



**GLOBAL
CONFERENCE
ON
EDUCATION**

**GLOBAL CONFERENCE
ON EDUCATION PROGRAM**

August 7-8, 2015

Volume XI
Sponsored by

SCHOOL OF EDUCATION
UNIVERSITY OF RIVERSIDE
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PROGRAM

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Paul Mahajan, DM

Mohammed Wahba, Ph.D.

A MESSAGE FROM THE CHAIR



It is with great pleasure; I want to welcome presenters, organizing committee members, reviewers and session chair to our conference dealing with global education issues. This conference is designed to serve as an important meeting for the discussion and exchange of ideas and information to enhance understanding, appreciation, and cooperation among diverse groups of professionals. The sessions and the papers deal with opportunities and challenges faced by educators in the new global environment.

This document contains abstracts in several important subject areas of education. The collection exhibits an excellent selection of quality submissions. The authors are from various educational institutions located in different parts of the world. Please note that book of abstracts of this conference are distributed globally.

I want to extend my sincere thanks to conference organizers and participants for their support.

A handwritten signature in black ink, appearing to read 'Raj K. Singh'. The signature is fluid and cursive, with a horizontal line underneath.

Raj K. Singh, Ph.D.
Conference Chair

Global Education Conference

Schedule of Presenters

Friday, August 7, 2015



7:30 am		Registration
8:00 am	Welcome Address	
8:10 am	The Level of ICT Usage by Islamic Studies Teachers in Saudi Arabia	Majed Ali Alsharidah Saudi Arabia
8:30 am	Perceptions of the Use of Smartphones among the Professors and Students	Dr. David Mendez Coca Spain Skype
8:50 am	Nigerian Certificate in Education (NCE) Program and the Global Changes in Education the Mirage	Dr. May Nwaka Asoegwu Nigeria
9:10 am	Designing Micro Chemistry Experimentation for Teacher Trainees in a University	Dr. Ruby Hanson Ghana
9:30 pm	Break	
9:40 am	The Role of Interpersonal Communication Network in College Students' Career Education	Dr. Tae-II Yoon South Korea
10:00 am	Women Entrepreneurs: A Challenge to Business and Administration University	Dr. Maria de los Angeles Mendoza Gonzalez Mexico Skype

10:20 am	Paw-fection: A Review of Pet Therapy Programs	David Woolever USA
10:40 am	Break	
11:00 am	Managing Human Capital Development in Higher Education in Imo State, Nigeria for Effective Performance towards National Transformation	Dr. Joyce Ihum Oguh Nigeria Skype
11:20 am	Challenges to Facilitating the Development of 21st Century Competencies in the Classroom	Dr. Camile Rutherford Canada
11:40 am	The Relationship between the Problematic Internet Usage of Teachers of Information Technologies and their Burnout Level	Dr. Semseddin Gunduz Turkey
12:00 pm	Lunch	
1:00 pm	Effective Delivery of STEM Education using the Challenged-Based Instruction	Runchang Lin USA
1:20 pm	Implementation of Interactive Response System and Interactive White Board—A Case Study of Tenth Graders’ English Pronunciation Learning in Taiwan	Dr. Ginger Mei-Ying Lin Taiwan
1:40 pm	Parenting Styles and Social Adjustment of Secondary School Students Two in Abia State of Nigeria	Elijah Irozuru Nigeria
2:00 pm	Secondary School Chemistry Teachers’ Self- Efficacy Beliefs in the Use of Computer: A Nigerian Example	Ikuero Osabuohien Ikponmwosa Nigeria
2:20 pm	Break	

2:30 pm	South Korea's Aid Fragmentation on Higher Education in Cambodia	Dr. Jinhwan Oh South Korea
2:50 pm	Teaching Global Social Responsibility at a European Liberal Arts & Sciences College: Results of the Global Citizenship Program	Dr. Marcin Sklad Netherlands
3:10 pm	The Possibility of Using The Systematic Screening for Behavior Disorders Toll In Saudi Arabia Primary Schools for Screening Students with Emotional and Behavioral Disorders	Dr. Emad Abdul Alwan Saudi Arabia
3:30 pm	Education and Globalization: A Critical Reflection on the Role of Education in Global Times	Daniela Tereshchuk Canada
3:50 pm	Break	
4:10 pm	Measuring Gender Differences in Self-esteem and Relationship with BMI among Omani Adolescents	Dr. Kashef Zayed Oman
4:30 pm	Effects of Question and Explanation Orders on the Logical Thinking in a Programming Class	Kyun-Sook Lee South Korea
4:50 pm	The Efficiency of the Developed Meta-Cognitive Learning Cycle Model in Correcting the Misconceptions about Acids, Bases, and of the Self-Regulation among Middle School Female Students	Dr. Jawaher Alrashood Oman
5:10 pm	Role of Practical Education Supervisors in Improving Classroom Management Skills for Practical Education Students at Najran University – Saudi Arabia	Dr. Mohamed Alfaghi Saudi Arabia

Global Education Conference

Schedule of Presenters

Saturday, August 8, 2015



7:30 am

Registration

8:00 am

Welcome Address

8:10 am

Refocusing Teacher Education in Nigeria for
Relevance in National Development
in the 21st Century

Dr. Stella Oriaku Agu
Nigeria

8:30 am

Visible Minority Women:
Still an Unrepresented Group in the
Canadian Academy

Dr. Rosetta Rowena
Khalideen
Canada

8:50 am

The New Divide: The differences in Minority
Success Rates in Undergraduate General
Chemistry I at a Small Liberal Arts College

Dr. Darin Bell
USA

9:10 am

Teachers of Arabic Language Questions in
Upper Primary Schools

Saeed Saad Hadi Al
Qahtani
Saudi Arabia

9:30 am

Reality and Importance of application
Authorities Granted to School Principals in
Saudi Arabia

Dr. Abdulazzi Saeed Al
Quahtani
Saudi Arabia

9:50 am

Break

10:00 am

Exploring the Motivations, Expectations and
Experiences of Students in
Universities in Ghanaian

Dr. Oforiwaa Gifty
Gyamera
Ghana

10:20 am	Validating a Decision Model for Cut-Off Score: a Case Study from Saudi Arabian Higher Education.	Haifa S. Alkadi Saudi Arabia
10:40 am	Effect of Concept Mapping as an Innovative Teaching and Learning Method on Senior School Students' Interest in Chemistry	Evelyn Ngozi Ofor Nigeria
11:00 am	Break	
11:20 am	Suggestions for Middle-Class U. S. Student Teachers Entering Urban Classrooms: Building Relationship	Dr. Karen Sangmeister USA
11:40 am	Spiritual Intelligence and Its Relationship with Enjoying Life of a Sample of Individuals with Visual Impairments in Saudi Arabia	Dr. Mohammad Yahya Safhi Saudi Arabia
12:00 pm	The Contrary Effect of Collaborative Writing on ESL Students' Vocabulary Acquisition	Elnaz Valaei Bakhshayesh Saudi Arabia
12:20 pm	The Implementation of Q Method in the Evaluation of Teacher Professional Development	Dr. James Bartlett II USA
12:40 pm	Presentation of Certificates	



ABOUT THE AUTHORS

Dr. Stella Agu (Associate Professor) graduated with a B.Ed in Religious studies and completed a Masters Degree and a Ph.D in Sociology of Education at the University of Port Harcourt, Nigeria in 1986 and 1990 respectively. She taught at the Alvan Ikoku Federal College of Education, Owerri, Imo State, Nigeria and later moved over to the Abia State University, Uturu, Abia State in 1992. She teaches both Masters and Ph.D courses in Sociology of Education and Social Studies.

Associate Professor Stella Agu has been a Consultant to many educational and developmental organizations some of which are UNFPA (Population Trainer) MPP9 Projects of the European Union in the Niger Delta region. Second Primary Education project (PEP II), UNDP Training Workshop for permanent secretaries in Abia State. She was the Head of Department of Vocational Education (2002-2005) and Educational Foundations (2012-2013).

Associate Professor Stella Agu has authored two text books, more than fifty journal articles, three of which are internationally referred and eleven chapters in books.

She was the Editor-in-Chief of the African International Journal of Educational Administration and Policy and an Editor in the Journal of Social Science Educators.

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Dr. Mohammed Hadi Alfagih. PhD. Educational Administration.

Associated Professor – College of Education – Najran University – Saudi Arabia

Vice- dean of College of Education – Najran University

He was the director of Alqunfudha Education Directorate for males.

He was the assistant director at Tabouk Education Directorate for females.

He was the assistant director at Jazan Education Directorate for females.

He was an educational supervisor at General Directorate of Training at Ministry of Education in Riyadh

He was a supervisor and a teacher at Sabya Educational Directorate.

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Associate professor at Princess Nourah Bint Abdulrahman University, Riyadh, KSA. Dean of Deanship of Quality and Accreditation.

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Research papers: A purposed perspective for building test based on value-added method. Analysis of Asian experience in education evaluation. Published in Imam Mohammad university Journal. Longitudinal Analysis of High School Test Results in Saudi Arabia. Published in Journal of Arab Education.

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Jawaher Bent Saud Ben Mohammed Al Rashood is Associate professor of Curriculum Science Teaching Methods (Chemistry) in the department of Curriculum & Teaching Methods, Faculty of Education- Princess Nourah Bent Abdul Rahman University .

Dr. AL Rashoud worked as an associate professor in the Faculty of Education in the Literary Department, from 1426 H to 1432 H, and in the Department of Curriculum & Teaching Methods in 1432 H. Before that she was a Lecturer in the department of Chemistry, Faculty of Education from 1416 H till 1419 H, then a Lecturer in the department of education and psychology, Faculty of Education, from 1419 H till 1423 H. After that she had worked as an Instructor in the same department, from 1423 H till 1426 H.

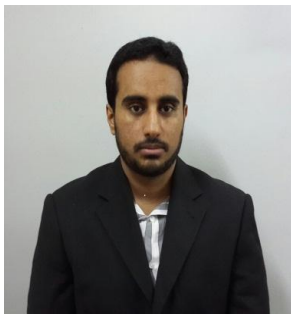
On the other hand, Dr. AL Rashood was the Head of Planning and Programs Unit in the National Council for Thinking Skills Development, 1429- 1430 H. Moreover, she is a certified trainer for spreading the dialogue culture from King Abdul Aziz Center for National Dialogue in cooperation with Princess Norah Bent Abdul Rahman University. She is also a cooperative trainer with many educational parties, and other governmental bodies like: the Higher Authority for Tourism, the Centennial Fund and Human Resources Development Fund.

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Dr. Alwan graduated with a BS in Special Education (Learning disabilities) and completed a Master Degree in Special needs from the University of Nottingham in the United Kingdom in 2007.

After completing Master degree in the United Kingdom, he taught for about two years in Saudi Arabia at the College of Education-King Khalid University. In 2009 he came to the US . Here, He attended the university of New Mexico where he completed his PhD in Special education specializing in Emotional and Behavioral Disorders.

Dr. Alwan has been working for King Khalid University for 12 years He has taught Master level courses in Special Education and Psychology. He is now the Vice dean of college of Education and Chairman of Special Education Department.

Dr. Alwan has published several articles in the field of Emotional and Behavioral Disorders .His experience includes teaching students with learning disability in Saudi Arabia primary schools.

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Dr Gifty Oforiwaa Gyamera is a Lecturer in the School of Public Service and Governance at the Ghana Institute of Management and Public Administration (GIMPA). She holds a PhD in Higher Education from the University of Roehampton in the UK. She received her Bachelor's and Masters degrees from the University of Cape Coast, Ghana, in Educational Psychology and Educational Administration, respectively. From 2005-2010, she was a lecturer in the Department of Education, Valley View University, Accra, Ghana.

Her research interests include international and Comparative Education, Gender, Postcolonial Studies and Curriculum Development. She is particularly interested in challenging marginalization of minorities, and discourses and practices perpetuating colonial ideologies and philosophies particularly in relation to Higher education and Gender.

The following contact information was provided by Dr. Oforiwaa Gifty Gyamera

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Dr. Hanson is a professional teacher who graduated with a second Class Upper Division in Diploma in Chemistry and Integrated Science Education in 1991 from a tertiary institution in Ghana called the University College of Education, Winneba. She continued in the same institution to read a top-up course to obtain a First Class Bachelor's degree in Chemistry Education in 1997. After

teaching in the same institution for a while, she pursued the Master of Philosophy Course in the University of Cape Coast in the Central Region of Ghana to obtain an MPhil in Analytical and Environmental Chemistry, in the year 2003. She has since pursued and completed a doctorate course in the University of Education, Winneba, also in the Central Region of Ghana, and a Certificate in Designing and Facilitating E-Learning (online) from the Open Polytechnic of New Zealand. She currently registered to read a certificate course in Quality Assurance from the Open Polytechnic of New Zealand.

She has taught at all levels of education (from basic to tertiary) for the past 30 years, though in Ghana only. She has worked in partnership with lecturers and researchers from the Vrije University and Utrecht University (all in the Netherlands) on a joint inter-university project to improve the teaching and learning of science and mathematics in Ghanaian colleges of education and the teaching universities. The project was called PRACTICAL project. She is currently serving as a science mentor for two female science teachers on another joint universities project between the University of Education, Winneba, Mujeres Por Africa, University of Minnesota and New York University. This project is called the Ghanaian Institute for the Future of Teaching and Education (GIFTED) women's Fellowship Programme.

She teaches both undergraduate and graduate courses for regular and distance education course. She teaches these courses in two different modes: as face-to-face for the regular students and in a hybrid mode for the distance education students. She develops online course ware for both the graduate and undergraduate levels on the University of Education's E-platform and facilitate them as well. She is currently developing an online course in analytical chemistry for use at the graduate level.

She is a member of the University Teachers Association of Ghana as well as a member of the Ghana Association of Science Teachers. She is also a member of the Ghana Chemical Society. She has 35 published articles to her credit, as well as two course texts for the graduate level. The articles are in the areas of gender, e-learning and facilitation, conceptual change, identification of students' misconception and how to correct them and micro science activities. The text books are in the fields of inorganic and industrial chemistry. She has recently accepted to review articles for the Journal of Educational Research and Reviews.

She has attended international workshops in The Netherlands, South Africa, Nova Scotia and here in Ghana at which she made presentations.

Research interest

- Environmental and Toxicity studies (concerning women and children)
- The effect of pesticides and food additives on living organisms
- Enhancing conceptual understanding of chemistry at the undergraduate level
- Students' misconceptions in physical, environmental and inorganic chemistry

- Online courseware development and facilitation

Some courses taught

1. Environmental chemistry
2. Introduction to Periodic Chemistry
3. Main group chemistry
4. Man and his environment
5. Chemical principles
6. Introduction to Analytical chemistry
7. Inorganic and Nuclear chemistry
8. Chemical Equilibrium
9. Nature of matter
10. Safety methods in science
11. Introduction to Inorganic chemistry

The following contact information was provided by Dr. Ruby Hanson:

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Ikponmwosa, Ikuero Osabuohien graduated with a B.Ed(Chem.) from the University of Benin, Benin, Nigeria in 1978. He later obtained a Postgraduate Diploma in Science Education and also M.Ed from the University of Leeds, UK. He has taught at the College of Education, Warri, Delta state, Nigeria for more than 30 years. He is currently a Reader and he has held several positions in the College;

Head of Teacher Education Department and also Coordinator Teaching Practice – 1983 to 1990.

Director, Extra Mural and Demonstration Secondary School from 1991-1993.

Dean, School of Education from 1995-1997

Director, Consultancy Service Unit College of Education Warri from 2003-2006

Currently, Dean, School of Early Childhood Education and Primary Education Department (ECCE/PED).

Served as member Governing Council of the College from 2004-2008.

Also served as member University of Benin, Nigeria Governing Council 1999-2003 .

Past President worldwide. University of Benin Alumni Association

Published articles in Learned journals.

Edited a textbook and Co-authored another.

Member Science Teachers Association Of Nigeria (MSTAN)

The following contact information was provided by Ikuero O. Ikponmwosa:

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Irozuru, had a certificate in education from Ahmadu Bello University, Zaria, Nigeria. Thereafter, he completed his B.Th from the Universite Du Benin in Lome, Togo. He went ahead to acquire a Masters Degree Programme in Education from Imo State University Owerri, Nigeria (M.Ed).

Presently, finishing his Ph.D in Educational Psychology from the University of Calabar, Nigeria at the data collection stage.

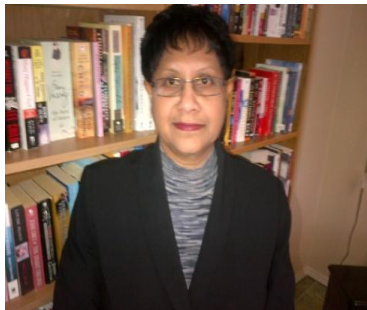
Irozuru, Elijah has helped to establish school systems, with the Deliverance Faith Ministries with the Havilah Group of Schools in Umuahia, Nigeria. Has publications such as; the contributions of Independent Churches to the Development of Christianity in Africa (2001); also the contributions of private Schools to the Development of the Educational Sector, in Abia State (2006). He presented a paper at Harvard University, Boston in March 2015, titled Home Environment, Peer Group Influence and Aggressive Behaviour Among Secondary School Students in Abia State, Nigeria. This was at the 21st Century Academic Forum at Harvard. This work is due for publication at Post Harvard Conference Journal, 2015.

He is presently serving with the Assemblies of God, Nigeria. He is also an executive member of the Board of Education of Assemblies of God, Nigeria. He has strong interests, in the field of Psychology, and the educational development of the individual, with particular reference to personality and self development.

Attended the Haggai Advanced Leadership training in 2002.

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Dr. Rosetta Khalideen has been an educator and university administrator for the past eighteen years of her career. She has a BEd from the University of Guyana (South America), an MEd from the University of Toronto and a PhD from the University of Alberta. Dr. Khalideen's university administrative positions include Director of the ESL Centre, University of Regina; Director of the Adult Education and Human Resource Development Programs University of Regina; and Dean of the Faculty of Professional Studies, University of the Fraser Valley. Her scholarship activities are in the areas of leadership, diversity, critical adult education and the internationalization of higher education. She has facilitated numerous workshops and conference presentations and has published a number of academic articles including two book chapters. Dr. Khalideen has worked on international projects and programs in Panama, Trinidad and Tobago,

Thailand, India, China, Uganda, Malawi and Guyana. In addition to her university responsibilities, Dr. Khalideen is very engaged with her community. In 2006 she was awarded a Saskatchewan centennial medal for her contributions to education in that province.

The following contact information was provided by Dr. Rosetta Khalideen:

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Lee Kyung-Sook graduated with a BS in Computer Education and completed a Masters Degree in Education Technology from Hanyang University in South Korea. After completing a Masters degree, she is a PhD candidate at the department of Education Technology in Korea University

Dr. Park InnWoo graduated with a BS in Education and completed a Masters Degree in Education from the Seoul University in South Korea. After completing a Masters degree in South Korea, he completed the Degree of Education in Florida State University and is a professor of Korea University in Korea.

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Dr. Lin graduated with a Masters' Degree in Linguistics and earned a Ph.D. in TESOL (Teaching English to Speakers of Other Languages) from the National Chengchi University in Taiwan. She is currently teaching at the Department of Applied Foreign Languages, Mackay Junior College of Medicine, Nursing, and Management in Taiwan.

Dr. Lin participated in many projects launched by the National Institute for Compilation and Translation, National Science Council, and College Entrance Examination Center. She has extensive experience teaching English to different levels of students for more than twenty years in Taiwan, ranging from preschoolers to university students.

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Dr. Mendez graduated with BS in Engineering and completed a Master Degree in Applied Physics at Complutense University in Spain. He taught for ten years in High School and he did the PhD in Education, he finished the PhD in 2011 and he was awarded as Extraordinary PhD at Complutense University.

Dr. Mendez has worked for several universities; he is in charge of the Master Degree in High School Education. He has taught at university since 2011. He teaches preservice primary and secondary teachers. He works for three projects about the influence of the technology in the classroom and the development of logical thinking.

Dr. Mendez has authored a textbook about research in education, has published more than twenty papers about Physics and Mathematics education. He has more than twenty communications in conferences.

The following contact information was provided by Dr. David Mendez Coca:

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Dr. Mendoza graduated from a Doctorate in Public Law and completed a MBA and a degree in Public Accounting from State University of Chiapas, Mexico. She completed a Specialty in Alternative Education from Bank and Business School Campus Tuxtla Gutierrez.

Dr. Mendoza has worked for several large organizations and Tuxtla Gutiérrez Town Hall, as administrative and fiscal auditor. She was part as Manager and partner of an accounting firm specializing in audit.

She has been working as a teacher since 2000 in public and private schools. Nowadays she teaches in Bank and Business School Campus Chiapas at a graduate level and other local universities in Ph. D. level courses in administration, management, marketing, law and education.

Dr. Mendoza is author of four textbooks and has published several articles in the field of education, audit, law and administration. She has collaborated as a reviewer for Via Iuris, a law and social Colombia refereed journal and she is part of the publication evaluation committee in the Faculty of Humanities from

University of Sciences and Arts of Chiapas. Also, she collaborates as a writer in a weekly business article in the Heraldo de Chiapas newspaper and information capsules on TV for Bank and Business School campus Tuxtla Gutiérrez.

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Born on 25th September 1960, to a humble Christian family of Late Mr. & Mrs. Joseph Nwanyanwu Okoro of Ogor Umuegwu Mpam in Ahiazu Mbaise LGA, Imo State, Nigeria.

Dr Joy Oguh is a scholar with a multidisciplinary background. She began her early Education at primary school Mpam-Ama Ekwerazu Ahiazu Mbaise, Girls High School Ehime and Teacher Training at Women Training College Afikpo. She studied Foods and nutrition at Michael Okpara College of

Agriculture (now Imo State Polytechnic Umuagwo) as the best graduating student in the department (1985) which gave her an automatic employment in the polytechnic. She further bagged a post graduate Diploma in Home Economics Education in (ABSU) 1994, Masters Degree in Education Management and Planning (IMSU) 2001 and PhD in Education Administration / Planning (IMSU) 2010.

Prior to her present status as an Associate Chief lecturer, teaching Human Nutrition / Nutrition Education and Director Continuing Education and Part Time Studies Imo State Polytechnic Umuagwo, Dr Joyce had worked as Director Academic Planning and Curriculum Development Unit (APACUD). Imo State Polytechnic Umuagwo, Food Technologist FUTO, Adjunct lecturer - College of Education Ikere Ekiti Owerri Study Centre, Facilitator -National Open University Owerri Study Centre, Centre Manager - Imo Poly NTI PGDE Programme Kaduna.

Dr (mrs) Joyce Oguh is a member of many academic and professional bodies.

(1) Member Nigeria Association for Educational Administration and Planning (NAEP).

- (2) Member Common Wealth Council for Educational Administration And Management (CCEAM)
- (3) Member Global Education Society (GES)
- (4) Fellow Nigerian Institute of Industrial Administration (FIIA)
- (5) Member Nutrition Society of Nigeria.
- (6) Member/ Patron Imo State Polytechnic Women Association (IMPOWA)
- (7) Has received more than fifteen (15) Religious and Academic Awards, among them is Academic Noble of Nigerian Institute of Industrial Administration.

Dr Joy Oguh has contributed, written and published four (4) text books, twenty (20) journal articles both internationally and locally, two (2) monographs, Eight (8) seminar papers and two (2) Technical papers.

She is happily married to Chief (Dr) E.E. Oguh, Umualumaku Ehime Mbanu LGA, former Rector Imo State Polytechnic Umuagwo and blessed with children.

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Dr. Safhi graduated with a BA in Psychology from King Khalid University and completed a Master Degree in special education from University of North Texas. Dr. Safhi has a second master in Special education (Orientation and Mobility) and completed a doctorate degree in special education from Texas Teach University. After completing his degree, he went back to Saudi Arabia and worked at King Khalid University.

Dr. Safhi is working at King Khalid University for six years. He is the director International cooperation office at KKU. Dr. Safhi was the chairman of special education departments for two years. He has taught at the

undergraduate level for over 6 years and at graduate level courses for 3 years. Dr. Safhi attended many international conferences in education.

Dr. Safhi has published several articles in the field of special education. He has a membership with many organizations such as, International Council for Education of People with Visual Impairment (ICEVI) and Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER).

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Dr. Sangmeister received her Doctor of Education degree (Ed.D.) from St. John Fisher College in 2008. Her research was conducted under the supervision of Dr. Mary Collins. Her research interests lie in the verbal interactions between teachers and children in classrooms, because she is quite sure that this is the most important way that teachers can make a difference.

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His primary scientific interests and expertise include social cognitive psychology, applied developmental and educational psychology, positive psychology, methodology of social sciences. Currently he is involved in evaluating global citizenship educational programs, and developing educational programs preventing radicalization. He also serves as research consultant at the Hague University in the knowledge center Youth Education, where he supervises methodology of research projects related to youth and development (e.g., pedagogical knowledge of parents, effectiveness of school-based socio-emotional learning programs and innovative educational methods). Before joining UCR, Dr. Sklad also worked as a specialist in the domain of computer-assisted and distant learning at Warsaw University, where he developed systems and methods to deliver highest quality academic courses over the internet. Prior to that, he worked at the Institute for Social Studies of Warsaw University on the topics of methodology of evaluation in education and cognitive aspects of survey research methodology.

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Daniela has been involved with Teacher Professional Development programs for the past 7 years. She began as a teacher and program creator and director at Brazil/Canada Teacher Professional Development program from 2006 to 2009. The program took volunteer teachers from Canada to share their classroom teaching experiences with Brazilian teachers in the Northeast region of Brazil. More than 75 teachers attended the program, enhancing their teaching skills and pedagogy. The results of this experience was the object of study for Daniela's Master's Thesis. The program was also awarded a Peace Medal Award by the YMCA Calgary in 2008.

Daniela taught for 8 years in Brazil before moving to Calgary in 2004. She taught almost all grades from kindergarten to high school, but mainly Adult at Risk Education. She has also volunteered at public schools in the Calgary area as an observer and helper/teacher assistant. In 2010, Daniela applied for the Ph. D program at the University of Alberta to continue her commitment to literacy, teachers' pedagogy growth, multiculturalism, and to bridge a gap between uninformed ideas towards people of other cultures and 'differences'.

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After completing the Masters Degree in Iran, she taught for about twelve years at a private language institute in Tabriz, Iran, followed by a one year teaching experience of Literature at Varamin University, Tehran, in addition to three years in the Sultanate of Oman and still ongoing. Presently, Ms. Elnaz is teaching English language and Literature at Arab Open University (AOU), meanwhile keeping an active profile towards educational research to enhance her sources of knowledge and consequently apply the acquired material and techniques in classrooms.

Ms. Elnaz has also taken part in a number of conferences such as: International Conference at the University of Malaysia, Kuala Lumpur, INTCESS'15 International Conference, Istanbul, Turkey, International Conference at SQU, Muscat, Oman, ELU Conference at Arab Open University, Muscat, Oman.

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Through his volunteer experience at the hospital, Dave's passion for writing children's picture books was ignited. He founded Nestor's Adventures, LLC and published his first book *Nestor's Adventures: I Like Colorado!* last summer. He recently co-authored a re-telling of the Grimm Fairy Tale, *The Three Little Pigs* and is working on the next Nestor picture book that explores concepts of bullying and conflict management with the help of dinosaurs! You can find more information at www.nestorsadventures.com including downloadable coloring sheets and various apps in the form of digital coloring books and digital puzzles.

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**REFOCUSING TEACHER EDUCATION IN NIGERIA FOR RELEVANCE IN
NATIONAL DEVELOPMENT IN THE 21ST CENTURY**

By

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In the belief that our education system may raise above the quality of its teachers Nigerian government, past and present have directed their resources towards teacher preparation. For more than a century ago when teacher education was introduced up until now, teacher education has remained topical. However, the reality is that what will keep the teacher relevant in the global developmental trends of the 21st century has not been properly addressed. Facilities like ICT, video machines and clips, computers, television sets, soft ware applications and effective access to the internet are still missing. Most colleges and faculties of education still lack the political will to embrace these innovations, so most teachers in training and in the field are not in touch with global trends that can enrich their classroom enterprises. Mentoring has been suggested as a way of increasing teacher effectiveness/competence with minimum expenditure of time, finance and stress but those to mentor are products of the same deficient system and lack the capacity to contribute effectively to national development. It is therefore necessary to refocus teacher education to enable teachers not only to be relevant in their teaching assignment but to also be able to contribute effectively to national development in any area they are needed by upgrading their skills and knowledge.

**ROLE OF PRACTICAL EDUCATION SUPERVISORS IN IMPROVING CLASSROOM
MANAGEMENT SKILLS FOR PRACTICAL EDUCATION STUDENTS AT NAJHRAN
UNIVERSITY – SAUDI ARABIA**

By

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The main purpose of this study was to investigate the role of the teaching practicum supervisors in improving classroom management skills for the teaching practicum student teacher in Najran University. It also aimed to identify the problems that limit the teaching practicum supervisors in improving classroom management skills and to reveal the differences in perspectives of the study participants according to gender and position variables. The participants of the study were all student teachers and supervisors of the teaching practicum program (females and males) . The study applied a questionnaire to all of the study participants. The results showed that the perceptions of study population toward the roles of supervisors of teaching practicum in developing classrooms management skills were high (2.58 out of 3). All averages of the roles of supervisors were close (2.60-2.56). Results revealed that the average of perceptions of the populations toward the problems that limits the teaching practicum supervisors to develop classrooms management skills was at medium range. There were significant differences in the problems that limit the roles of supervisors according to position variable (supervisors / student teachers) in favor of the supervisors. According to gender (male/ female) variable, there were significant differences in the roles of supervisors in developing classroom management skills in favor of females.

**VALIDATING A DECISION MODEL FOR CUT-OFF SCORE:
A CASE STUDY FROM SAUDI ARABIAN HIGHER EDUCATION**

By

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Higher education planners recognize that effective university performance depends highly on a student's ability to meet a variety of functional tasks that enable him or her after graduation to effectively participate in various professional activities. Cut-off scores have been used as passing throughout educational levels from elementary to college to distinguish between students who are qualified and those who are not. Most education systems adopted different cut-off scores ranging from 50 to 80 percent and these scores have been used as performance standards, and they have been rarely changed nor challenged. The literature indicated that there are more than 50 different methods for calculating cut-off score.

In Saudi Arabia the cut-off score for higher education has been set by the official policy at 60 percent for all colleges and all majors without revealing how this score was determined or calculated. Since the score is introduced without instructions relating it to the goals of tested subject, it might be assumed that this score has virtually no value to external performance. The current score may be interpreted in a manner that indicates whether a student is more or less qualified than another in the test contents only not in achieving the course goals. The current study reviewed test and measurement theories, education goals, criterion-referenced test and others to build its theoretical framework, justifying the assumption that cut-off score should represent actual competence in achieving education goals. In higher education, teachers teach and evaluate their student based on courses goals. This study operationalized its theoretical assumption in two research questions. 1) Is there a significant difference among the three methods of Angoff, official method, and the method proposed by the researcher? 2) To what extent the examined tests represent the goals of their courses? Four courses were selected for analysis and their goals and tests were obtained. Cut-off scores were determined by three different formulas of Angoff's, the proposed formula, and the official one. The results indicated that the three Cut-off scores were not significantly different. However, there were significant differences among the selected courses in representing their actual goals. This result has shown a huge gap between assumed and tested contents and goals. The overall result is questioning the validity of cut-off score methods that are not based on courses and education goals.

REALITY AND IMPORTANCE OF APPLICATION AUTHORITIES GRANTED TO SCHOOL PRINCIPALS IN SAUDI ARABIA

By

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This study aimed at identifying the reality and the importance of utilizing authorities granted to school principals, and the difficulties which prevent utilizing these authorities; as well as identifying the different viewpoints of the study population members according to variables of sex , educational level, and years of experience . This was done by administering a questionnaire to 324 school principals at Asir General Educational Directorate . The most important results revealed that the degree of utilizing authorities was at the average scale (1.77), whereas the degree of the importance of the authorities was at the highest rank (2.34). As for the degree of difficulties that prevent utilizing these authorities, the overall average difficulties was (2.33). Results also showed that there were statistically significant differences between the mean scores of males and females in their estimation of the difficulties which prevent utilizing the authorities granted to school principals favoring the female subjects. There were also statistically significant differences between the study population subjects according to years of experience in favor of those subjects having more than ten year experience. In light of the results, recommendations and suggestions were reported.

TEACHERS OF ARABIC LANGUAGE QUESTIONS IN UPPER PRIMARY SCHOOLS

By

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This study investigates the teachers' questions in Arabic lessons. In particular, this study explores questions types in the classroom based on Bloom's Taxonomy, and to identify which kind of thinking is promoted in Arabic lessons by questions.

Quantitative research methodology was utilised to answer the research questions. Observations were employed to gather data about questions in Arabic lessons. All lessons were recorded. To describe the occurrence and type of question in the classroom based on Bloom's Taxonomy, frequency counts, and percentages were calculated. Using utterances as the unit of analysis.

The findings offer teachers' questions types in the classroom based on Bloom's Taxonomy. The findings also offer insight into questions based on Bloom's Taxonomy Grad four, Five and Six in upper primary school. The results of this study provide a window to investigate what Arabic language students are offered as in types questions in the classroom based on Bloom's Taxonomy. The results of this study provide is there any any significant differences each group of Arabic language teachers' questions based on Bloom's Taxonomy in each Grad.

THE EFFICIENCY OF THE DEVELOPED META-COGNITIVE LEARNING CYCLE MODEL IN CORRECTING THE MISCONCEPTIONS ABOUT ACIDS, BASES, AND OF THE SELF-REGULATION AMONG MIDDLE SCHOOL FEMALE STUDENTS

By

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The purpose of this study is to detect the misconceptions about acids, bases and salts among middle school female students. It is also meant to assess the efficiency of the developed meta-cognitive learning cycle model in correcting those misconceptions about acids, bases and salts, and in the development of self-regulated learning among middle school female students'.

The research was limited to the third year female students' of Atikah Bint Zayd Middle school in Riyadh and was conducted about science subjects; specifically the unit of acids, bases and salts. The researcher chose this unit in particular in view of the exploratory study's results, which showed the importance of this unit and the prevalence of misconceptions on this unit's subjects among the students thereof.

The results of the study showed statistically significant differences at the level of ($\alpha \leq 0.05$) between the average scores of the experimental and control groups in the test of correcting misconceptions about all the subjects of the unit: acids, bases, reagents, and salts. The t-value of the difference between the average scores of both groups was statistically significant at the level of ($\alpha \leq 0.05$). Hence, the null hypothesis has been rejected, whereas the following alternative hypothesis has been accepted: "there is a statistically significant difference at the level of (≤ 0.05) between the average posttest scores of the experimental group students (taught according to the developed meta-cognitive learning cycle model) and the same average for the control group (taught by the traditional method) in the test of correcting misconceptions about acids, bases, and salts". The effect size value of the entire test was measured using eta-squared values; recording a high and appropriate value of (0.59).

On the other side, the results showed statistically significant differences at the level of ($\alpha \leq 0.05$) between the average scores of the experimental and control groups on the self-regulation scale. The t-value of the difference between the average scores of both groups was 11.93, showing a statistical significance at the level of ($\alpha \leq 0.05$). Hence, the null hypothesis has been rejected, whereas the following alternative hypothesis has been accepted: "there is a statistically significant difference at the level of (≤ 0.05) between the average posttest scores of the experimental group students (taught according to the developed meta-cognitive learning cycle model) and same average for the control group (taught by the traditional method) on the self-regulation scale".

The effect size value of the entire test was measured using eta-squared values, recording a high and appropriate value of (0.75).

THE LEVEL OF ICT USAGE BY ISLAMIC STUDIES TEACHERS IN SAUDI ARABIA

By

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Information and communication technology (ICT) plays a significant supporting role for teachers to facilitate learning activities and teaching styles in schools.

Purpose, This paper identify current classroom practices that employ technology, and the factors that affect optimum use of ICT in the classroom

Method: A mixed methods approach (sequential explanatory design) included a questionnaire and an interview. The former was applied to 230 participants from 73 intermediate schools and the latter involved 17 interviewees, 12 Islamic teachers and five Islamic supervisors from Riyadh, Saudi Arabia

Results: The findings from this study indicated that Islamic teachers identified as making limited use of ICT tools across all Islamic subjects. The majority of teachers still used traditional methods and tools such as the blackboard and posters, while the most commonly utilised ICT tools were audio equipment and television/video. During the interviews only three teachers said that they used some ICT tools (the computer/laptop and/or projector) when teaching students.

Conclusion: The data gathered in this study suggests there is a need to develop new and improved frameworks that will facilitate greater ICT usage for all Islamic Studies teachers. For example: increasing professional development opportunities including efforts to provide more training courses for teachers; facilitating teacher exchanges; decreasing the number of students in the classrooms; decreasing the number of class sessions per week to a maximum of 18 ; offering more encouragement towards using ICT and increasing ICT tools in the classroom such as such as computer/ laptop, digital projector, interactive white board and overhead.

THE POSSIBILITY OF USING THE SYSTEMATIC SCREENING FOR BEHAVIOR DISORDERS TOOL IN SAUDI ARABIA PRIMARY SCHOOLS FOR SCREENING STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS

By

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The purpose of this study was to: (a) identify which behaviors from the Systematic Screening for Behavior Disorders (SSBD) Critical Events Index occur in Saudi primary schools and how often teachers perceive their occurrence; (b) determine the extent of concern Saudi teachers report regarding these behaviors; and (d) investigate teachers' perception regarding the importance of taking courses that emphasize students' behavior problems and how to deal with them. A sample of 381 participants (teachers) responded to the call to participate in the study. These participants were recruited from six different regions from Saudi Arabia. A questionnaire and three open-ended questions were used to collect the data. Quantitative analyses were conducted to answer the research questions.

Findings revealed that all the behaviors included in the SSBD occur (to some extent) in Saudi Arabia primary schools with the exception of one behavior. Behaviors that occurred more frequently included both internalizing and externalizing behavior problems. Teachers were concerned to some degree about all the behaviors included, but were more concerned about the externalizing behavior problems. Participants also reported other behaviors occurred in their classrooms that are not included in the SSBD. While general education teachers see more behavior problems than special education teachers, they were less concerned about these behaviors compared to special education teachers.

While all participants valued the importance of the courses concerning student's behavior problems, the majority of participants had not taken any of this course work during their pre-service preparation studies because these courses were not offered at the universities/collages where they had studied. Among the several limitations related to this study, one must note that only male teachers participated in the study and therefore, the results apply only to male teachers and students. Recommendations for educators and legislators were provided.

**NIGERIAN CERTIFICATE IN EDUCATION (NCE) PROGRAM AND THE GLOBAL
CHANGES IN EDUCATION THE MIRAGE**

By

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This study is based on the assumption that no nation can rise above the quality of her teachers. The Nigerian Certificate in Education (NCE) is a teacher education program aimed at producing teachers for the much needed vocationalization of the primary and junior secondary schools in the country.

A critical analysis of the learning experiences component of the 2012 minimum standard (curriculum) of the program is to be carried out by this study in order to find out to what extent the blue print (minimum standard) contains learning experiences in relation to the global changes in education. NCE teacher Educators in Federal colleges of Education in South East Nigeria will be the respondents of this study, while questionnaire serves as the major instrument for data collection. Two research questions and two hypotheses to be postulated and tested at 0.05 level of significance will be used for this study, percentages and mean will be used for data analysis, while recommendations will be made based on the findings.

THE IMPLEMENTATION OF Q METHOD IN THE EVALUATION OF TEACHER PROFESSIONAL DEVELOPMENT

By

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Q methodology is a valuable empirical research technique, as well as, a method HRD practitioners can use in the evaluation of professional development. The primary goal of Q methodology is to uncover *how* and *why* people think the way they do (Brown, 1994). The purpose of this research was to understand how and why people think they way the do towards professional development. The participants for this study all were teachers that participated in a professional development session on how to create effective assessment items. The process of conducting the Q study will be described from the start of the project to the completion of analysis. Table 1 provides an overview of methodology.

Table 1. Steps in Conducting a Q Methodology Study

Phases	Step	Actions
Design	1	Identify people to study
	2	Identify topic on which opinions vary
	3	Develop concourse (evaluation questions)
	4	Select the Q-set (sample from concourse)
	5	Develop distribution scale (sorting range)
	6	Develop interview protocol
Administration	7	After training is conducted, provide instructions
	8	Provide statements and instrumentation
	9	Conduct the sort or sorts and record answers
Analysis	10	Conduct factor analysis
	11	Distinguishing statements
	12	Consensus Vs. Disagreement table
	13	Comparing factors
	14	Integrating quantitative and qualitative analysis

In addition to the evaluation of the professional development the teachers completed on the creation of assessment items, the results of this study will provide researchers a look into a method to examine training with an innovative technique. Specifically, the findings will provide human resource development professionals another tool to evaluate training effectiveness.

**THE NEW DIVIDE:
THE DIFFERENCES IN MINORITY SUCCESS RATES IN UNDERGRADUATE
GENERAL CHEMISTRY I AT A SMALL LIBERAL ARTS COLLEGE**

**By
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The New Divide: The differences in Minority Success Rates in Undergraduate General Chemistry I at a Small Liberal Arts College. D BELL, Department of Math and Science, Saint Leo University, State Road 52, Saint Leo, Florida, 33574.

General chemistry is one of the first challenging courses that undergraduates take in college. At Saint Leo University, the withdrawal/failure rate between 2010 and 2013 in this class is over 30%. Comparing the grades of minority versus nonminority students shows White students at 2.62, Hispanic students at 2.38 and Black students at 2.02 on a 4.0 scale. The discussion on the increased immigrant minority enrollment at ivy league institutions prompted a deeper look at the General Chemistry I data at Saint Leo. The study revealed a large gap between the grade point average of immigrant minority and native minority students, prompting the questions why and what are possible solutions to eliminate the disparity.

THE RELATIONSHIP BETWEEN THE PROBLEMATIC INTERNET USAGE OF TEACHERS OF INFORMATION TECHNOLOGIES AND THEIR BURNOUT LEVEL

By

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Information and communication technologies have affected all area in a society. Human can learn quickly and accurately from the internet. The aim of this study was to investigate what the burnout and problematic internet usage of IT teachers were and to elucidate the relationship between burnout and on problematic internet usage. Therefore, the present study investigated the burnout and problematic internet usage, who worked as an IT teacher in public secondary schools in Turkey. The data collection tools of the study are “Personal Information Form” designed by the researcher, Problematic Internet Usage Scale and “Maslach Burnout Inventory”. Percentage, frequency, t-test, ANOVA and Pearson correlation test were used for the statistical analysis of the data. The SPSS (Statistical Package for the Social Sciences) 21 packages programme was used in all statistical analysis of the research and 0.05 was adopted as the significance level. The sample group of this study comprised of 219 IT teachers. At the end of the research, it was found that IT teachers use the internet for communication purposes the most and they use it to do research secondly. Male IT teachers' weekly internet usage time was found to be higher than that of female IT teachers. It was observed that problematic internet usage levels of the IT teachers did not differ according to age or marital status. It was found out that there was a significant correlation between working hours of IT teachers and burnout levels. It was found out that there was a significant relationship between the IT teachers' problematic internet usage and their burnout level. The obtained research findings were discussed with literature and suggestions have been made.

Keywords: IT teachers, problematic internet usage, burnout

**EXPLORING THE MOTIVATIONS, EXPECTATIONS AND EXPERIENCES OF
STUDENTS IN UNIVERSITIES IN GHANA**

By

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There is burgeoning literature on the challenges confronting African universities especially in the Sub Saharan. However, little appears to have been written about the motivation, expectations and experiences of students in these universities. This paper discusses students' motivations, expectations and experiences in the universities in Ghana. It also discusses how students perceive and deal with the challenges they are confronted with in these institutions.

The paper is based on a qualitative study of three public universities in Ghana conducted to determine how these universities are responding to their local and external needs and how this impact on the curriculum. It also explored how students perceive the curriculum and how they think it meet their needs.

Whilst the various challenges cannot be ignored, many of the students have adopted 'adaptive preferences' which enable them to deal with their challenges in the universities. I suggest the need for the universities to encourage students to appreciate more the intrinsic value of knowledge other than its instrumental usage. I also argue for the institutions to enhance leisure and networking activities and programmes on the various campuses.

Key words: students, motivations, expectations, challenges, adaptive preferences, intrinsic values, neoliberalism

**DESIGNING MICRO CHEMISTRY EXPERIMENTATION FOR TEACHER
TRAINEES IN A UNIVERSITY**

By

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Micro chemistry experimentation has come to reduce the usual traditional experimentation through miniature activities. In addition it has reduced activity time and the cost of resources significantly. This study presents the design of micro chemistry experimentation for some quantitative and qualitative inorganic chemistry topics for first year undergraduate teacher trainees.

SECONDARY SCHOOL CHEMISTRY TEACHERS' SELF-EFFICACY BELIEFS IN THE USE OF COMPUTER: A NIGERIAN EXAMPLE

By

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The purpose of this study was to determine if secondary school chemistry teachers in Warri Municipality, Nigeria have positive self-efficacy beliefs in the use of computer. The paper also investigated if some demographic teacher variables (gender, qualification, and experience) would polarize the teachers' self-efficacy beliefs in the use of computer. A sample (N=150) was selected from a population of the chemistry teachers using stratified random technique in which gender, qualification and experience were used as strata. A customized instrument entitled Computer Self-Efficacy Scale was administered on this sample. Analysis of data from this exercise using descriptive and inferential statistics produced results which indicate that the chemistry teachers have positive self-efficacy beliefs in the use of computer. The results also indicate that while qualification influenced the chemistry teachers' self-efficacy beliefs, gender and experience did not. Implications of the results for solving the problem of continuing saga of secondary school students' underachievement in chemistry are highlighted. Recommendations for future studies are also made.

Key words: Chemistry teachers; Self-efficacy; Gender; Underachievement in Chemistry; Use of Computer

**PARENTING STYLES AND SOCIAL ADJUSTMENT OF SECONDARY SCHOOL
STUDENTS TWO IN ABIA STATE OF NIGERIA**

By

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The main purpose of this study was to investigate parenting styles and social adjustment of secondary school students two in Abia State of Nigeria. To achieve the purpose of this study two hypotheses were formulated to guide the study. Related literature was reviewed based on the study variables. Ex-post facto research design was considered appropriate for the study. This is because the researcher does not have direct control of the independent variables. Survey research design was adopted for the study. The sample for the study was made up of one thousand (1000) students, comprising 500 boys and 500 girls drawn from the twenty (20) secondary schools that were selected for the study. The selection was done through the stratified random sampling technique. The questionnaire was the instrument used for data collection. The instrument was subjected to face validation by experts in measurement and evaluation. The reliability estimate of the instrument was established through the test-retest reliability method. The hypotheses were tested using One-Way Analysis of Variance (ANOVA) and independent t-test analysis. The results of the analysis reveal that parenting styles and family type do not significantly influence social adjustment of secondary school students. Based on the findings, it was recommended among others that Parents and teachers should create awareness among their children and students so that they can have an understanding of their stage of development with corresponding physical and emotional changes.

**VISIBLE MINORITY WOMEN: STILL AN UNREPRESENTED GROUP IN THE
CANADIAN ACADEMY**

By

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This presentation will focus on the absence of visible minority women leaders in institutions of higher education in Canada, highlighting the particular issues which impinge on their career mobility vis-à-vis mainstream women and men in the academy. The significant skills which minority women bring to administrative positions will be detailed and the question of why so very few emerge into leadership roles in the academy explored. Challenges of minority women to negotiate their place and role and respond to biased assumptions related to their gender, colour and ethnicity will be noted. Also to be examined will be common obstacles faced by women of colour to climb the career ladder, including their forced exit through the revolving door or the glass houses in which they live in the ivory tower. Strategies to transform a predominantly white male postsecondary culture of university leadership will be discussed with a view to determining how postsecondary institutions can better engage in the diversification of their leadership ranks.

EFFECTS OF QUESTION AND EXPLANATION ORDERS ON THE LOGICAL THINKING IN A PROGRAMMING CLASS

By

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Logical thinking ability provides the basis of the ability to analyze and select the required details from a multitude of information, and creative thinking ability creates new ideas making it essential for solving problems and forming knowledge. Hence, there is a trend in developed countries – including Korea of promoting programming courses in education to aid the development of thinking skills. In order to facilitate actual educational outcomes of increased thinking ability from programming courses, students' active and focused participation becomes an important factor during the learning process.

A scratch programming course for university students was run with the intention of establishing its learning effect. First of all, in order to measure the learning effect of the scratch programming course according to the instruction method between question-based and explanation-based, we compared the logical and creative thinking ability of students before and after the scratch programming course and proved and clarified the learning effect of the class. The procedure confirmed the necessity of programming courses for thinking skills education and provided implications about the application method of programming course in connection with the education curriculum. And the instruction method is specially considered

The purpose of this research is to discuss and prove the difference of the learning effect of a SCRATCH programming course through instruction method. The specific research questions for this matter are the following.

1. Dose taking a Scratch Programming course improve learner's logical thinking ability?
2. What are the difference between the question-centered instruction and the explanation instruction-centered instruction method?

The research participant group was made up of 40 undergraduate student of K-university in Seoul.

One group of 20 students was taught by question-centered instruction, and the other was taught by explanation-centered instruction for 10 hours during 5 weeks.

The research analysis procedure consisted of first discovering any statistically meaningful differences in logical and creative thinking ability results before and after the SCTATCH

programming course, measuring of the learning effect was achieved through dependent samples



repeated ANOVA analysis.

**IMPLEMENTATION OF INTERACTIVE RESPONSE SYSTEM AND INTERACTIVE
WHITE BOARD - A CASE STUDY OF TENTH GRADERS' ENGLISH
PRONUNCIATION LEARNING IN TAIWAN**

By

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Technology has been widely adopted in language teaching. However, which tools or software to use and how learners feel about them are essential in language learning. This study is aimed to report the results of implementing Interactive Response System (IRS) and Interactive White Board (IWB) in English pronunciation learning. Students' experience and feelings were investigated. Participants were mainly 1-year students (tenth graders) from the Department of Applied Foreign Languages in a 5-year junior college in Taiwan. A survey was conducted via an anonymous questionnaire to acquire quantitative and qualitative data. The design of the investigation was based on C. W. Chen's 2009 research framework with a number of modifications made. A hundred and sixteen students took the pronunciation course; however, only 107 questionnaires were acquired. Data collected were analyzed with descriptive statistics. Results indicated that 85% of informants considered the class more interesting through the use of IRS and IWB, while 30% also felt pressured. More than 50% have positive feelings towards the overall use of IRS and IWB in regard to their learning experience such as classroom interaction, sense of achievement, and concentration. On the other hand, only 41% of informants believed that using IRS and IWB could improve their relationship with peers. Finally, 67% hoped to use IRS and IWB for learning English in the future. Knockout games and competition quizzes appeared to be the activities to produce the most positive results. Therefore, it is suggested that teachers incorporate competition games with IRS and IWB in their teaching.

Keyword: Interactive Response System, IRS, Interactive White Board, Computer Assisted Language Learning, CALL, pronunciation teaching

**EFFECTIVE DELIVERY OF STEM EDUCATION USING
THE CHALLENGED-BASED INSTRUCTION**

By

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Promoting STEM education has become a rising challenge for many educators and administrators in academic institutions. Students pursuing degree programs in STEM must be introduced to the concepts and topics in these disciplines in order to attain satisfactory comprehension to be successful in their respective fields. The most sensible approach to achieve STEM introduction to students is by using a variety of instructional methods. The recent trend in the faculty development program in this arena is the focus of introducing pedagogy of the Challenge-Based Instruction (CBI).

In this presentation, relevant discussions and examples will be provided to establish a similar approach undertaken at Texas A&M International University (TAMIU), Laredo, Texas.

**PERCEPTIONS OF THE USE OF SMARTPHONES AMONG
THE PROFESSORS AND STUDENTS**

By

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The familiarity of students with the electronic devices can be a great help in education. In fact, smartphones are one of the devices that can change the process of instruction (Eisele-Dyrli, 2011). For instance, in the United States, 98% of the students between 14 and 18 years old own a cell phone and 70% own a laptop, tablet, or netbook (Project Tomorrow, 2010). However, some teachers and professors do not agree with the usefulness of these tools or they are not comfortable with them. The perceptions are really different. The experiment was a comparison between a group with smartphones and a group without smartphones in the classroom. The goal was to promote the logical reasoning. It was a pre and posttest experiment. The test was the Test of Logical Thinking. The gain of smartphones group was better than the gain of group without smartphones.

**WOMEN ENTREPRENEURS: A CHALLENGE TO BUSINESS AND
ADMINISTRATION UNIVERSITY**

By

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Tuxtla Gutiérrez, Chiapas, México

In Mexico, each year hundreds of women choose to work as employees instead of being their own boss. It's not just because there are not opportunities, it is more about a problem of motivation, leadership, direction, and the involvement of university and society.

Even though Mexican government is implementing different politics to encourage entrepreneurship; university women, especially in administration, business, finances, and marketing areas, who are the ones having the knowledge about how to make a business plan or steps to start a company are not being entrepreneur. According to statistics data, most of them just work as an employee.

Then, it is inevitable to ask what universities are doing to change this paradigm. Lack of entrepreneurship is a fact that universities have to face. In this order of ideas, this research has been carried out in Bank and Commerce School (Escuela Bancaria y Comercial) Campus Tuxtla Gutiérrez, Chiapas, with the aim of analyze and determine reasons and get conclusions to encourage the activity of entrepreneurship among women.

Institutions can change society. University is the place where women can develop and acquire knowledge and tools to face their future, not only as being better workers but to start business and build companies. It is necessary that University provide a whole vision so women can have more chances to get a competitive income and improve their way of life.

**EFFECT OF CONCEPT MAPPING AS AN INNOVATIVE TEACHING AND
LEARNING METHOD ON SENIOR SCHOOL STUDENTS'
INTEREST IN CHEMISTRY**

By

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The study was designed to explore the effect of concept mapping as an innovative teaching and learning method on senior school students' interest in chemistry. The pretest posttest quasi experimental design was adopted for the study. The population for the study comprised all the senior secondary two (SS2) chemistry students in Agbani Education Zone. A total of 189 SS2 chemistry students were drawn and used from three secondary schools selected in the zone through purposive sampling. Two research questions and two hypotheses guided the study. In each of the schools used for the study, all the chemistry students in their intact classes were used. The experimental group was taught using concept mapping while the control group was taught using lecture method. The treatment lasted for six weeks. The instrument for data collection was Chemistry Interest Scale (CIS). The data collected was analyzed using analysis of co variance (ANCOVA). The result of the data analysis clearly showed that there is a significant difference between the mean interest scores of students taught chemistry with concept mapping and those taught with lecture method.

**MANAGING HUMAN CAPITAL DEVELOPMENT IN HIGHER EDUCATION IN IMO
STATE, NIGERIA FOR EFFECTIVE PERFORMANCE TOWARDS
NATIONAL TRANSFORMATION**

**By
Joyce Ihum Oguh, Ph.D.
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Imo state, Nigeria**

This study investigates Managing Human Capital Development in higher Education in Imo State Nigeria for Effective performance towards National Transformation. Ex-post facto design will be adopted in the study. Two research questions and hypothesis respectively will be raised to guide the study. A sample of 227 lectures will be drawn from a population of 1,517 lecturers from two higher institutions in Imo State. Managing Human Capital Development for Effective Performance towards National Transformation Questionnaire will be used to generate Data. The data will be analyzed using pearson's product Moment correlation coefficient. Based on the findings, recommendations will be made.

Key words: Managing, Human Capital Development, Effective Performance, National Transformation.

SOUTH KOREA'S AID FRAGMENTATION ON HIGHER EDUCATION IN CAMBODIA

By

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Aid fragmentation is one of the hindrances to aid effectiveness. As a main contributing factor, proliferation from the donor side has been pointed out. In this regard, we first examine the main factors for the donors' proliferation and the links between the donors' proliferation and the recipients' fragmentation. We are particularly interested in South Korea's official development assistance on higher education in Cambodia. South Korea is the so-called an emerging donor where proliferation and lack of coordination among various funding agencies has been pointed out as a major problem. Cambodia is South Korea's priority aid recipient country, making this research more interesting. This study pays extra attention to the higher education sector, as the author is conducting a project, funded by South Korea's ministry of education, to help a university in Phnom Penh, Cambodia. Major findings; South Korea's funding to higher education in Cambodia has been proliferated as their aid budget increases, which harms aid effectiveness in Cambodia. It should be the role of Cambodian authority to take an ownership and be responsible for coordination and harmonization.

CHALLENGES TO FACILITATING THE DEVELOPMENT OF 21ST CENTURY COMPETENCIES IN THE CLASSROOM

By

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Despite being more than a decade into the new millennium, the schools of the 21st century remained mired in a time warp that replicates the instructional strategies of the previous century. This has led to increasing worries regarding the effectiveness of the current educational system to adequately prepare students for a rapidly changing and complex world. In an attempt to spur change, a plethora of policy papers, political statements and academic frameworks have been proposed to transform the current educational experience into one that supports the development of the essential competencies and skills that will be needed for current students to become successful 21st century citizens.

While the body of literature that identifies 21st century competencies and skills is quite deep, specific guidance as to what these competencies should look like in the classroom is very limited. This lack of operational definitions represents the greatest challenge to the relevance and implementation of 21st competencies within the classroom (Ananiadou & Claro, 2009; Silva, 2009; Voogt & Roblin, 2010). The ability to adequately assess the acquisition of these essential competencies and skills represents the second greatest challenge to facilitating 21st century learning in the classroom.

This presentation will review a number of the 21st century learning frameworks and examine the challenges that need to be overcome before 21st century competencies and skills can become the norm rather than the exception.

SPIRITUAL INTELLIGENCE AND ITS RELATIONSHIP WITH ENJOYING LIFE OF A SAMPLE OF INDIVIDUALS WITH VISUAL IMPAIRMENTS IN SAUDI ARABIA

By

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The purpose of this study was to identify individual differences between students with visual impairments and sighted students in spiritual intelligence and the relationship between these variables. The participants of this study were 60 visually impaired students and 60 sighted students who selected from high schools and universities in Saudi Arabia. The participants ages were between 15-25 years, and the mean age was 18.78. The study used two scales: one to measure spiritual intelligence, and the other to measure enjoying life.

The results showed that there was a statistically significant correlation(0.05) on the total score of spiritual intelligence and sub-dimensions: self-transcendence and the meaning of life; and (0.01) on dimension of meditation in the nature and universe for sighted students. It also indicated a statistically significant correlation(0.05) on dimension of perception of suffering as an opportunity for visually impaired students. The results also showed no statistically significant differences in spiritual practice; and there is a statistically significant correlation (0.01) on dimension of enjoying life and its total score for visually impaired students. It showed a positive statistically significant correlation(0.01) on of spiritual intelligence and of enjoying life for students with visual impairments. Study recommendations for future research are discussed.

**SUGGESTIONS FOR MIDDLE-CLASS U. S. STUDENT TEACHERS ENTERING
URBAN CLASSROOMS: BUILDING RELATIONSHIP**

By

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Ladson-Billings, in her 1994 work *The dreamkeepers: Successful teachers of African-American children* memorably argued that effective teachers in the urban environment need to make relationships with the children in their classrooms in order to teach them. Many student teachers educated in suburban schools did not require a trusting relationship with a teacher in order for them to learn from that teacher. This paper, based on a critical discourse analysis of third and fourth grade teachers in a successful urban school, will provide suggestions for student teaching supervisors when they advise student teachers working in an unfamiliar urban classroom.

Keywords: Teacher talk, urban student teachers

**TEACHING GLOBAL SOCIAL RESPONSIBILITY AT A EUROPEAN LIBERAL
ARTS & SCIENCES COLLEGE: RESULTS OF THE GLOBAL
CITIZENSHIP PROGRAM**

By

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Middleburg, Netherlands**

The purpose of this paper is to share composition and results of Global Citizenship education program carried out among university college students and secondary school children of province in the Zeeland Netherlands. The Going Global program is hosted at University College Roosevelt of Utrecht University. The analyzed edition consisted of three parts. In the first an intensive university preparatory course, 60 participating students learn about postcolonial theory and socio-political situation in Latin America (Mexico) or Africa (Namibia) and get initial contact with local schools, after that students participated in a summer internship in these countries. During the internship students engaged in activities with local people. Finally, in the follow-up course, students develop and use teaching materials to disseminate their understanding of global citizenship among schoolchildren. The program aims to translate into practice considerations regarding 'global citizens' and their awareness of interdependence it also draws on psychological theories of cooperative and helping behavior. The results of self-reports of 60 students and school children evaluations demonstrate effects and positive reception of the program. They indicate program's potential suitability and effectiveness in stimulating global citizenship.

EDUCATION AND GLOBALIZATION: A CRITICAL REFLECTION ON THE ROLE OF EDUCATION IN GLOBAL TIMES

By

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This paper will attempt to critically discuss the different issues to be considered as for the role of education in a globalized society. The essay will reflect on some of the most pertinent questions of education in global times such as: Is there a place for critical reflection on education policies when the system is tied to political interests? Freire (1970) affirms that to “educate is a political act”, therefore, we should critically reflect on education as a mean to interact and transform society. What are the implications of education in proliferating a system of social and economic dependence based on consumption and media? How can schools integrate students into a society of critical thinkers? According to McLaren (1989) “schools should be sites for social transformation and emancipation, places where students are educated not only to be critical thinkers, but also to view the world as a place where their actions might make a difference” (p. 162).

THE CONTRARY EFFECT OF COLLABORATIVE WRITING ON ESL STUDENTS' VOCABULARY ACQUISITION

By

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The writing task is an integral part of education in ESL at the foundation level. It has been observed that Foundation level 3 students have insufficient knowledge of vocabulary which is reflected on their written output, as their usage of vocabulary is confined to a number of limited common words. This research explores the effect of collaborative writing on students' vocabulary acquisition. All the writing tasks were related to educational topics in order to provide students with the lexical items related to the same subject. This study took place in one of the Foundation level 3 classes at Arab Open University, Oman branch. The participants (14) were unanimously Arab students for whom English is considered as the second language. All students are in the intermediate level of English language proficiency. For each writing task five collocations were selected to be taught in the class over a period of four weeks. The achieved outcomes revealed contrary results to the previous studies that had shown the effective impact of collaborative writing. This study will discuss the contrary impact of collaborative writing on improving the learners' vocabulary acquisition in addition to the problems students faced during collaborative writing task. Finally, this research provides some recommendations for the effective collaborative writing for the foundation students.

PAW-FECTION: A REVIEW OF PET THERAPY PROGRAMS

By

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Pet therapy programs have received a great deal of attention both in the mainstream media and in academic scholarship as of late. Throughout this paper, the author attempts to review the literature surrounding pet therapy programs, their history, and implementation in hospital and college settings. Differences between service animals and pet therapy animals are discussed, since there has been some confusion of these key words. Special attention is given to the training required of both the pet therapy dog and handler as documented by the protocol specified by Children's Hospital-Colorado. Contrarian views are then explored as many researchers have questioned previous studies claiming varying benefits of pet therapy program. Finally, based upon personal experience as both a trainer in the Prescription Pet Therapy program at Children's Hospital-Colorado and as a university instructor, the author provides recommendations for those colleges and universities interested in initiating pet therapy programs and events at their respective institutions.

**THE ROLE OF INTERPERSONAL COMMUNICATION NETWORK IN COLLEGE
STUDENTS' CAREER EDUCATION**

By

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It is important in developing career education programs to understand and explain career-related behavior. In an attempt to provide a solid theoretical foundation for college students' career education, the current study examined the role of interpersonal communication network in predicting career exploration behavior by conducting a survey among college students in South Korea. The survey results suggested that career exploration behavior could be well explained by integrating the theory of planned behavior, interpersonal communication, and social network analysis. As the theory of planned behavior expected, respondents' career exploration behavior was predicted both by behavioral intentions to explore career-related information and perceived behavioral control of career exploration, and their intentions to explore career-related information were influenced both by attitudes and subjective norms. These major components in the theory of planned behavior were positively associated with attributes of interpersonal communication network (e.g., density, size, and heterogeneity). In other words, network density had influences on subjective norms, behavioral intentions, and career exploration behavior whereas network size had effects on attitudes and perceived behavioral control. Interpersonal communication network heterogeneity had an influence on behavioral intentions only. Theoretical and practical implications were discussed in lights of career education.

Key words: career education, interpersonal communication network, theory of planned behavior

**MEASURING GENDER DIFFERENCES IN SELF-ESTEEM AND RELATIONSHIP
WITH BMI AMONG OMANI ADOLESCENTS**

By

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Adolescence stage considered the transitional stage from childhood to adulthood and represents the most critical stage in human life because it is associated with several biological changes that affect adolescents' personal and social development and self-esteem. In this study we investigated the gender differences in self-esteem of Omani adolescents, and to explore the discrepancies on their self-esteem according to the level of their Body Mass Index (BMI).

To achieve the objectives of the study, Rosenberg Self-esteem Scale (SES) has been administered on a sample consisted of 855 Omani adolescents (M = 413; F = 422) with an average age (17.22 ± 1.26). BMI also measured using the equation (Weight in kg / m²).

The results of the study revealed that there were significant differences between males and females in the level of self-esteem in favor of females. The results also showed that the level of self-esteem varies according to the level of BMI, whereas healthier adolescents (BMI = 18.5 - \geq 25) scored significantly higher on SES comparing with obese adolescents (BMI \geq 30). Results were discussed in the light of the cultural determinants and the previous theoretical literature in this field.