon. The list, though not exhaustive, could represent a list of highly recognized organizations that are viewed by many industry watchers as innovative and groundbreaking enterprises that continue to set standards in their respective industries. Our method for evaluation will encompass identifying those attributes that enable each of the outlined firms to be innovative industry leaders. The methodology could include both qualitative and quantitative analysis that is based on surveys, literature review, and interviews. Once such attributes are identified by each firm, a cross-sectional analysis of the sample and their corresponding innovative strategies will be undertaken to identify those common characteristics, if any, that are universal to the innovative firms. We believe that deriving such common attributes could be a transformative prescription for those who are vying to become innovative and sustain their market share and serve the interest of their stakeholders over time.

Each firm selected for this study has a reputation for being an innovator, the industry prospector, and one that sets the stage for their respective industry. We intentionally elected not to include start-up firms with innovative ideas. While they are indeed innovative firms and have identified a winning formula that is unique and differentiated, their strategic posture is yet to be tested over the long run. Our sample of innovative enterprises are all established innovators and have proven their leadership by being agile, adaptable, and identifying innovative ways to meet and exceed the expectations of their stakeholders in a rapidly changing market environment.
An innovative organization trait could take many forms. Whether it is their innovative structure, culture, human resources practices, supply chain management, or managerial acumen, the leading innovative firms have been able to identify a winning recipe that enables them to generate new ideas that set themselves apart from the pack. It is important to realize that innovation is not a purely internal phenomenon. A firm must work to encourage creativity and innovation internally while also leaving employees open to external information so that they can find inspiration for new ideas to solve problems and meet the needs of customers.

Innovation is mainly a result of employees’ innovative work behavior, which can be defined as, “an indication where useful and novel ideas are being developed and implemented to produce new and better services, products or procedures” (Zaidi, Yakub, & Izhar, 2017, p. 18). There have been many studies done on attributes of innovation and how to create it within a firm. For example, Johannessen & Stokvik (2018) described highly innovative organizations as “rule-breakers” that use break-through innovations to create a new competitive environment where they hold the advantage. Rule-breakers do this by creating places within their organizations that encourage creativity and commitment, referred to as “creative energy fields” by Johannessen & Stokvik (2018). We have seen this play out before, namely with firms such as Amazon and Apple, whose innovative new products and business models completely disrupted their respective industries by putting them at the top. According to Johannessen & Stokvik (2018), creative energy fields are difficult to create intentionally and often become apparent on their own. An organization must observe its workforce and then organize around the creative energy fields that appear, rather than attempt to create them through formal structures.

One important thing to note about innovation is that it does not necessarily need to come from internal efforts. Firms have the option of cooperating with each other in joint innovation efforts (Kaschny & Nolden, p. 149). This can take on several different forms, whether it is done through acquiring innovative companies, making research contracts with external parties, or by simply using freely available knowledge to generate new innovations based off the ideas of others. This echoes the work done by Johannessen & Stokvik (2018, pg. 76) when they contend that creative energy fields do not need to be composed entirely of a firm's own employees. Taking input from external parties often exposes the firm to new ideas they would have never imagined on their own. Other research confirms the importance of external awareness for firms wishing to be innovative. In a literature review conducted by Slater, Mohr, & Sengupta (2014), they discovered that at least half of all radical product innovations come from joint operations between partner firms. Clearly, seeking out external sources of information and organizations that can partner with one’s own firm to pursue innovation objectives is a highly effective way to make a firm more innovative.

Another important thing to consider in innovation is leadership. Friedrich, Mumford, Vessey, Beeler, & Eubanks (2018) point out that the commonly held belief about leadership and innovation is that leaders direct creative efforts, but do not play a key role in the creative process. The truth is, by directing creative effort, leaders are playing a critical role in bringing about innovations that may be impossible without proper guidance. A leader in an innovation initiative is important because usually, they define a mission or vision for creative efforts. By defining a vision, leaders provide structure to creative problems that usually are not very well defined. Friederich et al (2018) also note that defining a mission for innovation initiatives only becomes more important as the innovations in question become more complicated. This is because more complex problems require more individual contributions from employees, and those contributions are hard to organize without a well-defined mission. It is also important to note that different types of innovation are affected by leaders in different ways. For example, leaders with a high level of technical expertise in their given subject area are better at driving product innovation, while leaders with extensive knowledge of their organization's culture and formal structures are better at driving process innovation (Friedrich, et al. 2018). We can come to the conclusion that a leader who wants to increase innovation at their company needs to be able to define a mission or vision for innovation efforts and needs the technical and organizational expertise to contribute in the creative process.

Another important subject when considering innovation is culture. Culture is the ultimate intangible factor of an organization that changes how employees view their jobs and how they behave at work. The culture of an organization plays a very important part in either encouraging or inhibiting innovation. Harraf, Wanasika, Tate, & Talbott, (2015) defined a culture of innovation as “one characterized by opportunity-seeking and overall alertness” (p. 678). This aligns with previously mentioned work in that innovation efforts are most effective when employees use connections to external networks to seek out new opportunities. The primary focus of Harraf et al. (2015) was to identify the core
pills of an agile organization. They concluded that a culture of innovation was one of those pillars, and their conclusion highlights the importance of a culture of innovation in today’s market environment where the pace of change is faster than ever, and organizational agility is an invaluable competitive advantage for dealing with rapid change.

When investigating the effect of culture on innovation, a study done by Naranjo-Valencia, Jimenez-Jimenez, & Sanz-Valle, (2017) on how culture can increase or decrease the frequency of radical product innovations is especially insightful. In their literature review, they conclude that flexibility, autonomy, risk-taking, questioning of established ideas and procedures, learning from mistakes, and external orientation are the primary traits associated with radical product innovations. The objective of their research was to find out what kind of organizational culture produces the most radical product innovation using the competing values framework as developed by Cameron and Quinn (1999) as a guide. They concluded that organizations with market or adhocracy cultures favor radicalness of new product innovations the most while clan cultures seem to discourage radical product innovations. Jimenez-Jimenez et al. (2017) found no significant relationship at all between hierarchy culture and degree of radical innovation.

The results of Jimenez-Jimenez et al. (2017) study reveal a few important things about innovation. Firstly, market and adhocracy cultures increase radical product innovation frequency because they both have an external orientation. Even though the more mechanistic orientation of market culture means they are less likely to foster innovative behavior within employees, their competitive nature and external focus makes them more likely to implement strategies that allow them to monitor the external environment, thus bolstering the knowledge assets of a company with a market culture. The market culture firm is then able to turn those knowledge assets into radical innovations. In fact, even hierarchy cultures were not found to have a significant relationship with radical product innovations even though Jimenez-Jimenez et al. (2017) hypothesized hierarchy cultures to have a significant negative relationship with radical innovations. This may be because hierarchy cultures have been shown to help with the implementation of innovative ideas even though they do not encourage the generation of innovative ideas. Slater et al. (2014) came to the same conclusion in their work stating that mechanistic structures can provide the direction necessary for bringing about radical product innovations. One of the main conclusions to take from the work of Jimenez-Jimenez et al. (2017) is that a culture encouraging industry-disrupting radical innovation is likely to have an external focus and uses information from the external environment to innovate.

As previously established by Haraff et al. (2015), a culture of innovation can help a firm attain the agility required to be successful in today’s uncertain external environment. Conversely, a corporate culture that is not innovative can lead a firm to be complacent while the rest of the market slips past them. In a study done by Harraff, Soltwisch, & Talbott (2017), they identified antecedents of organizational complacency to help managers recognize and reverse complacency within their firms. This research is valuable to the study of innovation because just as it is important to look at those who are successful and try to emulate them, it is also valuable to look at those who are failing and be careful not to make the same mistakes. Haraff et al. (2017) identified causes of complacency in four different areas within a business, those areas being structure, process, culture, and people. Haraff et al. (2017) explained that processes can be an issue because they normally become routine as a firm continues to operate. While this increases efficiency for the firm, it also puts them in a state where they are not continually evaluating and improving processes to make them more effective. Eventually, the old process will become out of date and the firm will find that a process which used to be a competitive advantage for them is now a hindrance, and it will be difficult for them to change their work processes because the old method has become ingrained in the firm’s operations. The conclusion can be made that for a firm to be an innovator, it cannot allow its processes to become routine. To be an innovator, an organization must continually monitor the external environment and evaluate their current work processes to make sure they are always carrying out their tasks in the most effective way possible.

It has been established that a culture of innovation is needed for a firm to be agile, but is a highly agile organization always needed? According to Teece, Peteraf, & Leih (2016), the requirement for agility depends on whether an organization faces risk or uncertainty. When an organization faces risks, they face events which could happen at any time, but the nature and probable effects of those events are well known. Examples of risk faced by an organization could include risks from fluctuating exchange rates during the repatriation of funds for an MNC, the possibility of employee injuries in dangerous operating environments such as an oil rig or a mining site, or risk of cyber-attacks targeting the customer financial information held by an online banking firm. In each case, the timing and magnitude
of such events are difficult to predict, but the organizations can be certain about the nature and consequences of such events, allowing them to implement preventative measures to manage and control costs incurred from risk.

Uncertainty, however, is quite different. Teece, et al (2016) explain uncertainty as "unknown, unknowns" or risks that the firm is not aware of, nor does the firm know that said unknowns could hurt them. Though uncertainty has always existed to some degree in business, globalization has made uncertainty more prevalent, and the need for organizations to develop ways to manage uncertainty has increased. Both risk and uncertainty can require an organization to make drastic changes to successfully deal with either threat, but risk and uncertainty must be managed in different fashions to be overcome. Teece et al. (2016) stated that because risk has some known qualities, it is possible to manage risk through established risk management procedures (like advanced cyber-security measures or extensive safety training for employees). On the other hand, organizations in highly uncertain environments must pursue agility as a way of managing uncertainty. Because it is not possible to predict the outcomes of an uncertain environment, an organization needs to have the ability to quickly change and adapt to new threats in the environment. While organizational agility is indeed attractive for any firm, the costs of redesigning an organization to be agile can be very high (Teece et al. 2016). Managers must evaluate what threats their organizations face and whether those threats should be categorized as risks or uncertainty. Addressing risks with agility could be more expensive than is necessary, while falsely identifying uncertainty as risk is sure to cause failure. However, it is also important to point out that since uncertainty is becoming more commonplace in the modern business environment, agility is becoming paramount for sustained success.

It is plausible that our research will not be able to identify any common characteristics or business practices among our selected firms. Such a conclusion could point our focus to a realization that innovation and innovative techniques are firm-specific and organizations within their respective industries must identify their own unique capabilities and transform their respective organization to one of an innovative and groundbreaking firm.

Overall, our goal is to identify a “secret recipe” for innovation, if any, that is common to the highly innovative firms and any firm could apply it to their operation to make themselves more innovative. Whether or not we discover a universally applicable recipe for innovation, this research will advance our understanding of an important business concept in an age marked by a highly uncertain external environment and rapid technological advancements.

REFERENCES


Japanese Learners Of English As A Second Language And The GPA
Hideyuki Kumaki, Nihon University, Japan

ABSTRACT

As a teacher of English as a second/foreign language in several Japanese universities for over ten years, I have observed that second language learners of English, studying multiple foreign languages at the same time, such as Spanish or Korean, achieve higher GPAs than second language learners who only focus on English. Although there is a body of research already existing on this subject, I was nonetheless surprised because those who only focus on English should be able to spend more time studying English and other subjects. If I studied another foreign language, could I have achieved the same or even higher level of fluency in English and picked up a second, perhaps a third foreign language at the same time? I will never know the answer to that question now, but the data I wish to present to you opens the door to that possibility. In my talk, I will compare the GPA results in English of both sets of students over several years at the university where I am presently employed. Furthermore, I would like all of us to reflect upon the contentious issue of whether or not high test score achievement in English indicates equal proficiency in the day-to-day use of the language itself.
Unity Of Mathematics Via Educational Software
Dr. Vladimir Nodelman, Holon Institute of Technology, Israel

ABSTRACT

The problem of underlining intra- and interdisciplinary connections is especially relevant in the teaching of mathematics, which by its nature is uniform in content and methods. Unfortunately, the educational literature and real practice of teaching math are far from satisfactory in this regard. Various subjects of the course (Algebra, Geometry, Calculus, etc.) and even different topics within one course are studied independently from each other. Computer programs used in the learning process do not solve the problem. Often, they were originally created to teach a particular subject. For example, GeoGebra, Geometer’s Sketchpad, Cabri are geometric programs, although attempts are made to use them in other areas of mathematics. Professional programs of general purpose (Mathematica, Maple), although applicable to work with various questions of mathematics, are pedagogically limited and insufficient.

The report presents an approach based on the use of VisuMatica, the author’s non-profit educational software, which serves the studies of various courses of mathematics and offers:
• general tools, interface and visual presentation of related courses, topics and subjects.
• generalized modeling of the concepts being studied, common to specific examples and counterexamples.
Student Perceptions Of A Mindset And Metacognition Intervention

Sarah Benes, Merrimack College, USA
Leah Poloskey, Merrimack College, USA

ABSTRACT

Background: Interventions related to mindset, metacognition and intellectual development can lead to positive academic outcomes in students (Braxton & Francis, 2018; Broda, et. al., 2017; Dweck, 2006; Tomlison & Johnson, 2015). Limited research has been conducted on interventions with Health Science students; therefore, a “light touch” intervention was designed in which students in two different Health Sciences courses were sent tips and strategies related to mindset and metacognition via email based on their scores from an assessment completed at the start of the semester.

Purpose: The purpose of this study was to examine the perceptions of students who completed a “light touch” mindset and metacognition intervention.

Participants: Purposeful sampling was used to recruit Health Science undergraduate students who completed the semester long intervention. Thirteen participants volunteered (5=senior, 3=junior, 5=sophomore) and data saturation was reached.

Methods: Semi-structured, in person interviews were conducted. The interview guide was designed for the purposes of this study. Data was analyzed using a grounded theory approach. The authors independently conducted data analysis and then came to an agreement on themes.

Results: While all participants were unfamiliar with the concept of mindset, students who demonstrated increased levels of self-awareness described a “learner” as an active, engaged role (i.e. “you’re kind of in charge of your own learning”) also reported success in courses being the ability to apply and use information (as opposed to grades) and were open to change and growth as a learner. Students with lower self-awareness described success in courses mainly as getting “good grades” and were less open to change (i.e. “I don’t really change” and “I know what works best for me, and . . . who I am”). Students, both those that did and did not engage with the intervention, felt that this type of intervention is beneficial but suggested more in person aspects and more student accountability.

Conclusions: Increasing students self-awareness related to learning, their role as a learner and strategies for growth may support the development of growth mindset, an orientation toward effort and learning for application rather than “good grades” as well as openness to change and growth as a learner. Students see value in interventions related to mindset and metacognition but feel there should be in person aspects and accountability. While this study focused on Health Sciences, it is likely that similar interventions would work with a range of students. Educators should consider integrating mindset and metacognitive strategies in their courses to help all learners develop a “growth orientation” which can support academic success and habits of mind that will support students after schooling as well.
Tax Policy Towards Cryptocurrency In The US
J. Vincent Eagan, Morehouse College, USA

ABSTRACT

This paper addresses federal income tax policy towards cryptocurrency in the United States. The paper starts with IRS Notice 2014-21, which treats bitcoin as property rather than as a foreign currency. The paper then addresses the following tax issues:

- Trump tax reform, 1031 like-kind exchanges and cryptocurrency
- Tax treatment of cryptocurrency mining
- Tax treatment of “air drops” of cryptocurrency
- Tax treatment of cryptocurrency “hard forks” (chain splits)
- Tax treatment of cryptocurrency issued in initial coin offerings
- Tax compliance and cryptocurrency
- Tax planning considerations, including charitable donations
“Reminders” As A Technique To Increase Recall Of Implicit Bias Workshop Content

Benjamin D. Reese, Jr., Duke University, USA

ABSTRACT

This paper describes the theory underlying the development of implicit biases and its impact on decision-making. It provides an overview of the use of cell phone prompts or reminders as an aid in helping patients recall medical instructions. This “reminder” strategy is discussed as a relevant approach to increasing the general recall of implicit bias workshop content, days or weeks, after the original workshop. The use of “reminder stickers” on phones, laminated “implicit bias reminder cue cards,” laminated “implicit bias place mats,” and “reminder text messages” are described as tools that hold promise for increasing recall of implicit bias workshop attendance. Recommendations are offered for research questions needing to be pursued, before wide adoption of these tools.
A Research Perspective: Preparing Pre-Service Teachers for Academic Success through Collaboration and Research across South Carolina

Dr. Nan Li, Claflin University, USA
Dr. Angela Peters, Claflin University, USA

ABSTRACT

Nationally, all students in the teacher education programs are required to pass the Praxis tests to gain a teacher candidacy status. Yet, many cannot pass the tests. This results in their changing majors although they are passionate for teaching. This study has these purposes: 1) to seed factors for the academic success of pre-service teachers in this respect; 2) to assist the teacher education program design by collecting the first-hand data from the pre-service teachers with the research findings. In research design, it relies on qualitative research methods by collecting qualitative descriptive data through questionnaire survey instrument. This study is significant because the Praxis Core tests have been the threshold, determining if a pre-service teacher can become a teacher candidate or not. The Praxis tests consist of reading, writing, and mathematics administered by the national Education Test Service (ETS). Yet, many pre-service teachers cannot pass the tests after initial enrollment, resulting in them to change majors. This means our teacher education programs are losing some passionate teachers each year. Therefore, seeking factors for those who passed Praxis Core vs who failed will provide important feedback for the teacher education programs in order to better serve our students.
How To Teach Effectively In American-Style Universities

Timothy F. Slater, University of Wyoming, USA

ABSTRACT

Would you like to teach in an American-style university? Would you like to get a faculty appointment in the United States? If so, then you need to know what modern teaching looks like. This workshop covers the essential teaching skills of active learning and teaching philosophies of intellectual engagement now expected of professors in American and American-style universities. In stark contrast to the traditional approach of providing clearly delivered and accurate lectures, today’s professors are expected to fully engage students in discussion and critical thinking learning activities during class and provide authentic homework assignments that look more like creative projects than repetitive practice drills. Moreover, today’s professors are expected to have flexible skills in using a wide-range of testing and grading techniques. As a whole, scholars competing for teaching positions at American and American-style universities must be able to demonstrate a commitment to student-centered, active learning teaching philosophies across all of the courses they teach and this workshop will show you how.

Dr. Tim Slater is an internationally respected scholar in global education. Formally trained as an astronomer, he is the Editor-in-Chief of the Journal of Astronomy & Earth Sciences Education, has co-authored 21 books, has been awarded nearly $30 million dollars in grants, and has more than 100 peer-reviewed scientific articles with more than 2,000 citations. He is the University of Wyoming Excellence in Higher Education Endowed Professor of Science Education and a Senior Scientist at the international CAPER Center for Astronomy & Physics Education Research. Known widely as the “Professors’ Professor,” Dr. Slater has provided workshops on innovative teaching and successful career management to thousands of college and university professors worldwide.
Paradigm Shift: Call For Agility In Higher Education Institutions
Abe Harraf, University of Northern Colorado, USA

ABSTRACT

Higher education institutions, particularly the state supported ones, have been notorious for slow adaptation to their industry dynamism and the changing landscape of the market expectations from collegiate education. Such a perceived complacency has resulted in widening breach among the key stakeholders and the academy, ranging from parents to legislators. The divide is exacerbated with the advent of explosive entry of online degree programs, for-profit institutions, and open online course deliveries, to name a few. Consequently, the institutions are under scrutiny to be more accountable in delivering their promises while curbing the ever escalating cost of higher education. Such a pronounced expectation of accountability from the wide-ranging stakeholders requires intentional shift of the slow churning culture to remain relevant, sustainable, and competitive in attracting students, faculty, and resources. The pressure to curtail cost, deliver the state of the arts collegiate education, recruit sufficient number of college-ready students, attract highly qualified faculty and staff, provide the most relevant academic support services, contain the growth of runaway tuition increases, coupled with dwindling financial support from the state legislators represent a dilemma of untenable satisfying of the multiple competing ends.

The keynote presentation will focus on outlining the drivers of complacency, stakeholders’ expectations, new trends in higher education, and strategies to remain relevant and change the culture of higher education institutions from a culture of contentment to one of the agility and nimbleness.

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Generation Z, Teaching Beyond Millennials

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ABSTRACT

As the Millennial generation grows into young and middle adulthood, a new generation has reached college age. This new generation of students, known as iGen or GenZ, and now freshman, have arrived on college campuses around the nation with aspirations and needs much different than their predecessors. Several of the differences this cohort brings is their attitude toward diversity, technology, money, and the pursuit of a career that is meaningful. To this end, colleges will have to change their approach to meet the needs of this generation beginning with recruitment.

In the past fifteen years, colleges and universities have catered to millennials by transforming campus into inviting spaces, similar to coffee shop gathering spots. Dormitories have been fashioned to resemble hotel suites and student unions have every amenity imaginable, complete with mall-like food courts. The payoff for such boutique lures has been minimal. College tuition has skyrocketed as enrollment dwindles. Millennials have more college debt than any other generation and is an amount that is only rivaled by the mortgage debt in the United States. In many ways, millennials are still living with the effects of the Great Recession and the aftermath.

Research on GenZ is still emerging but what is clear is this new generation has increased expectations for student success. This is the first generation that has grown up entirely in the digital age. Presented with iPads and smartphones in elementary school, GenZ views technology as an extension of themselves and they expect a high-tech campus to allow them to freely exchange with friends, professors, and family. They will focus on the personal support they receive to make their educational experience relevant to their future career choice, thus requiring fewer lush campus amenities.

Student success for GenZ will require a new approach as well. This generation is well versed on how to learn in physical and virtual settings. They see YouTube and Google as the most effective teachers and the best way to learn information they can apply. College faculty will have to adapt to creating experiential opportunities where students can work using their own blend of independent and group work: project-based learning activities; and research that will hone crucial marketable skills for life beyond graduation.

Above all else, GenZ wants inclusive settings. This is the most diverse generation in history and they are paying attention to inclusion, not only of race, ethnicity, gender, and orientation, but to approaches on well-being and mental health.

This paper will explore approaches that will best meet the needs of the next generation of students as they matriculate onto college campuses globally.

Keywords: iGen, GenerationZ, Millennials, Next Generation Students
A Self-Study Report Must Be Specific To The Accrediting Agency's Expectations Using Quality Assurance

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Abstract

When preparing a self-study report, it must be a collective and collaborative effort in the area of reflection and reflective practices "in telling our story" that has a strong influence on conducting research in a given department or unit in higher education. As developing reflective practitioners in a self-study of review of data, it is suggested that the focus be on educational leaders' own collective and collaborative practices. It is important too, to use a quality assurance system which ensures quality in teaching, learning and leading that reaches some minimum standards at the state and national level. Quality assurance of teaching, learning and leading is articulated through performance and improvement. In education, the policy is set forth in various documents regarding quality assurance for teaching, learning, and leading. Improvements are monitored and evaluated during the planning, organizing and controlling cycle within three to five years by following quality assurance procedures. By using quality assurance, the university's responsible unit and/or department provides a framework within which its institutions can examine and enhance all teaching and learning activities to ensure that the institution achieves its aspiration of excellence. The purpose of preparing the self-study report is to focus on what is being done to improve both the personal and professional levels of faculty and students within the organization. When preparing the actual self-study report, department members, committee teams, and/or the college unit must examine and follow the prescribed process as communicated by the accrediting agency or organization. Executing the self-study report must be a collaborative effort by all participating teams. There will be a wide-range of time spent collecting and analyzing needed data by teams of faculty members within the unit. The self-study report will be composed based on finding by committee teams within the college unit. The validation of findings will be based on standards set by the accrediting agency to ensure quality assurance. Again, when preparing for a self-study report for an accrediting agency to review, educational leaders must look at their own progress and practices in teaching, learning and leading. The purpose of this study is to share qualitative and quantitative data "in telling our story" and to show how the worth of this data can be communicated when writing a self-study report for an accrediting agency to review.

Keywords: self-study, quality assurance system, reflection and reflective practices
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